

## Term Information

Effective Term Autumn 2020  
*Previous Value* Spring 2013

## Course Change Information

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

We are proposing a distance learning section of this course.

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

To assist with physical distancing and to allow greater flexibility in the future with classroom shortages.

**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	Graduate, Undergraduate
Course Number/Catalog	5605
Course Title	Multicultural Aspects of Communication
Transcript Abbreviation	Multicult S-L-H
Course Description	Examination of normal communicative behavior, including development, and the assessment and management of speech-language-hearing disorders of culturally and linguistically diverse populations.
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?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
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**

Prereq: 3330, Ling 3601, or 3602, or equiv, or permission of instructor.

***Previous Value***

*Prereq: 3330 (330), Ling 3601 (303), or 3602 (372), or equiv, or permission of instructor.*

**Exclusions**

***Previous Value***

Not open to students with credit for 605.

**Electronically Enforced**

No

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

51.0201

**Subsidy Level**

Doctoral Course

**Intended Rank**

Junior, Senior, Masters, Doctoral

***Previous Value***

*Freshman, Sophomore, Junior, Senior, Masters, Doctoral*

## Requirement/Elective Designation

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**

- Identify variations in phonological and phonetic structures codes, a function of social and regional dialects
- Identify variations in phonological and phonetic structures in the use of English as a second language
- Identify learning styles used by different cultural groups
- Identify differences in cultural expectations across ethnic and cultural groups founded within the United States and the effect they have on interpersonal communication
- Identify how standard tests will not necessarily provide ethical and appropriate results when used on a client from a different culture than the group on which the test was normed

**Content Topic List**

- Dialects of English
- English as a second language
- Cultural variation in learning style
- Variation in cultural expectations on interpersonal communication
- Cross cultural communication testing and modifications to tests

**Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
5605 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
06/04/2020

**Attachments**

- SPHHRNG\_5605D\_syllabus\_2020\_v3.docx: DL syllabus  
*(Syllabus. Owner: Harnish, Stacy M)*
- SPHHRNG 5605D.pdf: ASC Tech Review  
*(Other Supporting Documentation. Owner: Harnish, Stacy M)*
- Syllabus 5605 Autumn 2019.docx: In-Person Syllabus  
*(Other Supporting Documentation. Owner: Harnish, Stacy M)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	05/12/2020 12:02 PM	Submitted for Approval
Approved	Fox, Robert Allen	05/12/2020 12:21 PM	Unit Approval
Approved	Haddad, Deborah Moore	05/12/2020 12:51 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	05/12/2020 12:51 PM	ASCCAO Approval

# **Speech and Hearing Science 5605D:** *Multicultural Aspects of Communication and its Disorders*

## **COURSE SYLLABUS**

**Autumn Semester**  
(revised 4/21/2020)

The materials contained on the Carmen (Canvas) website is meant to provide support for the class lectures and class activities and to allow students to easily access required readings (and recorded lectures) for the course. The Carmen site for the course will be available to students by Tuesday, **25 August 2020** (the first day of the Autumn Semester at Ohio State). However, we plan to send this syllabus to the class even before that date.

There will be two video chats each week. These chat sessions will be scheduled via Carmen Zoom at Ohio State (and we will be sending you the appropriate URL links for each session). This will allow us to interact and to discuss materials that have been made available on Carmen Canvas (e.g., power point presentations with associated lectures, videos, figures, internet links, readings, etc.). Part of your grade depends on your participation in these chat sessions (which are required).

We expect to break the class into two separate groups (to facilitate discussions in the chat sessions). We will randomly assign half of the students in the class to one group and other half to the second group. Each group will be expected to attend one 1/5 hours video chat session each week. These video chat sessions will normally be held on Mondays 11:00-12:30 (groups 1) and Wednesdays 11:00-12:30 (group 2). These chat sessions will be recorded in case you want to see the content of other chats that you did not attend. However, given unexpected events, a few of these chat sessions may be moved to another day – but you will be informed if there are any changes.

No matter, whichever session you attend (out of 20 – there will be more than 20, but your grade will be based on your attending at least 20 chat sessions **and participating in the discussions**. In doing so you will earn a 2-point credit for each of them. **Final projects** for the course (to be described below) will be due **Monday, 10 December 2020** (although you can turn them in earlier). The course is broken down into 7 Units, divided over the 14 weeks of the course.

This course is **100% online**. It is a 3-credit course. It will feature some **asynchronous** features (video, .ppt file, etc., available on Carmen Canvas) that you can access at anytime as well as a **synchronous** feature (on-line, “live” chats/discussions/lectures on Carmen Zoom). You should expect to spend 3 hours each week in chat sessions and Carmen activities (visiting websites), in addition to 6 hours of homework (assigned readings and assignment preparation, etc.).

Either Fox or Cummings will post open office hours on Zoom each week that can be attended by anyone in the class (we will send the appropriate links).

