

Term Information

Effective Term Autumn 2015
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To make this course a General Education Elective.

What is the rationale for the proposed change(s)?

To make this course available to more students.

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)?

None

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	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4510
Course Title	Disability Studies in Context
Transcript Abbreviation	S-L-H in Dis Stud
Course Description	The history, nature, meaning, and consequences of disability from the differing viewpoints of a range of academic disciplines and professions.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 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
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Not open to students with credit for 510.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To encourage students to consider seriously the multifaceted nature of disability (however defined) in the United States as well as the world
- To examine issues in Disability Studies from different professional viewpoints and in the context of different institutions
- To compare different cultures (defined by a variety of factors including race, ethnicity, national origin, gender, hearing ability, etc.) in terms of use of their views of disability
- To examine the controversy between medical and cultural approaches to disability by considering the emphasis on the individual and the majority of society, as well as how the needs of all may met
- To explore the idea of "access" and "accessibility" in education, services, employment, civic space and intellectual engagement
- To examine each student's own personal attitudes, values and expectations to determine how these might affect their interactions with individuals with differences, including their appreciation, tolerance and equality for others
- *Be able to discuss the broad nature of disability in American culture, regardless of the nature of the disability*
- *Be able to define and distinguish handicap from disability from impairment, particularly as these relate to quality of life*

Previous Value

Content Topic List

- The multifaceted nature of disability (however defined) in the United States as well as the world
- Disability studies from different professional viewpoints
- Cultural differences in defining disability
- Medical vs. cultural approaches in disability

Attachments

- 4510 syllabus-Spring 2015 (1).docx: Syllabus
(Syllabus. Owner: Ellawadi,Allison Bean)
- GE learning outcome measures 4510.docx: GE Learning Outcomes Assessment
(Other Supporting Documentation. Owner: Ellawadi,Allison Bean)

Comments

- Any course request for SP15 needed to have reached the Registrar's Office by Dec 1 at the very latest. This is not an ASC deadline but a Registrar's deadline.To ensure proper review by the College committees, please submit a course 8-10 weeks before deadline. Please select AU15 effective term for this course request. *(by Vankeerbergen,Bernadette Chantal on 12/15/2014 07:28 AM)*
- 12/01/14: GE courses require a rationale statement, a statement about how the course satisfies the GE category's expected learning outcomes (ELOs), an assessment plan, and the ELOs must appear in the syllabus. See p.50 of the ASC Curricular Manual at https://ascas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf. *(by Haddad,Deborah Moore on 12/01/2014 04:39 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ellawadi,Allison Bean	12/01/2014 03:34 PM	Submitted for Approval
Approved	Fox,Robert Allen	12/01/2014 03:41 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	12/01/2014 04:39 PM	College Approval
Submitted	Ellawadi,Allison Bean	12/09/2014 07:40 AM	Submitted for Approval
Approved	Fox,Robert Allen	12/09/2014 02:51 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/11/2014 11:26 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/15/2014 07:28 AM	ASCCAO Approval
Submitted	Ellawadi,Allison Bean	01/14/2015 02:21 PM	Submitted for Approval
Approved	Fox,Robert Allen	01/14/2015 02:30 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/14/2015 03:48 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	01/14/2015 03:48 PM	ASCCAO Approval

Speech and Hearing Science 4510
Disability Studies in Context
Spring Semester 2015

Instructor: Evelyn Hoglund
Email: hoglund.1@osu.edu
Office Hours: By appointment

Course Time: M/W 3:55-5:15
Course Location: 009 Ramseyer
Office Location: 53 Pressey

Required Text:

There will be no required textbook for the course. Required readings will be posted on the Carmen website, and must be read before the class sessions in which the topic will be covered.

