Term Information

Effective Term: Summer 2017
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change EDUTL 7550 to ESSPED 7550

Learning objectives were not required in semester conversion; the course request below includes L.O.s from the syllabus attached.

What is the rationale for the proposed change(s)?
Dr. Paul is now a member of the faculty in Educational Studies, and his typical teaching load includes the content courses in Hearing Impairment. Secondly, the special education program is submitting a revision to their doctoral program, which includes these courses. Dr. Paul is the faculty lead and program coordinator for the Orientation and Mobility program, and is thus responsible for the advising, overall content management, and maintenance of the requirements of the professional organization. As such, the decision to move the program and courses is warranted.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Dr. Paul and student services in TL and ES will work with students to ensure communication and a smooth transition.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Special Education
Previous Value: Education:Teaching & Learning
Fiscal Unit/Academic Org: EHE Educational Studies - D1280
Previous Value: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7550
Course Title: Advanced Studies in Deafness
Transcript Abbreviation: Adv Studies Dhh
Course Description: Designed to introduce graduate students to advanced issues concerning the linguistic, cognitive, and psychosocial aspects of students who are deaf and hearing impaired, including educational approaches and bilingualism/second-language.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Previous Value

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
Subsidy Level
Intended Rank
Previous Value

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes

- The ability to synthesize the salient research findings on cognitive, language and literacy development of d/Deaf and hard of hearing children and adolescents.
- An understanding of some of the interrelationships between a) theory, research, and practice, b) achievement, assessment, and instruction/intervention, and c) cognition, language, and literacy.
- Knowledge of a few major tenets of the various perspectives on deafness (e.g., clinical and cultural).
- The ability to provide a professional perspective on the constructs of:
  - Epistemology, paradigm, and related terms
  - Various communication/language systems
  - Bilingualism/multilingualism
  - A psychology of deafness
  - Literate thought
- Qualitative similarity hypothesis
  - d/Deaf epistemologies
  - Inclusion/mainstreaming
  - Early intervention and amplification
  - Assessment-instruction link
  - d/Dhh with additional disabilities
- An awareness of their personal and professional biases with implications for their roles as professionals in the education of d/Deaf and hard of hearing children and adolescents.
- An awareness of their personal and professional biases with implications for their roles as professionals in the education of d/Deaf and hard of hearing children and adolescents.

Previous Value

Content Topic List

- Linguistics, cognitive, and psychosocial aspects of deafness
- Bilingualism-biculturalism
- Other variable issues concerning students who are deaf and hearing impaired

Attachments

  (Syllabus. Owner: Odum,Sarah A.)
- OM Letter from HM.docx: cover letter
  (Cover Letter. Owner: Odum,Sarah A.)
- Memo to Helen Malone.docx: TL letter of support
  (Concurrence. Owner: Odum,Sarah A.)

Comments

- uploaded per Drs. Paul and Malone (by Odum,Sarah A. on 09/30/2016 01:55 PM)

Workflow Information

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The Ohio State University  
College of Education and Human Ecology  
Department of Educational Studies  

ESSPED 7550  
Advanced Studies in Deafness  
3 Credits  
Fall Semester 2017

Class Meeting Day/Time/Location  
TH 4:30 p.m. to 6:50 p.m.  
Ramseyer 209

Instructor: Peter V. Paul, PhD  
Office: A354 PAES Building  
Phone: NA  
E-mail: paul.3@osu.edu  
Office Hours: By appt. only

Course Number: ESSPED 7550  
Title and Description: Advanced Studies in Deafness  
Course is designed to introduce students to advanced and controversial issues concerning the linguistic, cognitive, and educational aspects of individuals who are d/Deaf and hard of hearing, including socio-demographics, communication approaches/philosophies, English literacy, and bilingualism/second-language learning (ASL-English). Information can be applied to completing the various assessments (to be distributed) required of preservice teachers, who are pursuing an intervention specialist licensure in “hearing impairment” in the State of Ohio. This course provides in-depth details across a range of topics, several of which are discussed in other required courses in the MA, MEd, and PhD programs with an emphasis on the education of d/Deaf and hard of hearing students.

