Teachers College
Department of Educational Leadership
EDAD 600 *Introduction to Educational Leadership*
Section 800 | CRN 15231 | Fall 2026 (15 Weeks)
3 Credit Hours – Online Course

Contact Information

Instructor Information: Dr. Beth Cooper
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Office Hours: Mondays online from 3:30-5:30 p.m. and by request. You may also email or text me to coordinate a time for an individual phone or Zoom appointment.

Course Details

1. **Course Title:** EDAD 600 Introduction to Educational Leadership

2. **Prerequisites:** NONE

3. **Catalog Description**

This course examines purposes and organizational structures of educational institutions. There is a special focus on P-12 school leadership and the principal's position. Contemporary operational and administrative problems, leadership styles, developing trends, educational research, and best practices are considered for analysis.

4. **Required Student Textbooks**

Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge: How to make extraordinary things happen in organizations* (7th Edition). John Wiley & Sons.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th Edition). Washington, DC: APA.

Theoharis, G. & Scanlan, M. (2026). *Leadership for increasingly diverse schools* (3rd Edition). NY: Routledge.

(*This third book is a core reader used throughout the Educational Leadership program. If you are not a student in Educational Administration, you do not need to purchase this book. Please email the instructor for more information. **If you already own the 2nd edition of the Theoharis & Scanlan text, you can continue using that version for the 2026-27 academic year.)

5. Course Rationale

The course is intended as the first in the professional sequence of educational leadership courses at the graduate level (masters, specialist, or doctoral degree programs).

Previous administrative experience is not required; however, some experience in P-12 schools (teaching and/or administrative experience) is helpful. The course is also intended for all graduate students who wish to secure a comprehensive introduction to the area of educational administration. The content provides students the basis for determining if administration should become their area of professional specialization.

This course provides a general introduction to school administration and leadership with a focus on the principalship. This course also introduces Comprehensive School Counseling (CSC) and culturally responsive practices for promoting school improvement and social justice. This course serves as a prerequisite for the more specialized courses in the Department of Educational Leadership.

6. Course Objectives

By the end of this course, and with reasonable effort, you will:

1. Identify some key areas in educational leadership and determine your role as an educational leader within these areas
2. Construct and express your leadership style in terms of who you are as a leader (your values and beliefs)
3. Differentiate strategies on how you will lead others in different contexts as a school leader
4. Summarize theories and models of educational leadership to understand your work in teaching and in leadership opportunities
5. Apply an equity and social justice lens when working with specialized and/or marginalized populations.
6. Identify NELP Standards 1 and 3 and relate these standards to your work as an educational leader.
7. Write effectively using APA format

7. National Standards for School Leaders

Standards for school leaders have been established and are introduced in this class. These are the NELP (National Educational Leadership Preparatory standards). This class focuses on NELP Standards 1 and 3.

NELP Standards (short version) (*Focus of this course)

- ***Standard 1 – Mission, Vision, & Improvement**
- 1.1 Mission & vision – collaboratively developed
- 1.2 Plan and lead improvement processes – utilizing data

- **Standard 2 – Ethics & Professional Norms**
- 2.1 Professional norms
- 2.2 Evaluate, communicate, and advocate for ethical and legal decisions
- 2.3 Model ethical behavior

- ***Standard 3 – Equity, Inclusion, & Culturally Responsive**
- 3.1 Supportive and inclusive school culture
- 3.2 Equitable access

- 3.3 Culturally responsive practices

- **Standard 4 – Learning & Instruction**
- 4.1 High quality, technology-rich curricula programs
- 4.2 Best instructional practices
- 4.3 Data-informed assessment systems
- 4.4 High quality and equitable learning systems

- **Standard 5 – Community & External Leadership**
- 5.1 Engagement with families
- 5.2 Partnerships with community
- 5.3 Advocacy for students, families, and community needs

- **Standard 6 – Operations & Management**
- 6.1 Effective management and operations systems
- 6.2 Effective use of data & resources to support
- 6.3 Implementing policies, laws, and regulations

- **Standard 7 –Building Professional Capacity**
- 7.1 Human resources management
- 7.2 Professional & positive school culture
- 7.3 Professional learning and development
- 7.4 Supervision and evaluation of faculty/staff

- **Standard 8 – Internship**
- 8.1 Variety of leadership experiences in multiple P-12 settings covering all NELP standards
- 8.2 Authentic and sustained, minimum of 6 months (over two semesters)
- 8.3 Mentor who is a trained & effective school leader

8. Course Content

This course will provide an overview of the roles of leadership in education including various requirements and opportunities. Time will be devoted to developing an understanding of leadership and leadership styles, contemporary educational issues, and P-12 school policies, practices, and resources providing support to at-risk populations and/or marginalized students.

The course will also introduce Comprehensive School Counseling (CSC) and the importance of school leaders working collaboratively with school counselors to implement effective CSC models. Relevant national and state-level standards in educational leadership and school counseling will be presented. Issues of equity and social justice in P-12 schools will be discussed. Career planning and the development of commitment to excellence will be addressed as they relate to establishing a career in school leadership. Candidates will reflect on their own leadership styles and will develop their own educational leadership platform/philosophy statements.

9. Instructional Strategies

- Video Lecture
- Discussion/Questioning/Reflecting
- Independent Learning/Self Instruction

- A portion of the work will center on the role, duties and responsibilities of P-12 school leaders. Ways of working with other groups that influence the administration of schools will be considered.
- Class work will include a review of basic research concepts and terminology as well as a review and application of the American Psychological Association (APA) 7th Edition guidelines for writing in a research style and format.
- Classroom assignments are subject to modification based on composition of class membership.

