College of Education and Human Development
Division of Special Education and disAbility Research

Fall 2017
EDSE 843 002: Leadership in Special Education Administration
CRN: 81650, 3 – Credits

Instructor: Dr. Pamela Baker	**Meeting Dates**: 08/28/17 – 12/20/17
Phone: 703-993-1787	**Meeting Day(s)**: Wednesday
E-Mail: pbaker5@gmu.edu	**Meeting Time(s)**:4:30 pm - 7:10 pm
Office Hours: By appointment	**Meeting Location**: Fairfax, Finley 119
Office Location: Finley 208	**Other Phone**: N/A

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s) Admission to PhD in education program, or permission of instructor
Co-requisite(s) None

Course Description
Examines leadership issues and applies them to the administration of special education programs. Explores current challenges in the delivery of services for exceptional children through case studies and projects. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Enrollment is limited to students with a major in Education.
Enrollment is limited to Graduate level students.
Schedule Type: Seminar

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
Learning activities include the following:
1. Readings in preparation for class
2. Class lecture and discussion
3. Application activities

4. Small group activities and assignments
5. Individual activities and assignments
6. Video and other media supports
7. Research and presentation activities
8. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, students will be able to:
1. Define leadership.
2. Describe the general behavioral and affective elements that define good leaders.
3. Identify specific forms/styles of leadership and explain how the behaviors relate to specific organizational goals.
4. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership.
5. Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice.
6. Describe the general manner in which policies are made including:
    a. types of policy decisions
    b. various constituent groups affected by each type of decision
    c. goals that are often sought in policy-making
    d. political and rhetorical tools used in policy-making
    e. factors that contribute to uncertainty in policy-making
    f. types of errors that affect policy making
    g. tools for reducing uncertainty and error in policy making
7. Illustrate reform movements and how they gain momentum by providing examples of the political and rhetorical tools relative to selected reform movements that affect special education.
8. Analyze educational policy-making discussions and describe the elements of policy-making.
9. Analyze current change initiatives in the context of historical education reform proposals/policies considering the following:
    a. fidelity of the reform outcome with the intended purpose
    b. internal consistency of logic in the arguments for or against the reform
    c. the efficacy of the reform in meeting the stated goals of the policy-makers
    d. unintended consequences of the reform
10. Explain how special education laws and policies conform or fail to conform to expectations for genuine change using frameworks for analyzing organizational behavior and outcomes.
11. Articulate the leadership role(s) they aspire to take at the conclusion of their program of study.
12. Begin to articulate how they plan to develop their leadership capabilities in the near future.

Course Relationship to Program Goals and Professional Organizations
Course Relationship to Program Goals and Professional Organizations This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education, CEHD PhD in Education Program. This program complies with university and program standards.

Required Textbooks

Crockett, J. B., Billingsley, B. S., & Boscardin, M. L. (Eds.). (2012). *Handbook of leadership and administration for special education*. New York, NY: Taylor and Francis.

Recommended Textbooks

American Psychological Association*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Each week students are expected to access and complete all readings and activities provided in the applicable folder in the course content section of the course Blackboard site available at http://courses.gmu.edu

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

> **Tk20 Performance-Based Assessment Submission Requirement**
> It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.
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> For EDSE 843, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.
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> **Assignments and/or Examinations**
>> **Performance-based Assessment (Tk20 submission required)**
>> N/A
>>
>> **Performance-based Common Assignments (No Tk20 submission required.)**
>> N/A

Other Assignments
Application Activities
Students are expected to actively participate in all application activities. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and class sessions as well as interactive discussion and participation in activities with other class members. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting in advance. Required application materials and activities (e.g., supplemental readings, cases for review, external websites, discussion forums, topical reflections, other application activities) can be found in Blackboard's Course Content section in a folder labeled by Week Number.

Additionally, during each class meeting there will be the opportunity to earn point(s) for the successful completion of in-class application activities (e.g., case analysis, reflection activities, small group activities, discussion of readings). If students are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points cannot be earned. One cannot earn full points for active participation while texting, tweeting, surfing the internet, or engaging in other forms of multi-tasking behaviors. Individual sessions require the same level of professionalism articulated for class sessions . . . please be on time and prepared.

Self-Assessment
Complete the SELAS assessment and submit the survey to plong9@gmu.edu by noon on 9/13/15. Identify additional self-assessment options (e.g., StengthsFinder, MBTI) that may help to inform targeted professional growth. You may revisit a previous tool or seek a new one. Reflect on the results and be prepared to explore/apply findings during week 3 of class.