Credit Hours: 3

Graduate Level; No prerequisites; Offered Fall Semester

Course Objectives/Learning Outcomes

Following successful completion of this course, the student will be able to demonstrate:

- The ability to synthesize the salient research findings on cognitive, language and literacy development of d/Deaf and hard of hearing children and adolescents.
- An understanding of some of the interrelationships between a) theory, research, and practice, b) achievement, assessment, and instruction/intervention, and c) cognition, language, and literacy.
- Knowledge of a few major tenets of the various perspectives on deafness (e.g., clinical and cultural).
• The ability to provide a professional perspective on the constructs of:
  • Epistemology, paradigm, and related terms
  • Various communication/language systems
  • Bilingualism/multilingualism
  • A psychology of deafness
  • Literate thought
  • Qualitative similarity hypothesis
  • d/Deaf epistemologies
  • Inclusion/mainstreaming
  • Early intervention and amplification
  • Assessment-instruction link
  • d/Dhh with additional disabilities
• An awareness of their personal and professional biases with implications for their roles as professionals in the education of d/Deaf and hard of hearing children and adolescents.
• Awareness of a few major contributors (theorists, researchers), who have advanced knowledge and classroom practice in the education of d/Deaf and hard of hearing students.

**Required Text(s) and Course Materials**
*Note: No required text. All required readings pertaining to selected topics will be posted on CARMEN/CANVAS throughout the semester. There are 10 class sessions, 2 group meetings (without instructor), and 1 final exam meeting (last class session).*

**Additional Recommended References/Readings:**


Grading Plan/Grading Rubric

Note: No differences in grading/evaluation/requirements for ranks (UG) of students.

- Attendance and participation (10 points). One point is awarded for each class session (10 sessions). Excused absences will not result in a loss of points; however, if a student misses more than 3 classes (excused or unexcused), an incomplete will be given for the course. See policy on incompletes later in this syllabus.

- For M.Ed students desiring a USA licensure: Progress on Licensure Assessments (Portfolio Rubric). Length is dependent on selected components; however, 2-3 double-spaced, typed pages is the minimum. Submission via email or other electronic medium.
(10 points). **OR:** For M.Ed (non-licensure), MA, and PhD students, a critique of a journal article is required. This is a narrative discussion of the purpose, findings/main points, and your reactions. 3 double-spaced, typed pages. Article must be approved by instructor. (10 points). Both paper and article must be submitted to instructor via email. Critiques and licensure “paper” are graded in the following manner (subjective evaluation of instructor):

- Grammar, scholarly writing style, mechanics: 1 point
- Organization, coherence, transition: 2 points
- Use of content in article and possible relations to class: 7 points
  - FINAL versions of the critiques or Licensure “Paper” are due **November 17**th.
  - Late submissions result in a loss of 3 points per day after the 17th.

- Reflective Portfolio (30 points).
  - Components
    - Part I: Compilation/integration of all weekly reflective papers from this class (15 double-spaced, typed pages total)—covering all class sessions and including information from the required readings.
    - Part II: A report on one contributor (biography, etc.)—about 3 double-spaced typed pages. Aspects of this report should be linked to discussions/required readings of the course. Students will also discuss the contributors in class. Contributor must be approved by instructor.
    - Part III: A synopsis of ONE major topic covered in class—about 5 double-spaced typed pages. Topic must be approved by the instructor.
  - Drafts of the reflective paper (Part I only) are due at assigned sessions, except the first one. No specified length for the drafts.
  - Semi-final drafts of all three “parts” of the Reflective Portfolio are due **NOV 17**th via email. Late submissions result in a loss of 3 points per day after the 17th (no excuses). **FINAL Reflective Portfolios are due DEC 1**st.
  - Reflective Portfolios are graded in the following manner (subjective evaluation of instructor):
    - Grammar, scholarly writing style, mechanics (including minimum length): 3 points
    - Organization, coherence, transition: 7 points
    - Use of content in required readings and class discussions: 20 points

- Mid-term and Final Exams (25 points each; total = 50 points). Format of exam: Multiple-choice, true-false, short answers. **Midterm: SEPT 29**th; **Final: DEC 1**st. See make-up policy.

