



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

Fall 2021

EDSE 843 001: Leading Change in Special Education and Disability Policy

CRN: 83040, 3 – Credits

Instructor: Dr. Joy Banks	Meeting Dates: 8/23/2021 – 12/15/2021
Phone: 703-993-6588	Meeting Day(s): Wednesday
E-Mail: jbanks21@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By Appointment	Meeting Location: Finley 119
Office Location: Finley 202A	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 among varied stakeholders within the special education field including leaders in PK-12, higher education, government agencies, and special interest groups. Explores current challenges and opportunities in the effort to support and promote appropriate services for individuals with disabilities through case studies and projects.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities

3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. 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 leading change and relate these beliefs to their vision of supporting and promoting appropriate services for individuals with disabilities through engagement in the profession.
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.

Professional Standards

Not applicable.

Required Texts

Crockett, J.B., Billingsley, B., & Boscardin, M.L. (2019). *Handbook of leadership and administration for special education*. Routledge.

Voulgarides, C. K. (2018). *Does compliance matter in special education? IDEA and the hidden inequities of practice*. Teacher College Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

Additional readings will be made available on Blackboard.

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 843, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

None

College Wide Common Assessment

None

Class Presentation

Literature Review

Reflection

Class Presentation

Assignment Summary

Participation	150 points
Reflection	50 points
Differentiated Assignment	150 points
Presentation	50 points
Total Points:	400 points

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.

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. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

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 will result in a zero on the assignment and a report of the incident to the registrar and Dean’s office.

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 the course. 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.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

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

Date	Topics	Assignments Due
1. 8/25	Introduction & Course Overview <ul style="list-style-type: none">Leadership Questionnaire	
2. 9/1	Personalizing Leadership in Order to Lead Change <ul style="list-style-type: none">Engage in an exchange of personalized leadership narratives and examine one leadership model that allows you to apply your personal leadership traits.	Crockett, Billingsley, & Boscardin- ch. 1; Change the Lapel Pin- pg. 1-38; Submit Personalized Leadership Self-Reflection
3. 9/8	Expanding the Leadership Framework to Explore Policy, Preparation, and Professional Standards	Crockett, Billingsley, & Boscardin- ch. 3 & 4; Submit Clifton StrengthsFinders Assessment Results by Friday, September 9th.
4. 9/15	Identifying Personal Strengths through Clifton StrengthsFinders <ul style="list-style-type: none">Guest Speaker: Patricia Addison, former Director of Special Education, Fairfax County Public Schools	Bring Clifton StrengthsFinders Assessment Results
5. 9/22	Policy and Advocacy in Special Education: Examining Histories of Exclusion and Inclusion	Crockett, Billingsley, & Boscardin- ch. 8; Cornett & Knackstedt (2020)
6. 9/29	Examining Leadership through a Critical Lens	Crockett, Billingsley, & Boscardin- ch. 9; DeMatthew (2019) Submit summary of your differentiated assignment

7. 10/6	Does Compliance Matter in Special Education: IDEA and the Hidden Inequities of Practice	Will Not Meet as a Class; Voulgarides, Introduction, ch. 1, & ch. 2; Student-Faculty Conferences, if needed
8. 10/13	Does Compliance Matter in Special Education: IDEA and the Hidden Inequities of Practice	Voulgardies, ch 3 & 4
9. 10/20	Does Compliance Matter in Special Education: IDEA and the Hidden Inequities of Practice	Voulgardies, ch. 5, conclusion, & methodology
10. 10/27	Becoming a Leader of Transformation • Guest speaker: TBD	Identify the 10 articles that support your differentiated assignment
11. 11/3	Understanding the Socio-political Philosophies that Inform Your Topic	Will Not Meet as a Class; Assignment will vary
12. 11/10	Leadership and Instruction: Evidence-based Practices in Special Education	Crockett, Billingsley, & Boscardin- ch. 17 & chapter of your choice; Assignment will vary
13. 11/17	Equity and Accountability in Special Education	Crockett, Billingsley, & Boscardin – ch. 21 & 23; Assignment will vary
14. 11/24	University Closed – Thanksgiving Break	No Class
15. 12/1	Presentations	
16. 12/8	Final Assignment Due	

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “non-confidential employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/)