Course Description:

This course is designed to discuss the history, nature, meaning, and consequences of disability from the differing viewpoints of a range of academic disciplines and professions. Disability Studies is an emerging field driven by *interdisciplinary research* that extends the traditional focus on impairment, treatment and service to include the experience of disability by both individuals and society. In order for students to better comprehend and appreciate the interdisciplinary perspective of Disability Studies, it is necessary that they be provided an opportunity to examine, reflect upon and discuss selected issues of importance in this area of inquiry from the viewpoints of different academic disciplines. To accomplish this goal, this course will include a series of guest speakers lecturing on a set of topics. There will be a set of required readings for each topic. An essential goal of the course is to provide an opportunity for students to understand the pluralistic nature of disabilities in the context of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

This course is a core course in the Disability Studies minor. Information regarding the minor and its requirements may be found online: <http://disabilitystudies.osu.edu/Courses/Autumn2013/Minor>

Course Objectives:

- To encourage students to consider seriously the multifaceted nature of disability (however defined) in the United States as well as the world;
- To examine issues in Disability Studies from different professional viewpoints and in the context of different institutions;
- To compare different cultures (defined by a variety of factors including race, ethnicity, national origin, gender, hearing ability, etc.) in terms of use of their views of disability;
- To examine the controversy between medical and cultural approaches to disability by considering the emphasis on the individual and the majority of society, as well as how the needs of all may met;
- To explore the idea of “access” and “accessibility” in education, services, employment, civic space and intellectual engagement.

- To examine each student's own personal attitudes, values and expectations to determine how these might affect their interactions with individuals with differences, including their appreciation, tolerance and equality for others.

Alternative Format for Course Material

This publication/material is available in alternative formats upon request. Please contact me for the necessary arrangements. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292 3307, TDD 292 0901; on the web at <http://www.ods.ohio-state.edu>

Student Evaluation:

Attendance/Participation: Attendance will be taken each class period via sign-in sheet. There are 40 total points at stake. Only university-approved absences will be approved. Email contact to the instructor alone about absences is not university-approved; please see the following link for outlines from the Board of Trustees.

<http://trustees.osu.edu/rules/university-rules/rules9/ru9-21-22.html>

Breakdown for points awarded is as follows:

0-2 absences = 20 points

3 absences = 10 points

4 or more absences = 0 points

Students who are absent for lecture will need to obtain class information from other students.

Community Outreach: Each student will select a government office or community business and visit it in order to gain information about how people with disabilities are served in the setting. Some possible areas to be covered in the questions/observations may include: physical access to the location, ease of access to information or products once in the setting, accessibility of the setting for employees, number of employees with disabilities who are or have been employed there. In the case of a government office, this may also include awareness of the elected official and/or staff of the needs for disabled constituents. This outreach project should include both observations and interactions with staff, preferably someone in a position of authority. The student will then write a one page summary of the interview, double-spaced, 12 point Times New Roman font with 1 inch margins. Summary will be written and submitted in Word (or a similar word processor). The summary must be turned in via Carmen dropbox by the start of class on the below listed due date.

Recorded Interview: Each student will interview a person with an identified disability and make an audio recording of the interview. The interview will be about the individual's personal experiences in their home and/or public life related to the disability. The interview will be no longer than 10-15 minutes, or may be shorter **at the discretion of the interviewee**. Before the interview begins, the student will be required to get the explicit permission of the interviewee by having the interviewee sign the

“Appearance Release” form to be found on the Carmen site. The audio recording will be in a format that can be uploaded to Carmen (e.g.; .m4a, .m4b, .mp3). The student will then write a one page summary of the interview, double-spaced, 12 point Times New Roman font with 1 inch margins. Summary will be written and submitted in Word (or a similar word processor). Release form, recording, and summary must be turned in via Carmen dropbox by the start of class on the below listed due date.

In the case that one of these two assignments cannot be completed by the student for any reason, that student should talk with the instructor about an alternative to meet the course requirement. Only one of the assignments may be considered for an alternative option.