**Grading Scale**

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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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</table>
C  73-76
C-  70-72
D+  67-69
D   60-66
E   59% or less

Topical Outline - Schedule of Topics, Readings, Assignments
Each session corresponds to the “week” of class. Handouts and/or assigned readings will be posted on CARMEN/CANVAS for all sessions. The instructor reserves the right to adjust the contents of each session to maintain an engaged community of learners.

No Class on Sept 8th [alternate assignment—group meeting], Oct. 6th (alternate assignment—group meeting); OCT 13th and NOV 24th.

AUG 25
Themes: Overview; Introductions; syllabus: Advanced Studies in Deafness; self-assessments; discussion/dialogue/in-class activities

Handouts for AUG 25th
- 7550.Questions.dialogue.pdf
- Assessment 2 HI Portfolio Rubric.Paul.pdf
- Demographic Landscape.pdf
- Paul.perspectives.deaf
- The estimated percentages..pdf

Required readings for next session:

SEPT 1
Themes: Leftovers; Sign systems; more on terminology

Required readings/activities for next session:
- Sign Systems Check-Up
- 1.Paul.Lane Debate
- 2.HarlanLane
- 3.PeterPaul.pdf
- 4.HarlanLane.pdf
- 5.PeterPaul.pdf

SEPT 8
Themes: Group meeting; discuss sign system test; discuss the Paul/Lane Debates

Required readings for next session:
• Review the Paul/Lane debates (read again...)
• Paul.ASL-English.pdf
• Mock Exercise.ASL-English.pdf

**SEPT 15**
Themes: Leftovers; discussion of Sign System check-up; Paul/Lane debates; ASL-English; Check-up of ASL-English

Required readings for next session:
• Unlocking the curriculum.pdf
• Paul.2014.Praise of Doubt.pdf
• Paul.2015.Praise.Conclusion.pdf

**SEPT 22**
Themes: Leftovers; qualitative similarity hypothesis; unlocking the curriculum; Paul’s editorials; prepare for mid-term

Required readings for next session:
• No Required Readings

**SEPT 29**
Themes: In-class activities; Mid-Term Exam

Required readings for next session:
• No required readings

**OCT 6**
Themes: Group meeting; share progress of reflective portfolios and drafts of critiques or licensure paper.

Required readings for next session:
Oral English Check Up
Paul.AAD Editorial.Made to Hear.pdf
Power of Hearing.pdf
Amplification Implant Technology.pdf

**OCT 20**
Themes: Leftovers; oralism; oral English, cochlear implants

Required readings for next session:
AAD.Paul.Moores.Intro to DE.pdf
Deaf-Good or Bad.pdf
Humphries et al.pdf

OCT 27
Themes: Leftovers; controversies; d/Deaf epistemologies; “deafness”; perspectives

Required readings for next session:
Deaf Inclusion.pdf
Inclus.mainstreaming.pdf
Inclusion means.pdf
Radical Heart.pdf

NOV 3
Themes: Leftovers; more controversies; inclusion

Required readings for next session:
Guardino.Fall 2015.pdf
Luft.Fall 2015.pdf
Paul.Fall 2015.pdf

NOV 10
Themes: Leftovers; d/Dhh with additional disabilities; ELLs

Required readings for next session:
Chapter 9.PP.GW.pdf
Table.Figure for Chapter.1.pdf
Table.Figure for Chapter.2.pdf
Table.Figure for Chapter.3.pdf
Table.Figure for Chapter.4.pdf
Table.Figure for Chapter.5.pdf

NOV 17
Themes: Leftovers, early intervention, discussion of Final Exam

Note: Final versions of critiques or Licensure Papers are due

Required readings for next session:
No required readings

DEC 1
Themes: Wrap-up; submission of Reflective Portfolios, etc. by MIDNIGHT; FINAL EXAM
Standard Information for Students, Required by University Policies for Missed Exams/Quizzes

- Make-up options:
  - Mid-Term Exam: Should be made up by the next class session (after class) unless there is an excused absence.
  - Missed Final Exam should be made up prior to grades being posted for the semester; if not, an incomplete will be assigned, and this item can be made up the following semester. Any other incomplete can be made up prior to submission of final grade or deferred to the next semester.