All of the readings outside the textbook (except for Rhodes, Ochoa & Ortiz, which you should purchase) will be available as .pdf files (on Carmen Canvas, see information below) or links to website so you will need to download a free copy of Adobe Reader (you will do this through the Ohio State OCIO website).

### **Course Instructor and Contact Information**

#### **Instructor:**

**Robert Allen Fox, Ph.D.**  
**Professor and Chair**  
**Courtesy Professor, Linguistics**  
[fox.2@osu.edu](mailto:fox.2@osu.edu)  
614-292-1628  
(It is best to contact me via my email address.)

#### **Graduate Teaching Associate:**

**Caitlin Cummings, MA, MA, CCC-SLP**  
**Doctoral Student**  
**Department of Speech and Hearing Science**  
**The Ohio State University**  
**Columbus, OH**  
[cummings.135@buckeyemail.osu.edu](mailto:cummings.135@buckeyemail.osu.edu)

### **Course Description**

This course provides an overview of multicultural variation in terms of communication (both spoken and sign) and the consequences of such variation in the assessment (and therapeutic approaches) to speech-language and hearing disorders. It will cover differences in social expectations, constraints, etc. across different cultural groups and the challenges of intercultural communication. It will trace the historical nature of immigration (and assimilation) of different groups into the United States, various laws that have affected (and reduced) immigration patterns, and the nature of communication changes (including second language acquisition).

### **Introduction**

All of the information related to readings, assignment, schedules, etc., for this course will be provided through the AU 2020 Carmen Site for SPHHRNG 5605D. We will be embedding links to useful websites (with the Carmen Canvas modules for each unit). This syllabus will specify both required readings, recommended readings, and websites to visit. You can find the assigned readings on the Carmen Canvas site. Please let one of us know if and when there are dead links on the Carmen Canvas site.

Please realize that you are responsible for **all required reading assignments**. The readings will cover more material than the available power point presentations. The chat sessions will be used to answer questions or expand upon these readings and the power point presentations.

There is one required textbooks for the course:

Rhodes, R.L., Ochoa, S.H. & Ortiz, S.O. (2005). *Assessing Culturally and Linguistically Diverse Students: A Practical Guide*, New York, The Guilford Press. (ISBN 1-39385-141-3)

In addition, there are a number of other required readings from journals and other textbooks. Below, you will find a basic introduction to the content of this course, followed by a course syllabus. Please note that there is considerable reading associated with this course.

Although we may not talk directly about them, there are an interesting set of articles in the *International Journal of Speech-Language Pathology*, Volume 18, Issue 2 (April 2016). You should look at this issue (especially when we are talking about Units 4, 5 and 6). You can go to the osu.edu homepage, click on Library, search for the Journal, or go to this [online link](#). You will need your OSU name.# and password to link to the electronic resource.

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## Course Topics/Units

### **Unit 1 Introduction to Course**

- Go over syllabus, course requirements
- Why is taking a course in multicultural variation important?
- Nature and prevalence of multicultural/multilinguistic diversity in the United States?
- What kinds of things might differ from culture to culture
- Is the US now (or has it ever been) a "melting pot?"

### **Unit 2 Multicultural/Multilinguistic Diversity and Patterns of Cultural Variation -- Construction of a Community and Cultural Identity**

- What is a cultural community?
- Nature of culture, its patterns, and variation
- Intercultural communication
- Cultural considerations that may produce sources of conflict and misunderstanding.
- General overview of how such diversity may affect linguistic/cultural development and this, in turn, may affect intercultural communication.
- What is a cultural identity?
- What forms the basis for cultural groups (both internal and external)?
- Race vs. ethnicity.
- Nature of racial distinctions (social? physical? genetic?)
- Importance of religious distinctions
- What is poverty and how pervasive is it in our culture?

- Distribution of poverty as a function of ethnicity, cultural groups, geopolitical regions.

### **Unit 3 Dialectal Variation and Sociolinguistic/Sociocultural Variation in Language**

- The nature of dialectal variation (including regional dialects and social dialects) in grammatical, phonological/phonetic and pragmatic rules.
- Examples of specific dialectal differences
- Can and/or should dialectal variations affect assessment results? Remediation plans?
- Nature of bilingualism and effects of second-language learning (including language extinction, code-switching).
- Characteristics of so-called "accented English."
- What is the role of the SLP in this regard?

### **Unit 4 General Introduction to Diversity and Communication Disorders**

- Prevalence and nature of speech-language-hearing disorders in multicultural populations including health-related cultural differences (e.g., sickle cell disease and the prevalence of otitis media in Native Americans).
- Factors that contribute to these cultural differences.