Summary Paper: Students will be required to write a summary paper on one of the topics presented during the course. This paper serves not only as an evaluation of the student’s understanding of the material, but also as an introduction to APA style writing. This summary paper should be 2-3 pages in length, double-spaced, 12 point Times New Roman font with 1 inch margins. For each paper the student should include and incorporate information from guest speakers, course lectures, class discussion, and any readings. Of particular importance is that students (1) demonstrate that he/she recognizes and understands the most important issues regarding disability within the topic area, (2) discuss the importance of class readings to the topic, (3) put the professional areas most involved into perspective regarding the issue, and (4) provide personal reaction to the topic (e.g. giving personal opinions, personal experiences, etc). Correct spelling and grammar are also important, and will be evaluated as such. Summary papers must be turned in via Carmen dropbox by the start of class on the below listed due date in a Word (or similar word processor) file. Do not submit in PDF format. Late papers will lose 10 points per day. Please reference any information through APA style formatting. **See summary paper guidelines for further details.**

Course Paper: Each student will be required to complete a course paper, which will serve as the final examination for the course. This paper will be of a topic of choice of the student but must be approved by the instructor. The student can pick any topic of interest to them in the field of Disability Studies; this can include a specific disability, intervention, disability culture, important event in disability studies history, etc. A one-paragraph proposal on the student’s topic choice is due by the date indicated in the course schedule for approval. The paper must be between 5-7 pages in length, double spaced, Times New Roman 12 point font with 1 inch margins (length does not include reference or cover pages). As with the summary papers, it should be submitted in a Word (or similar word processor) file, not in PDF. This paper must be turned in to the Carmen drop box by the date specified in the grid no later than 11:59pm. Final papers will not be accepted late. Please reference any information through APA style formatting. **See paper/presentation guidelines for further detail.**

Course Presentation: Each student must give an oral presentation (approximately 5-6 minutes in length maximum) of their paper topic in the last five class periods of the semester. Various support media for presentations (audio, video, power point presentations) may be used. **See presentation guidelines for further instructions.**

FOR HELP WITH APA STYLE FORMAT, PLEASE

VISIT: <http://owl.english.purdue.edu/owl/resource/560/01/>

Grading Scale:

The course grade will be based on these requirements as follows:

Attendance	20
Summary Paper (Each/Total)	60
Interview/summary paper	60
Community Outreach/summary paper	60
Course Paper	150
Course Presentation	<u>50</u>
TOTAL: 400 points	

A: 93-100	B-: 80-82	D+: 67-69
A-: 92-90	C+: 77-79	D: 63-66
B+: 87-89	C: 73-76	D-: 60-62
B: 83-86	C-: 70-72	E: <60

Academic Misconduct:

Academic misconduct is a violation of the code of student conduct and is required to be reported to the Committee on Academic Misconduct (faculty rule 3335-31-02). Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs http://studentaffairs.osu.edu/resource_csc.asp

Class Schedule

	<u>Date</u>	<u>Lecture</u>	<u>Readings</u>
Intro & History	1/12	Introduction to course & APA style	Carmen: APA references
	1/14	History of Disability Studies	Carmen: history
Law & Public Policy	1/21	MLK Day – NO CLASS	
	1/26	Disability Law & Public Policy, Lecture	Carmen: disability law & public policy
	1/28	Speaker: Dr. Gail Whitelaw, Director of the Speech-Language-Hearing Clinic & Faculty, The Ohio State University	“