- Acceptable Reasons
  - Illness
  - Death or major illness in significant family members
  - Injury, etc.

- Notification of Absence
  - It is courteous to inform your instructor when you are not planning to be in class.

Academic Misconduct — The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

Intellectual Property/Audio and Video Recording — Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct. Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

ODS Statement — Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the
Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

**Statement on Diversity** – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Technology – Required for Teacher Licensure and/or NCATE**
Students in licensure programs are required to take technology courses as part of their licensure. Every class in the licensure program (e.g., M.Ed core) utilizes technological-infused examples such as the use of PowerPoint presentations and email communication by instructor and students. All students are expected to be knowledgeable of the use of the internet, e-mail, and CARMEN/CANVAS. Students can request assistance from OTEL.

**FINAL THOUGHTS ON THE USE OF TECHNOLOGY DURING CLASS:**

I take a lenient approach with the use of personal technology such as computer, smart phone, etc. in the classroom. That is, I recognize that individuals might be reading or downloading assignments and so on—however, you must be engaged in the class (e.g., when your name is called to answer questions or solicit remarks or to participate in class activities, etc.). Your “phone” should be on vibrate or silent to minimize disruptions. Thanks.
MEMO

Date: September 28, 2016

To: Dr. Helen Malone, Associate Chair, Educational Studies

From: Dr. Christian Faltis, Chair, Teaching and Learning

Re: Approval of moving Orientation & Movement Program and course

Dear Dr. Malone,

I have been in discussion with Dr. Peter Paul about moving the O&M program from T&L to Educational Studies for this year, 2016-2017. I approve this move. There are also a number of O&M courses currently in T&L, and I approve moving them to Educational Studies, along with the O&M program.

Please feel free to contact me if you have additional questions.

[Signature]
29 September 2016

Dr. Caroline Clark
Curriculum Committee Chair
College of Education and Human Ecology

Dear Caroline,

I am writing this letter in support of the faculty request to move the Orientation and Mobility program and all affiliated courses, as well as three content courses from the Hearing Impairment program from the Department of Teaching and Learning to the Department of Educational Studies. These courses have all been submitted through the curriculum.osu.edu system, and this memo summarizes the requested changes.

As you know, Dr. Peter Paul moved to the Department of Educational Studies effective Autumn 2016. After meeting with Drs. Anderman and Faltis, it was decided that we would move the Orientation and Mobility program and all of its courses to Educational Studies effective Autumn 2017. It was also decided to move the content courses from the Hearing Impairment program to Educational Studies effective Autumn 2017. The M.Ed. program in Hearing Impairment will remain in Teaching and Learning for this year, as the faculty in the Special Education program discuss revisions to their master’s programs. Program revisions will be submitted for that program in Autumn 2017, with an expected approval for Autumn 2018.

These decisions were made for the following reasons. First, Dr. Paul is now a member of the faculty in Educational Studies, and his typical teaching load includes the content courses in Hearing Impairment. Secondly, the special education program is submitting a revision to their doctoral program, which includes these courses. Dr. Paul is the faculty lead and program coordinator for the Orientation and Mobility program, and is thus responsible for the advising, overall content management, and maintenance of the requirements of the professional organization. As such, the decision to move the program and courses is warranted.

Below is a complete list of courses that are affected by this proposal.

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**Hearing Impairment Courses**

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There are no negative budgetary implications of this change.

If you have any questions, or need additional information, do not hesitate to contact me. Thank you.

Sincerely,

Helen Malone
Associate Chair, Department of Educational Studies