### **Unit 5 Assessment of Speech-Language-Hearing Disorders in an Environment of Cultural and Linguistic Diversity**

- Professional and public policies regarding multicultural groups
- Biases in assessment and challenges to fair and accurate assessments of speech-language-hearing disorders
- Modifications to assessment processes to reduce bias
- Approaches to and examples of unbiased assessment
- Assessment in a multicultural classroom

### **Unit 6 Management of Speech-Language-Hearing Disorders in Culturally and Linguistically Diverse Populations.**

- Management of disorders in a multicultural classroom
- Working with teachers and other professionals in multicultural environments

### **Unit 7 Research: Ethics and Informed Consent in the Use of Human Subjects**

- In conducting research as in providing clinical or educational services, recognition of cultural variation is important
- Significant violations of human ethics (the Tuskegee syphilis study)
- Race and the politics of health care
- Working with selected groups (e.g., convicts)

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## Course Objectives

- The primary objective of this course is to encourage students to consider seriously the nature of "multicultural diversity" in our country (including the range of such diversity and its origins) and how such diversity might affect interpersonal and group communication as well as clinical practice. This includes personal attitudes of the therapist and/or client (whether conscious or unconscious) in the clinical setting as well as the clinician's expectations for client performance within and outside the clinical session (which includes the home environment). This is **not** a course in "political correctness" but rather a course that addresses important issues that have an impact upon your understanding of normal communication from a multicultural viewpoint (and the range of variation that might be expected). For undergraduate students interested in either SLP or AuD the course is designed to improve your effectiveness as a future clinician with diverse clients—especially the school-aged population and their parents/caretakers. It is also designed to help you relate to future co-workers (e.g., other teachers, school administrators) who may differ from you in terms of background, expectations, social culture, etc. The information will be important no matter what your goals after graduation.
- Review the types of communication differences related to cultural differences (involving regional, socioeconomic, racial, religious, and ethnic differences) in the United States including linguistic differences (e.g., grammatical, phonological, pragmatic, discourse-level distinctions among specific cultural groups) and sociological distinctions including proxemics, gestures, etc.
- Determine communication disorders and behaviors that vary among multicultural populations and the nature of such variation. This will include a discussion of what constitutes a "speech-language-hearing disorder" and the extent to which intervention is deemed as necessary and/or appropriate by a particular cultural group.
- Describe procedures for nondiscriminatory assessment and remediation of communication disorders in minority and bilingual populations.
- Evaluate professional and public policies relative to minority and bilingual individuals who have a communication disorder.
- Examine etiologies of specific speech, language, and hearing disorders that have a differential impact on various cultural groups.
- Review research designs and methods that are appropriate in the study of multicultural populations.

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## Issues Addressed

*Articulation*



- Identify variations in phonological and phonetic structures codes a function of social and regional dialects.
- Identify variations in phonological and phonetic structures in the use of English as a second language.

### *Cognitive Aspects of Communication*

- Identify learning styles used by different cultural groups.

### *Social Aspects of Communication*

- Identify differences in cultural expectations across ethnic and cultural groups founding within the United States and the effect they have on interpersonal communication.

### *Assessment and Intervention for People with Communication Disorders*

- Identify how standard tests will not necessarily provide ethical and appropriate results when used on a client from a different culture than the group the test was normed on.
- Determine modifications they might be used in adapting materials to culturally diverse clients.

## **Skills Developed**

- Will be able to recognize cultural bias in an articulation, language or hearing test.
- Will be able to modify the testing/assessment procedure so as to reduce any obvious cultural bias evident in the situation
- Will be able to recognize the cultural challenges faced by the client in the clinical and/or educational setting.

## **Course Requirements**

### **Completion of CITI Course**

The Ohio State University uses the Collaborative Institutional Training Initiative (CITI)--a web-based human research course--to satisfy the requirement for Ohio State researchers for training in human research subject protection. This addresses many interesting issues in dealing with a number of different populations (including children and prisoners). You will be required to take and pass the **Basic Human Research Course** (it will take you several hours). Information can be found here: <http://orpp.osu.edu/irb/training-requirements/citi/>. You should complete the training requirement for Social and Behavioral Human Research option. When you complete it, you will be given documentation of passing it, you will need to put a digital copy of it in the appropriate Carmen drop box (to be created). Successfully completing the CITI course will be worth **20 points**. If you have not completed a CITI course training before, you will be completing the "Basic Human Research Course." If you have completed that before, you will need to complete either "Refresher Course 1" or "Refresher Course 2." The CITI site will automatically choose

which course returning users need to take. If you have already completed the Basic Course, I want you to complete the "Refresher Course."

Following the completion of the CITI course, please provide a 3-4 page paper (bullet-point format is acceptable; Times-Roman, 12-point font, double-spaced, normal margins) summarizing (in your own words) the need to and approach(es) to protecting children as subjects who are part of a study examining one of the following: autism, dyslexia, or specific language disorders—choose one—in the school in which you will be working. Also provide specifics regarding these protections, assume you are providing details to your local IRB (more details will be given after the class begins). This will be worth **30 points**.

### **Graded Written Assignments**

There will be **two graded written assignments** during the course. You will be given more than a weekend over which to complete the assignments. Each assignment will be worth **75 points** toward your course grade.