	2/2	Speaker: Scott Lissner, ADA Coordinator, The Ohio State University	“
Deaf Studies	2/4	Deafness and Deaf culture	Carmen: deaf studies & culture
	2/9	Film: Sound and Fury	“
Inclusion & Adaptation	2/11	Speaker: Dr. Kristen Johnson, GTA-Department of English, The Ohio State University	“
	2/16	Early Intervention	Carmen: inclusion
Intellectual Disability & Self-Determination	2/18	Inclusion, Mainstreaming	“
	2/23	Intellectual Disabilities & Self-Determination	Carmen: ID Community outreach summary due
	2/25	Speaker: Dr. Paula Rabidoux, Nisonger Center, Associate Director, The Ohio State University	“
Other disabilities	3/2	Speaker: Dava Bielefeld, mother of children with disabilities	Carmen: psych. disabilities
	3/4	Psychological disabilities	Carmen: invisible disabilities
	3/9	“Invisible” disabilities Blindness/visual impairment	Carmen: visual impairment Summary Paper due
Acquired Disabilities	3/11	Speakers: Christine Griffin & Amy Grace, clinical OT Acquired disabilities: TBI, SCI, CVA	Carmen: acquired disabilities FINAL PAPER TOPIC DUE
	3/16	Spring Break	
	3/18	Spring Break	
	3/23	Acquired disabilities TBI, CVA	“
Disability in Sports & the Media	3/25	Acquired disabilities, Lecture 2: neurological diseases	“
	3/30	Film: Murderball	Interview recording and summary due
	4/1	Speaker: Lindsay Bond, Youth Policy and Special Projects Coordinator, The Ohio State University	Carmen: media & sports
Presentations	4/6	Disability in the media, Lecture	“
	4/8	CLASS PRESENTATIONS	
	4/13	CLASS PRESENTATIONS	
	4/15	CLASS PRESENTATIONS	
	4/20	CLASS PRESENTATIONS	

	4/22	CLASS PRESENTATIONS	
	4/27	Last day of class – remaining Class presentations, review, and questions	
		Final Papers – Due Sun 5/3 11:59pm Carmen Dropbox	

SHS 4510: Disability studies in context

Diversity

3. A GE rationale that answers specifically the following questions:

How do the course objectives address the GE category expected learning outcomes?

The course objectives address the learning outcomes by addressing the nature of disabilities within the context of the overarching culture. Differences in approaches to acceptance and treatment of individuals with disability will be reviewed across time and across contexts. Students will be expected to understand how they view different disabilities and how to interact with individuals with a range of disabilities in both their professional and personal lives.

How do the readings assigned address the GE category expected learning outcomes?

The assigned readings address the learning outcome by providing more in-depth knowledge of the specific characteristics of disabilities, both from an anecdotal viewpoint and from a scientific/scholarly viewpoint. These will supplement course lectures related to societal and professional views of interactions with individuals with disabilities. This provides a deeper understanding of the differences encountered when interacting with individuals with a range of disabilities, and a greater understanding of the differences observed.

How do the topics address the GE category expected learning outcomes?

The topics covered in this course address a wide range of disabilities that individuals encounter in a different contexts. Lectures will also address professional assessment and treatment strategies used, with emphasis on speech-language pathology and audiology, as relevant. In this way the learning outcomes are addressed by increasing the understanding of the challenges that individuals may face when interacting with the world with a range of limitations, and thus increasing understanding of the individuals themselves.

How do the written assignments address the GE category expected learning outcomes?

The written assignments address the learning outcomes by requiring the students to be able to interpret information about a range of disabilities and demonstrate understanding of the impact these have on daily interactions. These will include summarizing an interview with an individual with a disability about the impact on his/her life, and a summary of the accommodations and acceptance observed in the context of a community office or business. Additionally, the major course paper and presentation provide students with the opportunity for an in-depth study of a specific disability and how it affects individuals, both by the limitations involved, and the professional and personal treatments used to lessen the impact.

4. A GE assessment plan which explains how the faculty will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed.

a) The final paper/presentation for the course will allow for direct assessment of the students' achievement for the expected learning outcomes. This is formatted to require a description of the disability being researched, including impact on the individual, and both professional and personal interpretations of the issue. By including the personal interpretation of the disability researched, the students include a self-evaluation of the topic, including what was learned in the process of their research and how they can integrate it into their own lives.

b) The level of student achievement that will be considered successful will be 80% of the students score 54 or greater out of 60 possible points on the intermediate written assignments, and 135 or greater out of 150 possible points on the final course paper.

c) The data from the exams and papers will be maintained on Carmen. The information from these data will be used to further modify specifications related to the paper/project format for all assignments, and lecture material will be adjusted as needed to maximize student learning related the specific GE outcomes for diversity.