



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

Fall 2019

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

CRN: 80494, 3 – Credits

Instructor: Dr. Sarah Nagro	Meeting Dates: 08/26/2019 – 12/18/2019
Phone: 993-703-1747	Meeting Day(s): Wednesday
E-Mail: snagro@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: by appointment	Meeting Location: Fairfax, Finley 114
Office Location: Finley Building 222	Other Phone: 716-572-4315 cell

- **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 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. Class lecture and discussion
2. Application activities
3. Video and other media supports
4. Research and presentation activities
5. 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

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

No Required Text

Recommended Textbooks

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

Additional Readings

Reading assignments will be posted in Blackboard

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.

For EDSE 843, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

none

College Wide Common Assessment (TK20 submission required)

none

Performance-based Common Assignments (No Tk20 submission required)

none

Other Assignments

Class Presentations

Literature Review

Reflection

Final Presentation

Assignment Summary

Class Participation (Including Informal Presentations)	200
Reflection	50
Literature Review	200
Final Presentation	50
Total	500

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 <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <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 & Activities	Assignments Due
1. 8/28	Introductions & Course Overview <ul style="list-style-type: none"> • Leadership Style Inquiry 	
2. 9/3	Leadership in Order to Lead Change <ul style="list-style-type: none"> • Engage is a leadership activity to think through your leadership style and identify which leadership theory aligns with your approach 	Bring completed Leadership Traits Activities with you to class (Blackboard)
3. 9/11	Setting the Groundwork <ul style="list-style-type: none"> • Leadership from Your Perch (self-awareness & self-reflection) • Policy-making 101 • 4 P's (Jane West Video) 	
4. 9/18	Introduce Us to Your Issue I will model using the special education teacher shortage issue as an example You will each introduce your issue by: <ul style="list-style-type: none"> • Select one leading special education or disability policy issue that is of interest to you and is currently in need of attention. Why does this topic need attention? In your opinion, does change need to occur? Where does this change need to happen (local, state, federal level)? Be prepared to support your stance with research support 	Informal Class Presentation
5. 9/25	Explain Your Topic Using The 4 P's I will model using the special education teacher shortage issue as an example You will share: <ul style="list-style-type: none"> • Who are the 4 P's in your leading issue? Explain the issue using this structure. Share where changes could occur and who might be the change agents. 	Informal Class Presentation

6. 10/2	<p>Going Deeper with Your Issue</p> <p>I will model using the special education teacher shortage issue as an example</p> <p>You will share:</p> <ul style="list-style-type: none"> • Which elected officials, school board members, department of education personnel are interested in this issue? (find your champion) • Which federal laws, department of education regulations, state laws, district decisions, etc. impact this issue? • Which organizations, coalitions, advocacy groups are interested in this issue? 	Informal Class Presentation
7. 10/9	<p>Getting Informed and Taking Action</p> <ul style="list-style-type: none"> • Washington Updates • HECSE • Organizations as Advocacy Avenues <p>Guest Speaker: Ashley White Kennedy Fellow University of Sothern Florida alwhite6@mail.usf.edu</p>	Read the latest Washington Update (Blackboard)
8. 10/16	<p>Guest Speaker: Kimberly Knackstedt Senior Disability Policy Advisor Senate Health, Education, Labor & Pensions Committee Ranking Member Patty Murray Kimberly_Knackstedt@help.senate.gov</p>	*Field Trip to the Hill and then Optional Dinner in DC
9. 10/23	<p>Understanding the Research on Your Issue</p> <p>You will share:</p> <ul style="list-style-type: none"> • Who are the top researchers in this topic? What is their stance? • What are key implications of your lit search thus far? 	Informal Class Presentation Turn in you Excel with 10 Articles Outlined (via Blackboard)
10. 10/30	<p>Writing for Policymakers</p> <ul style="list-style-type: none"> • Explore brief examples • Create a brief in class on your topic • Work on providing peer feedback 	Turn in you Excel with 20 Articles Outlined (via Blackboard)

11. 11/6 Will Not Meet	Choose One: <ul style="list-style-type: none"> • Act of Advocacy • Interview Elected Official 	See Blackboard for details
12. 11/13	Writing, Interpreting, & Implementing Law Guest Speaker: TBD	Turn in Reflection (via Blackboard) Watch the Assigned legislative hearing
13. 11/20	Understanding Your Perch: Making Your Plan Guest Speaker: TBD	Outline/Draft of Lit Review (via Blackboard)
11/27 Will Not Meet	Happy Thanksgiving	
14. 12/4	Formal Presentation of Your Topic <ul style="list-style-type: none"> • Research Implications • Policy Implications • Practitioner Implications • Your Reflections • Your Next Steps in Leading Change 	Formal Presentation
15. 12/11 Will Not Meet	Writing Time	Final Paper Due 12/15

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <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 <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s)

Literature Review and Issue Analysis

Assignment Description

Due Date: December 15th @ 11:59 pm

Points: 200

Provide a literature review (75 points)

- Importance of special education or disability policy issue
- Critical features of the issue
- Identify current policies
- Describe what additional literature may be need to supplement issue

Policy Analysis (50 points)

- Identify the 4 P's as they relate to this issue
- Identify theories or policy analysis frameworks that have been used to study this issue
- Identify Areas in need of change including potential change levers

Implications and Proposed Future Directions (50 points)

- Based on review of your literature review and potential resolutions, propose your position on the policy issue by including:
 - Justification for the position (why/how it differs from other possible resolutions)
 - Explain the impact on federal, state, local policy
 - Explain the implications for practitioners and researchers
 - Describe strategies for implementation and how to measure impact
 - Provide predictions of how this policy solution will improve the outcomes for administrators, teaching staff, and students with disabilities

APA Formatting (25 points)