### **Personal Cultural History**

Each student will be required to provide an informative cultural history of herself/himself and her/his family (4-5 pages, 12-pt Times Roman, double spaced). We want each student to appreciate his/her cultural background, development of their "cultural lens," and to determine just where they might "fit" into the US culture today and what formed your viewpoints today (**all viewpoints are welcome in this course**). Description of your family in terms of the cultural characteristics described in the course will be required – Dr. Fox will tell you his cultural background. What is greatest interest to us is that each student investigate his/her own cultural background and family history in light of the issues addressed in this course. For example, where did your grandparents and great grandparents work? What was their education? What was their language, their religion, etc.? What was the nature of their cultural community? This project is worth **50 points** toward your final grade. Details regarding the format of this "history" will be provided later in the quarter. If any student has a reasoned objection to providing such a personal history, please talk to the instructor. Dr. Fox will provide an historical figure for which you must provide a thorough personal history through library/internet research. Frankly, students in past courses have indicated that this is one of their favorite assignments in this course (many have developed 30 pages of a manuscript along with pictures, etc.).

### **Chat Session Grades**

Each chat session during the week is worth 2 points, but **only if you participate actively** (which we will monitor). If you miss a Tuesday or Thursday chat, you can make it up by attending the Sunday chat. There will be 20 chats that "count" and thus, chat participation counts for **80 points** toward your final grade.

### **Course Project**

There will be a major **Course Project** that will be worth **120 points**. The course project will require you to create one of the following *products*:

(1) A "Cultural Website" designed to be useful to a speech-language pathologist who might visit it (make it useful to the inquiring professional!) or to a parent of a disordered child. You may do this individually; or a small group of students (up to 3 members) can do it together (we or you can set up special zoom rooms for you to use if you want).

(2) A 20-minute video "short" in which a narrator (or groups of reporters) provides a "documentary" on a given culturally defined group or disorder. You can use a smart phone/camera to create this product. This can be done individually or as a group of up to 3 members.

(3) Completed on an individual basis only, a project in which you select two languages other than English to compare (one Indo-European, the other non-Indo-European – I will need to approve your choice of languages). In this project you will do a comparative analysis of these two languages compared to English (concentrating on phonology/phonetics) and will then provide a prediction regarding the problems (e.g., misarticulations) that children with one or the other of these languages as a native language will have in acquiring English. You will also provide instructions regarding how you can assess whether or not these children have an articulation disorder.

Three options are available in terms of the specific topic/approach to be taken in either the website or the video documentary:

**Option 1:** The Cultural Website or Video presentation developed will focus on a particular speech-, language-, or hearing disorders that is more associated with a particular "cultural," "religious," "ethnic" or "racial" group than with the mainstream population in the United States. The website should provide details on the nature of the disorder, its etiology, its relationship to genetic makeup of the individual with the disorder, environmental considerations, etc. The website will outline issues involved with making culturally appropriate assessments and providing culturally appropriate treatment.

**Option 2:** The Cultural Website or Video presentation developed will focus on a specific non-mainstream sociocultural/ethnic group in the United States. In particular, the website will provide information on the native culture/physical environment/language of that group and determine its demographics in the United States. The website will provide information germane to understanding what constitutes normal communication patterns, linguistic patterns (including phonological, syntactic, semantic, and pragmatic elements) among members of that social/ethnic group and what might aid a speech-language pathologist in making appropriate speech-language assessment. Following the gathering of this background information, groups will be responsible for creating a website that will allow a professional speech-language pathologists or audiologists who has a client from this social/ethnic group to discover information they might need.

**Option 3:** If you choose the third option you will be creating a paper (estimated: 15 pages) that will address provide results of your comparative analyses and predictions for misarticulations.

If you are curious as to what these websites might look like, please go here: [Course Project examples](#) which provides links to websites that have created by students in an earlier class.

If you do this project as a group, **I need to approve group membership by Friday, 2 September 2020.**

No matter which option is chosen, **a formal proposal must be submitted to me by Friday, 9 September 2020.**

### **Required Equipment**

- Computer: current PC (Windows 10 is preferred) or current Mac (Catalina is preferred).
- Webcam: Built-in (as is the case for many laptops) or external (fully installed and tested)
- Microphone: Built-in (as is the case for many laptops) or external microphone (commonly found in webcams).
- Other: a mobile device (e.g., smartphone) or landline to use the BuckeyePass authentication (Duo).

### **Required Software**

- Microsoft Office 365. All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).
- Adobe Reader (or a higher level version of Adobe) needed for reading .pdf files.

### **Carmen access**

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

### **Course technology**

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### **Baseline technical skills for online courses**

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

### **Required Technology skills specific to this course**

- CarmenZoom text, audio, and video chat
- Recording, editing, and uploading video (for downloading video links on Carmen and, if you choose one of the Final Project options, to create a video)
- Creating a website (for different final project) – there are a number of options to create a website, but u.osu.edu will work perfectly.

### **Academic and Student Services offered on the OSU Main Campus**

An overview of and contact information for student academic services offered on the OSU main campus can be found here <http://advising.osu.edu/welcome.shtml>.

