

**Gallaudet University**  
**Graduate School and Professional Programs**  
**Department of Administration and Supervision**  
**Revised 1/17/09**

ADM 810: Public Policy and Persons with Disability  
Credits: Three Graduate Credits  
Course Syllabus, Spring 2009  
Class Schedule: Saturdays, 9:00 AM-4:00 PM

Dr. Madan M. Vasishta  
[Madan@vasishta.net](mailto:Madan@vasishta.net)  
[Madan.Vasishta@gallaudet.edu](mailto:Madan.Vasishta@gallaudet.edu)  
Phone: 202-651-5525  
Office: 207 Fowler Hall  
Office Hours: By appointment  
Pre-requisite: Department Chair/Instructor's permission

### **1. Gallaudet Graduate School Mission Statement**

The Graduate School at Gallaudet University draws on Gallaudet's rich heritage, distinguished faculty and staff, and ASL-English bilingual environment to carry out its multifaceted mission to:

- prepare deaf, hard of hearing, and hearing scholars, leaders, and practitioners from diverse backgrounds to excel in their professions and disciplines; and
- generate knowledge, via research and other scholarly activities to inform theory and practice in the professions and disciplines represented by graduate programs.

The knowledge, skills, and dispositions addressed in the various graduate programs are aligned with professional accreditation standards as well as the Graduate School's own high academic expectations.

### **2. Course Description**

We will review the foundations of social policy and consider major types of policies. Emphasis will be on those that influence the lives of individuals with disabilities. Through the course, students will examine and discuss the balance and reintegration of relationship between policy studies and politics. Focus will be to identify compelling and competing principles and values in educational politics and policy making. Both substantive and procedural issues will be examined in depth. Additionally, students will cover current and future trends in American education policy in the light of our political culture, diverse populations, programs needs and competing values.

#### **2. 3. Course Objective**

- At the conclusion of the course, the student should be able to:
  - Identify and describe political, social and economic climates that affect changes in educational

- polices (NCATE/ELCC Standards: 6.1)
- Formalize a concrete plan in playing an active role in policy changes at school, district, state and federal levels (NCATE/ELCC Standards: 3.1a; 3.3c; 6.0)
- Demonstrate the ability and expertise to interpret statutes and polices to school constituencies (NCATE/ELCC Standards: 1.4a)
- Develop a comprehensive research report on a given topic related to initiating laws and policies (NCATE/ELCC Standards: 6.2a)
- Demonstrate the ability to communicate effectively to a variety of audience on an assigned topic (NCATE/ELCC Standards: 1.5a; 6.02a)
- Develop a broad understanding of action research methods (NCATE/ELCC Standards: 2.3c)

The course also includes Gallaudet University's conceptual framework for professional educational leadership, which embodies multiple contexts and relationship among these contexts: families, schools, programs, communities and cultures. The discussions, issue papers and presentations should incorporate connections across cultures, disabilities, local/global perspectives, traditional/innovative approaches, theory and practice.

Students will be expected to reflect on values and knowledge impacting on program-community relations as well as to become committed to interactive inquiry and continuing professional development

#### **4. Required Text and Resources**

Fowler, F. C. (2008). *Policy Studies for Educational Leaders: An Introduction*. Prentice Hall.

Journals, Periodicals, Newspapers and Internet resources will be assigned on weekly basis.

All assigned readings will be posted on the Blackboard under ADM 865.

#### **5. Expectations**

**5.1.** Regular attendance is expected. Adherence to assigned deadline for projects papers and presentation is required.

**5.2.** Active course participation:

- a. Meaningful participation in classroom activities and discussions.
- b. Relevant on-line contribution on assigned chapters and other readings

**5.3.** A term papers on a topic pertaining to school and community relations. The paper must be between 12-15 pages long and follow the writing style of the American Psychological Association (APA). Agreement on the specific topic and an abstract term paper (proposal) for each topic will be required. The final term paper will be accompanied by a (4-6 slide Powerpoint) classroom presentation.

