

Gallaudet University
Graduate School and Professional Programs
Department of Administration and Supervision
ADM 821OL2: Issues in the Administration of Programs for People with
Disabilities

Course Syllabus, Fall 2008

Faculty: Madan M. Vasishta, Ph.D.
Office Phone: 202-651-5525
Office: 207 Fowler Hall
Email: Madan.Vasishta@Gallaudet.edu
Madan@Vasishta.net

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

This is an online course designed specifically for cohorts in the Gallaudet Leadership Institute. Each cohort is expected to take an active role in learning and teaching. We will focus on current issues of importance and emerging trend in the management of special education and service programs from federal, state and district perspectives. While we will cover all disabilities, the main focus will be deafness. After developing a thorough understanding of each law and its intent, we will individually and collectively develop implementation plans and formats to cover various areas.

3. Course Objectives

Cohorts will develop in-depth knowledge about and skills in implementing theories about various federal laws that affect special education. They will be able to develop

a comprehensive package for training staff in implementing IDEA and NCLB mandates. Major objectives included in the Interstate School Leaders Licensure Consortium (ISLLC) will also be addressed. The course also includes Gallaudet University's conceptual framework for professional educational leadership which embodies multiple contexts and relationships among these contexts: Families, Schools, programs, communities and cultures. The discussion, 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

Specific Objectives

The cohorts will be able to:

- a. Demonstrate knowledge of historical framework leading to development and passage of various laws affecting the disabled.
- b. Articulate principles, which foster integrity, fairness and ethics in dealing with stakeholders (ISLLC #5)
- c. Demonstrate an understanding of impacts on the political, social, economic, legal and cultural influences on program planning and implementation (ISLLC #6)
- d. Demonstrate strategies for teamwork and collaborating with colleagues, faculty, staff and community members, responding to diverse community interests and needs and mobilizing community resources. (ISLLC # 4)
- e. Develop IEP format, analytic descriptions of LRE, Full Inclusion, FAPE, Alternative Educational Placement, and other important components of IDEA.
- f. Response to any question related to IDEA, ADA, Section 504 in a comprehensive manner.
- g. Research latest pertinent information on laws and their interpretations and be able to implement those changes effectively.

4. Required Text and Resources

NASSP (2003) *K-12 Principal's Guide to NO CHILD LEFT BEHIND*. Arlington, VA: NASSP.

Kauffman, James M. & Hallahan, Daniel P. *Special Education: What It Is and Why We Need It*. Boston: Pearson. 2005.

Journal, Periodical, Newspapers and Internet sources. **[Citations given in weekly assignments]**

5. Expectations

5.1 Since this is an online course, no regular classroom meetings will be conducted. However, cohorts are expected to attend the orientation in the beginning of the class. Folders for each session will contain reading assignments. Each cohort is expected to read all assigned material and post responses and reactions as required within the

required timeframe.

All projects, presentations, and papers must be submitted before assigned deadlines.

5.2 One term paper on a topic related to a current issue or trend pertaining to administration of special programs is required. The paper must be between 10 and 15 pages long following APA writing style. Agreement on the specific topic and a pre-term paper proposal for each topic is required. A “case study and questions” will be developed and attached to each term paper for possible class discussions. Each student will present the term paper summary to the class using five or six PowerPoint slides.

5.3 Each cohort will lead discussion on an assigned topic. He/she will post a PowerPoint presentation the course website for view by all cohorts. Cohorts will provide input on the course Discussion Board.

6. No tests. No incompletes. Grades will be determined as follows:

- a. Regular participation in weekly discussions though posted comments, response to other cohorts’ comments and postings and instructor’s questions-- 33.3 %
- b. Term paper—33.3 %
- c. Leading discussion on one topic—33.3 %

Grading Scale

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

Assignments will be posted in a folder each week.

Deadlines:

Topic selection for term paper: September 21, 2008.

Term paper due: November 20, 2008.

Tentative Schedule:

- ◆ September 5—Orientation to the Course and online protocol
- ◆ September 15-21—Overview of special education
- ◆ October 22-28—NCLB
- ◆ September 29- October 5—Rehabilitation Act of 1973--Section 504
- ◆ October 6-12—Americans with Disabilities Act
- ◆ October 13-19—IDEA/PL 94-142
- ◆ October 20-26—Bilingual Education
- ◆ October 27- November 2 —Impact of Cochlear Implant Technology
- ◆ November 3-9— Early Intervention
- ◆ November 10-November 16— National Agenda on Deaf Education
- ◆ November 17-22—Discussions on term papers, Closure, evaluation

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

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

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. If you need to be contacted in case of an emergency,

Please establish a procedure for contact when you are not available and speak with your professor about this before class begins.

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