An overview of and contact information for student services offered on the OSU main campus can be found here <http://ssc.osu.edu>.

### **Development of a Cultural Website or Video for the Course Project**

Students or groups can develop a website using **u.osu.edu**. Please see the following guidance in developing a website:

- [Developing a website \(a GoogleGuide\)](#)
- [Developing websites \(Study Guides and Strategies\)](#)
- [Create a Free Website \(WiX.com\)](#) -- in past years many groups have used WiX successfully
- [15 of the Best Free Website Builders](#)
- [Making DVDs from a Video Files](#)
- [How to create Digital Movies in Windows 10](#)

## Basis for Final Course Grade

The final course grade (based on a total of **440 points**) will be based upon

1. Course Assignments (worth 75 points each, **150** points total)
2. Personal Cultural History (worth **50** points)
3. Completion of CITI course (worth **20** points)
4. Completion of protection of children as human subjects (worth **20** points)
5. Course Project (**120** points) (the Course Project will be considered as your Final exam and it will be due on Wednesday, July 25)
6. Chat session participation (**80** points)

Letter grades will be assigned based on the standard ranges as follows: 93-100% A, 90-92% A-, 87-89% B+, 83-86% B, 80-82% B-, etc. Rounding rule used: a .5% or higher will be rounded up, anything less (including .49%) is rounded down. So 92.50% to 92.99% is rounded up to 93% (A) but 92.01% to 92.49% is rounded down to 92% (A-); 89.50% to 89.99% is rounded up to 90% (A-) but 89.01 to 89.49% is rounded down to 89% (B+), etc. No exceptions.

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### *Academic misconduct*

University administrators encourage all faculty members to incorporate into their course syllabus a reference to Ohio State's guidelines on academic misconduct. These guidelines require that "each instructor shall report to the Committee on Academic Misconduct all instances of what he/she believes to be academic misconduct." Details about what constitutes academic misconduct can be found in the Ohio State Student Handbook. Contact me if you have any questions. Note: Academic misconduct is a serious matter, with serious consequences. In your course paper make sure to cite references properly, especially direct quotations. Plagiarism (e.g., uncited use of material obtained from an internet site, article or book) is a serious offense as is giving or receiving information on an exam.

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### *Alternative format for course material*

Please note that if any student has a disability that might affect his/her performance in this course and need to have the course material presented in an alternative format, please let the instructor know as soon as possible. Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall,

113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu);  
[slds.osu.edu](http://slds.osu.edu).

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### *Course Calendar and Required Readings*

Please note: The articles/chapters are to be read in order of the Units listed below. This is really a very important part of this course. This will give you insight into how our profession, in general, and the American Speech-Language-Hearing Association, in particular, has viewed multicultural issues with regard to issues in speech-language pathology and audiology. All readings (except for those in the Rhodes et al. text) will be available on the Carmen site.

- Week 1** (8/25-8/29) Unit 1 and introduction (Wednesday chat only, all students will attend)
- Week 2** (8/30-9/5) Unit 2
- Week 3** (9/6-9/12) Unit 2 (cont.)
- Week 4** (9/13-9/19) Unit 3
- Week 5** (9/20-9/26) Unit 3 (cont.)
- Week 6** (9/27-10/3) Unit 4
- Week 7** (10/4-10/10) Unit 4 (cont.)
- Week 8** (10/11-10/17) Unit 5 (Autumn Break 10/15 & 10/16 no chat sessions on Wednesday 10/14)
- Week 9** (10/18-10/24) Unit 5 (cont.)
- Week 10** (10/25-10/31) Unit 5 (cont.)
- Week 11** (11/1-11/7) Unit 6
- Week 12** (11/8-11/14) Unit 6 (cont.) (Veteran's Day, 11/11, no chat sessions)
- Week 13** (11/15-11/21) Unit 7
- Week 14** (11/22-11/28) Unit 7 (cont.) Indigenous Peoples Day/Columbus Day, 11/27
- Week 15** (11/29-11/12/5) Discussion of Proposed Final Projects
- Week 16** (12/6-12/9) Review of all material covered in the course; student discussion/feedback.
- Finals Week** (12/-11/12/17) Final Project due pm on 7:30 p.m., on 12/11 (this represents the "final exam")

**Group Project Membership Approval:** Due Wednesday, 9/1/2020

**Personal Cultural History:** Due 5:00 p.m., Wednesday, 9/9/2020

**Written Assignment 1:** Available Friday, 8:00 a.m., 9/25, Due 5:00 p.m. Tuesday, 6/29

**Course Project Proposal Submitted (to be approved):** Due Friday, 10/2

**Written Assignment 2:** Available Friday, 8:00 a.m., 11/20, Due: 5:00 p.m., Tuesday, 11/24

**CITI Completion Verification:** Due 5:00 p.m., Friday, 11/27

**Protection of Children as Subject Short Paper:** Due 5:00 p.m., Friday, 12/4

**Final Project due:** Friday, 7/27

Also note: There are links to many interesting and informative websites in each Unit. Please try to look at most of them (you should find them interesting). You will be using information from these websites along with your other readings to complete the graded written assignments (and, likely, the Course Project). Please download the readings (they are in .pdf format) to your own

computer.