10. Sources of Knowledge Upon Which This Course Is Based

The knowledge base for this course is multidisciplinary, drawing from administrative and leadership students and theory, as well as communications, finance, license/certification requirements, demographics, societal changes, career placement/planning and organizational theory.

11. Evaluation Procedures and Grading Criteria

Students will complete several written assignments in this course. Discussion Board participation will also be a part of the class. The final grade in the course will be assigned based on the quality of the student's work and adherence to the criteria listed with each assignment (rubric, how to earn points, criteria, etc.). Submit each of your assignments online in the Canvas system by 11:59 p.m. on the due date. I typically grade assignments within a few days after the assignment due date, which includes points earned as well as written comments. Assignments submitted early may be graded early. Assignments may not be resubmitted unless prior approval was discussed with and granted by the instructor.

Notes: There is a 10% penalty on assignments for each day late unless prior approval was discussed with and granted by the instructor. Assignments that are more than 7 days late will be scored as "0." Canvas will not accept assignments for grading after 11:59 p.m. on the final day of class.

Summary of Assignment Points (235 points possible)

Assignments	*Points*
Biography Intro Discussion Board	10
What is Your Why?	10
Inventory Assignment	20
Leadership Theories Documentation	20
APA and Research Quiz	20
Research Article Review	20
Learning Leader Discussion Board	10
Challenge the Process	20
Trust Response Sheet	15
Special Ed Reflection	10
Student Support Discussion Board	10
School Counseling	10
Principal Videos Reflection	10
Encouraging the Heart	10
Leadership Platform Statement	40

12. Grading Scale

Table 1: Grading Scale

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

13. Program(s) In Which This Course Is Required

This course serves as a prerequisite for the more specialized courses in the Department, such as the following:

- EDAD 630 Human Resource Development
- EDAD 635 Educational Decision Making
- EDAD 684 Educational Finance and Ethics
- EDAD 686 School Law
- EDAD 650 Supervision of Instruction
- EDAD 689 The School Principal

*Candidates seeking the Director of Exceptional Needs license need to contact the Department of Special Education regarding program requirements and a plan of study.

14. Expectations for Participation: Students are expected to log in to Canvas and check their Ball State University e-mail account ***daily from Monday through Friday*.** Students should let the instructor know of situations that impact being able to do so because it is expected that you follow the pacing and adhere to timelines. For online courses such as this one, regular attendance includes meeting the participation requirements for online discussion boards, checking all online *Canvas* postings and announcements, viewing the course videos and materials per the course calendar, participating in all course activities and assignments, checking BSU email regularly and corresponding with the professor as needed. If you have special circumstances or a personal illness that requires you to be unavailable for class participation for a period of time (more than three days), please contact me as soon as possible. Also, veterans and student service members with special duty circumstances or who are activated should notify the instructor as soon as possible and are encouraged to provide Activation Orders.

15. Technical Support
The Ball State Technology HelpDesk is designed with the IT support needs of Ball State online learners in mind. This includes phone and online chat support.

Technology HelpDesk and Desktop Support
Bracken Library (BL) 101
Ball State University
Muncie, IN 47306

Phone: 765-285-1517
Toll-Free: 1-866-771-3276

HelpDesk Hours Available

At the Technology HelpDesk site, you may access the IT knowledge base, find answers to frequently asked questions, report a technology issue or request assistance, check on the status of your ticket, review your ticket history, join a remote assistance session and much more.

16. Disabilities
If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

17. University Statement
We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

18. Freedom of Expression
In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

19. Student Academic Ethics Policy
Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's

academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

*Proceed with caution if you choose to utilize ***Artificial Intelligence (AI)*** to support your learning, since the information generated cannot be deemed reliable. Do not submit content generated by AI for your assignment submissions in place of your own writing or ideas. If you reference information you learned via AI when you prepare your assignments, include a citation for it with a URL link. If you have any questions regarding allowable uses of AI during this course, contact me prior to use on any assignment submissions. Any violation of this AI policy will be considered academic dishonesty.

20. Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen.

The Student Action Team also coordinates the Cardinal Closet. The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge!

21. Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy.

22. Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

23. FERPA and Privacy Policy
As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading **Ball State's FERPA and Privacy and Protection.**

24. Plagiarism Detection
The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

25. Engagement Expectations
To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

26. Academic Support Services
The Writing Center
All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to the BSU Writing Center. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!

The Learning Center
The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit my.bsu.edu and click on "Navigate" in the Additional Tools Section, or just go directly to the Learning Center Appointments.
Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about all of our programming, visit the BSU Learning Center or call 765-285-1006. Follow us on Instagram: BallStateLC.

27. Counseling Center
Prioritizing self-care and your mental health are important. As people and as students, you may experience a range of situations that prevent you from optimizing your learning. These may include but are not limited to: high levels of stress, anxiety, loss of motivation, feeling down, strained relationships, drug/alcohol problems. The Counseling Center offers free, confidential mental health services.

28. Speaking Center
The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this sign up online for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

29. Title IX
Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit BSU Title IX or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

30. University Grade Appeal Policy
If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

31. Course Schedule
To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule

will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

32. Subject to Change
This syllabus is subject to change in the event of extenuating circumstances.

Welcome to the Department of Educational Leadership! We are excited that you are taking courses in our department and strive to improve your leadership skills.