**5.4.** One presentation/discussion on one of the chapters in the book for 1.5 hours. The lecture on the chapter itself should not exceed 50 minutes. The remaining time will be used for discussions, questions, and class activities.

## 6. Grading Policy

There will be no formal tests. Grades will be determined according to the following criteria:

- 6.1.** Class participation (5.2): attendance, active participation, level of preparedness, quality of questions and comments and level of contribution to class discussions—30%
- 6.2.** Term paper (5.3): Quality and depth of research, variety of sources, inclusion of legal, historical and current community relation issues, policy formulation, case study and PPT summary—35%
- 6.3** Class presentation (5.4): Delivering and leading class discussion, innovative and relevant class activities as related to the topic, quality of ppt presentation—35%

### Grading Scale

A+ = 97-100	B+ = 87-89
A = 94-96	B = 84-86
A- = 90-93	B- = 80-83

### Class Meetings and Assignments:

We will have 5 sessions, 7 hours each. There will be no class on April 11. The last class will be on April 25. We will also cover some work on line.

#### Session I (March 21)

Syllabus review, class presentation assignment. Overview of the Course  
Chapter 1: Policy Definition  
Chapter 2: Power and Education Policy

#### Session II (March 28): Term paper topics due

Chapter 3: The Economy and Demographics  
Chapter 4: The Political system and Political Culture  
Chapter 5: Values and Ideology

#### Session III (April 4)

Chapter 6: The Major Education Policy Actors  
Chapter 7: Setting the Stage and Getting on It: Issue Definition and Agenda Setting  
Chapter 8: Getting the Words and Money: Policy Formulation and policy Adoption

#### Thursday, April 12 - Term paper due

#### Session IV (April 18):

Chapter 9: Looking at policies: Policy Instrument and Cost Effectiveness  
Chapter 10: Policy Implementation: getting People to Carry Out a Policy  
Chapter 11: Policy Evaluation: Determining if the Policy Works

## Session V (April 25)

Wrap up—General discussions, course evaluation Term paper presentations

### 8. Policy on Plagiarism

*Gallaudet University has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Safe Assignments. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.*

### 9. Academic Integrity

Students are expected to complete all coursework in keeping with Gallaudet University's policy on academic integrity. Academic dishonesty is a very serious offense. It will be treated accordingly and will not be tolerated. If a student is involved in unethical practices in connection with coursework or examinations, the professor has full discretion to give a failing grade for the particular assignments, a failing graduate for the course, and/or recommend dismissal. The policy published in the Graduate School Catalog will be adhered to. The policy can also be found online in Graduate School Catalog at

[http://gradschool.gallaudet.edu/gradschool/catalog/catalogs/2007\\_08/pdf/standards.pdf](http://gradschool.gallaudet.edu/gradschool/catalog/catalogs/2007_08/pdf/standards.pdf)

#### 10. Policy on Accessibility:

Check pp. 10-11 in the current Graduate Catalog for information on the Office of Students with Disabilities.

[http://aaweb.gallaudet.edu/Documents/Academic/GSPP/catalog/08-09/gradcatalog\\_08\\_09.pdf](http://aaweb.gallaudet.edu/Documents/Academic/GSPP/catalog/08-09/gradcatalog_08_09.pdf)

### 11. Electronic Devices:

All electronic devices must be turned off and put away during class. This includes pagers, cell phones, ipods/mp3 players, connection to the internet. If you use a laptop, you may be connected to the internet during class only if you are presenting the material to the class.

### 12. Assessment:

All student output will be assessed using **rubrics attached**.

To Assess mastery of the topics and subtopics included in Section 2 (Course Objectives), the following assessment will be used:

1. Students will provide accurate responses to questions posed by the instructor and class members.

2. Students will research, analyze and report on a topic related to laws and policies that affect special education
3. Students will lead discussion on an assigned topic showing their ability to organize material, present in a professional manner and respond to audience questions