## **Unit 1 --Diversification in the U.S.--How did we become a Multicultural Society?**

### *Readings*

- Rhodes et al., Chapter 1, English-Language Learners in U.S. Public Schools: A Heterogeneous Population
- Rhodes et. al, Chapter 2, Disproportionate Representation of Diverse Students in Special Education: Understanding the Complex Puzzle.
- Battle, D.E. (2012). Communication Disorders in a Multicultural and Global Society. In Battle, D.E. (ed.), *Communication Disorders in Multicultural Populations*, 4<sup>th</sup> Edition.
- Diaz, C.F. (2001). The Third Millennium. *Multicultural Education for the 21st Century*.

### *Websites to view from ASHA*

- ASHA [Cultural and Linguistic Competence](#)
- ASHA--[Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services](#)

### *Websites that provide information about the history of US immigration*

- [US Immigration](#) -- A website that provides much useful information regarding the history of immigration in the U.S. (but does not cover "forced immigration" i.e., slavery).
- [Africans in America](#) -- Please look at the Narratives and the Resource Bank, lots of material here.
- [History of immigration](#) by the American Immigration Council (lots of interesting sites: look especially at "Learning from our Past: The Refugee Experience in the United States.")
- [Best of HISTORY WEBSITES on Immigration.](#)

## **Unit 2--Multicultural/Multilinguistic Diversity and Patterns of Cultural Variation: Construction of a Community and Cultural Identity**

### *Readings*

- Anderson, N. (1992). Understanding Cultural Diversity. *American Journal of Speech-Language Pathology*, 9-10.
- Crago, M.B. (1994). Ethnology and language socialization: A cross-cultural perspective, in Butler (ed.)
- Cooper, P.J., Calloway-Thomas, C. and Simonds, C.J. (2007). Communication and Culture. *Intercultural Communication*.
- Cooper, P.J., Calloway-Thomas, C. and Simonds, C.J. (2007). Cultural Patterns. *Intercultural Communication*.



- Cooper, P.J., Calloway-Thomas, C. and Simonds, C.J. (2007). Verbal Intercultural Communication . *Intercultural Communication*.
- Garret, Michael T., and E.F. Pichette (2000). Red as an Apple: Native American Acculturation and Counseling
- Humphries, T. (1993). Deaf culture and cultures. in K. Christensen and Gilbert Delgado, *Multicultural Issues in Deafness*.

#### *Websites*

- [Cultural Competence in a Multicultural World](#)
- [Cultural Competence Checklist](#)
- [Culturally Diverse Attitudes and Beliefs of Students Majoring in Speech-Language Pathology](#)

### **Unit 3 --Dialect Variation and Sociolinguistic/Sociocultural Variation in Language**

- Rhodes et al., Chapter 4, Bilingual Education and Second-Language Acquisition: Implications for Assessment and School-Based Practice.
- Wolfram, W. (1999). Language variation in the United States. In Wolfram, Adger & Christian (eds.), *Dialects in Schools and Communities*, pp. 1-34.
- Isaacs, G.J. (1996). Persistence of non-standard dialect in school-age children. *Journal of Speech and Hearing Research*, 39(2), 434-441
- McGregor, K. K., Williams, D., Hearst, S., & Johnson, A. C. (1997). The use of contrastive analysis in distinguishing difference from disorder: A tutorial. *American Journal of Speech-Language Pathology*, 6(3), 45- 56.
- Rodekohr, R.K., & Haynes, W.O. (2001). Differentiating dialect from disorder: A comparison of two processing tasks and a standardized language test. *Journal of Communication Disorders*, 34, 255- 272.

#### *Websites/readings*

- [ASHA Position Paper on Social Dialects.](#)
- [From Sea to Sea: American Varieties of English](#)
- [22 Maps that show how Americans speak English differently from one another](#)
- [A Tour of United States Dialects \(youtube\)](#)

### **Unit 4--General Introduction to Diversity and Communication Disorders**

- Rhodes, et al., Chapter 3, Legal and Ethical Requirements for the Assessment of Culturally and Linguistically Diverse Students.
- Ndung'u, R. and Kinyua, M. (2009). Cultural Perspectives in Language and Speech Disorders. *Disability Studies Quarterly*, 29 (4).
- Threats, T.T. (2010). The complexity of social/cultural dimension in communication disorders. *Folio Phoniatria et Logopaedica*, 62(4), 158-165

## **Unit 5--Assessment of Speech-Language-Hearing Disorders in an Environment of Cultural and Linguistic Diversity**

- Rhodes, et al., Chapter 5, Prereferral Considerations for Culturally and Linguistically Diverse Students.
- Rhodes, et al., Chapter 6, The Use of Interpreters in the Assessment Process and School-Based Practice
- Rhodes, et al. Chapter 7, The Interview Process: Practical Guidelines.
- Rhodes, et al., Chapter 10, Conceptual Measurement and Methodological Issues in Cognitive Assessment of Culturally and Linguistically Diverse Individuals.
- Rhodes, et al., Chapter 12, Assessment of Academic Achievement: Practical Guidelines.
- Craig, H. & Washington, J.A. (2000). An assessment battery for identifying language impairments in African American children. *Journal of Speech, Language and Hearing Research*, 43: 366-379.
- Wyatt, T. (2012). Assessment of multicultural and international clients with communication disorders. In Battle, D.E. (ed.), *Communication Disorders in Multicultural and International Populations*.