Building and Applying a Theoretical Framework
Students will choose aspects of leadership theory to examine more closely in an effort to develop a theoretical framework upon which decisions and/or research can be based. A sampling of leadership theories/models will be provided in-class and online. Students will select and read at least 1 book, at least 3 peer-reviewed journal articles, and at least 1 additional resource (e.g., website, video, technical report). Each resource will be annotated and posted to Blackboard so others can benefit as well (50 points). A coordinated effort will be made to minimize the duplication of resources. Finally, students will synthesize the resources bringing their own interpretation of what has been learned and how such information can be applied to the profession (50 points). Formats for making your case will be decided upon by the group.

Differentiated Projects
Each adult learner brings varying levels of experience, especially in leadership roles, to a course such as this. In order to address your differing backgrounds, strengths, and needs you will select activities from a menu of options so that you can tailor this portion of the course to address your own professional goals. You should refer to the appendix for details regarding this assignment. As no two projects will be the same, submission can be either electronic or in hard copy as scheduled in the syllabus.

Assignment Summary

Below are the basic weights of the various kinds of work required for the course, but students should always bear in mind that grading is primarily a judgment about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Application Activities (F2F or online)	150
Self-Assessment	50
Differentiated Project	150
Theoretical Framework	100
Total	450

Course Policies and Expectations

Attendance/Participation:

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality in a timely manner. When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes) from another class member prior to the class meeting that follows the absence. Be aware that points earned for participation activities during a time of absence will not be earned and typically cannot be reclaimed.

Late Work

Points will be deducted for work submitted late (up to 10% per day). This includes any items that are not submitted upon request due to class absence or tardiness. This includes items initiated or modified during class as well as those listed in the syllabus.

Other Requirements

APA Style

The standard format for any written work in the College of Education and Human Development is APA. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed in APA style unless otherwise noted.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you use either exact words or paraphrased ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar and Dean's office. Remember that plagiarism is a very serious offense and can result in

dismissal from the University. The instructor reserves the right to submit your work to plagiarism detection services for an integrity assessment as needed.

Electronic Media.
The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission. Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time. Routine access (daily) to e-mail and Blackboard for communication and assignments is crucial to participation in this class. Retain electronic copies of all course products for use during the portfolio phases of the M.Ed. or Ph.D. programs.

Workload Expectation.
For each in-class hour devoted to this course content, students are expected to spend at least 3 hours outside of class on course-related assignments, which is a typical in-class to out-of-class ratio for graduate level coursework. Exemplary work should be considered for presentation or publication opportunities.

Grading Scale (Traditional rounding principles apply)

A	=	95 – 100 percent	A-	=	90 – 94 percent
B+	=	85 – 89 percent	B	=	80 – 84 percent
C	=	70 – 79 percent	F	=	Below 70

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus. Inclement weather cancellations will shift content to online delivery format and does not excuse students from completion of requirements.

Tentative Course Organization and Schedule
*Individual Session, **Online Session*

Meeting	Topic	**Assignments Due**/Readings Due
Week 1 8/30/17	Introduction to Leadership in Special Education	Overview of course materials and website (MyMason)
Week 2 9/6/17	Special Education as a Microcosm of the Bigger Picture: Overview of Leadership Theories and Models	Check BB Folder
Week 3* 9/13/17	Self-Awareness as the Foundation for Professional Growth	**Self-Assessments Due**; Come to individual appointments prepared with plan for semester in context with needs; Check BB Folder
Week 4 9/20/17	The Context of Special Education Leadership within a Framework for Organizational Change	Crockett, Billingsley, & Boscardin (CB&B) Ch. 1-2; Check BB Folder
Week 5 9/27/17	Preparation of Future Special Education Leaders	CB&B Ch. 3-4; Check BB Folder
Week 6 10/4/17	The Politics of Leadership in Sped: Power, Leverage, and Policy	CB&B Ch.5-8; Check BB Folder
Week 7 10/11/17	Ethical Leadership: What is your code?	Check BB Folder
Week 8 10/18/17	Recognizing Hidden Influences and Unforeseen Consequences	**Theoretical Framework Due;** CB&B Ch. 20; Check BB Folder
Week 9 10/25/17	Building Capacity, Managing Conflict, and Balancing Differing Priorities	CB&B Ch.9-13; Check BB Folder
Week 10** 11/1/17	The Importance of Influencing Policy Development in Special Education	Check BB Folder
Week 11 11/8/17	Impact of Leaders on Teaching and Learning: Research to Practice	CB&B Ch.14-19; Check BB Folder
Week 12** 11/15/17	Vision, Mission, and Strategic Planning	Check BB Folder
11/22/17	*Thanksgiving Holiday*	*No Class...Mason Closed*
Week 13 11/29/17	Sustaining Change: Goals for Today and Tomorrow	**Differentiated Project Due**; Check BB Folder
Week 14 12/6/17	Leading for Community Change: Working for Reform Beyond the Schools	Check BB Folder
Week 15* 12/13/17	The Future is Now	Come to individual appointments prepared to discuss next steps towards goal attainment; Check BB Folder

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.