*The following "Cases" will be used in both Unit 5 and Unit 6 for assessment content, first, and treatment options, second.*

- Case 13--Kana: A bilingual preschool Child
- Case 14--Rose: A preschool child who was internationally adopted
- Case 26--Manuela: Cultural and Linguistic Diversity: A bilingual child with a speech and language disorder

### Optional Cases

- Case 46--Dr. JN: Case study of an adult nonnative speaker of English: High proficiency
- Case 47--Ms. PW: Case study of an adult nonnative speaker of English: Low Proficiency

## **Unit 6--Management of Speech-Language-Hearing Disorders in Culturally and Linguistically Diverse Populations.**

- Nellum-Davis, P., Gentry, B. & Hubbard-Wiley, P. (2002). Clinical Practice Issues. In Battle (ed.), pp. 461-486.
- Pert, S. & Stow, C. (2002). Language remediation in the mother tongue: A pediatric multilingual picture resource. *International Journal of Language & Communication*, 36: 303-308.
- Davis, P.N. & Banks, T. (2012). Intervention for multicultural and international clients with communication disorders. In Battle, D.E., *Communication Disorders in Multicultural and International Populations*.
- [Schools as complex host environments: Understanding aspects of schools that may influence clinical practice and research.](#)

- Cooper, P.J., Calloway-Thomas, C. and Simonds, C.J. (2007). Health. *Intercultural Communication*.
- Swisher, K. and Schoorman, D. (2001). "Learning Styles: Implications for Teachers" from C.F. Diaz, *Multicultural Education in the 21st Century*.
- [Learning across languages: Second-language learners and dialect speakers](#)

### **Unit 7--Research: Ethics and Informed Consent in the Use of Human Subjects**

- Rothman,D.J. (1982). Were Tuskegee & Willowbrook 'Studies in Nature'? *The Hastings Center Report*, Vol.12., No.2. (Apr., 1982), pp. 5-7).
- Fausto-Sterling, Anne (2004) Refashioning Race: DNA and the Politics of Health Care differences. *A Journal of Feminist Cultural Studies*, 15:3.
- Kaufman, S.R., (1997). The World War II Plutonium Experiments: Contested Stories and Their Lessons for Medical Research and Informed Consent. *Culture, Medicine and Psychiatry*, 21: 161-197.
- Pfeiffer,D. (1994). Eugenics and Disability Discrimination. *Disability & Society*, Vol 9, No.4.

**Days and Time: Monday and Wednesday 11:10am-12:30pm**

**Class meetings: 8/20/19-12/4/19**

**Location: Gateway Film Center House 2**

Instructor: Caitlin Cummings, MA, MA, CCC-SLP

Office: Pressey Hall

Office Hours: by appointment

Phone: 614-722-3966

E-mail (best way to contact): [cummings.135@buckeyemail.osu.edu](mailto:cummings.135@buckeyemail.osu.edu)

**Course Description (from the University Registrar):** “Examination of normal communicative behavior, including development, and the assessment and management of speech-language-hearing disorders of culturally and linguistically diverse populations. Prereq: SHS 3330 (330), Ling 3601 (303), or 3602 (372), or equiv, or permission of instructor. Not open to students with credit for 605.”

Main Course Goals:

Students will:

- Define communication, language, speech, hearing, and culture.
- Have an appreciation for language and cultural variation in the United States.
- Define social and regional dialects.
- Describe normal second language acquisition and bilingual development in children.
- Identify normal communication practices in various cultural groups and critically evaluate how these differences may impact speech-language services for children and adults across diagnoses.
- Understand communication development and disorders in cultural and linguistically diverse (CLD) groups.
- Identify factors that may contribute to educational and healthcare disproportionality.
- Describe potential limitations of standardized tests with CLD clients.
- Explain how to use alternative, non-standardized methods for nonbiased assessment.

**Recommended Text:**

Battle, D.E. (2012). *Communication disorders in multicultural and international populations: 4<sup>th</sup> edition*. St. Louis: Elsevier Mosby.

### **Course Format:**

- Activities in this course will consist of didactic lectures, videos, readings, and in-class exercises.
- To the best of my ability, I will try to have all powerpoints uploaded before class time but this is not guaranteed. I may add slides, update information, and discuss in class what is most relevant in the slides versus what is additional helpful information. **THEREFORE, MATERIAL FOR THE EXAMS AND PROJECTS COURSE WILL BE EXPRESSED IN THE POWERPOINTS AND THROUGH CLASS DISCUSSIONS.**
- Regular attendance will allow you to perform your best in class conversations and assessments.
- Your grade for the course will be based on 3 exams (non-cumulative), 1 paper, and 1 case study project. Exams will consist of multiple choice, fill in, and short answer questions, and they will incorporate information from the required articles.
- You are expected to attend all class meetings and complete any readings that are due that day in order to be prepared for class. Information from the readings will appear as appropriate during class discussions and tests. Interaction and participation are highly encouraged.

If you want to learn as much as possible, you should come to class ready to share relevant experiences, reflect on what others say, and initiate ideas.

### **Course Requirements (400 points total)**

#### **Exams:**

You will take **2 in-class exams and 1 final exam**. These exams will be based on material from readings, and class meetings (lectures, discussions). The exams are **non-cumulative** but require understanding of previous material. You must take all exams as scheduled. A review guide will be posted on Carmen for help with studying. There will also be a review day set aside before each exam date.

#### **Mid-semester Paper:**

Personal cultural history reflection (double spaced, 12 pt. font, minimum 4 pages, max 5 pages)

No one exists in the absence of culture. Think about the concepts we have studied this semester and reflect on where YOU feel you are situated within one or multiple linguistic and cultural contexts. How do you define your culture and personal/social

identity? Discuss any geographic, gender, racial, ethnic, language, dialect, religious, historical, etc. factors that have shaped your communication style expectations and practices. A writing guide and grading rubric will be provided for this project.

*\*Optional:* if you do not wish to write about yourself, you may interview a family member or friend and write the summary about that person instead. The same grading rubric will be used.

### **Final project:**

The final project will be due the day of the final exam

#### **Clinical Scenarios/Case studies (minimum 4 pages, max 5 pages)**

Four case studies describing a situation with an individual from a CLD background and a communication disorder diagnosis (confirmed or suspected) will be presented. Choose one case and discuss 1. Relevant cultural/communication factors that should be taken into account 2. Potential pitfalls that could occur during a SLP's assessment and treatment procedures, and 3. Recommendations for how the SLP can approach the individual with cultural competence and provide appropriate speech-language services. A writing guide and grading rubric will be provided for this project.

#### **Point Breakdown:**

Exam 1	100
Exam 2	100
Final Exam	100
Midterm paper – Personal Reflection	50
Final paper – Case Study	50
<b>Total</b>	<b>400</b>

<b>Grade</b>	<b>Points</b>	<b>Description</b>
A	370-400	Exemplary
A-	369-358	Excellent
B+	357-346	Very good
B	345-330	Good
B-	329-318	Satisfactory
C+	317-306	Satisfactory
C	305-290	Acceptable
C-	289-278	Marginally acceptable
D+	277-266	Marginally acceptable
D	265-237	Pass
E	Below 236	Fail

### **Attendance, Absence, and Participation Expectations:**

Students are expected to attend class regularly and participate in discussions. Extensions for due dates for assignments and exams will not be given unless approved documentation is provided (e.g., accommodation via the Office for Disability Services; student athlete schedule; doctor's note if ill). Due dates/dates for assignments and exams will not be changed based on student preference (e.g., buying plane tickets to leave Columbus early for vacation). If you have further questions/a unique circumstance, please discuss with me.

### **Professionalism:**

Professionalism is encouraged and fostered in SHS 5605. Here are some ground rules that will help to maintain a productive classroom climate:

- Arrive on time
- Use laptops only for legitimate class activities (note-taking, assigned tasks)
- This is a supportive and positive classroom environment. Conduct questioning, discussion, and any debates regarding class topics in a respectful and constructive manner.

### **Academic Integrity:**

All students must demonstrate academic integrity. Please visit <http://oaa.osu.edu/coam.html> to see the Committee on Academic Misconduct (COAM) Code of Student Conduct statement. You can also read the statement directly from here, [http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

### **Disability access:**

If you need an accommodation based on the impact of a disability please speak with me to discuss your needs. You may also contact the Office for Disability Services <http://ods.osu.edu/services/>. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### **Counseling and Consultation Service:**

The Office of Student Life provides counseling and consultation to currently enrolled students at the Younkin Success Center. You can access additional information here, <http://www.ccs.ohio-state.edu/about-us-and-our-services/>.

### **PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

### **Diversity:**

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here: <http://www.studentaffairs.osu.edu/bias/>

### **ASHA Standards**



SLP Standard	KASA Requirements/Objectives	Learning Activities	Portfolio Evidence	Evaluation Criteria
IV-B	Basic Human Communication Processes	Exams Lectures Readings	Graded exam Graded paper	Instructor grading
IV-C	Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences	Exams Lectures Readings	Graded exam Graded paper	Instructor grading
IV-D	Prevention, Assessment, and Intervention	Exams Lectures Readings	Graded exam Graded paper	Instructor grading

List of helpful articles, some will be required readings (available on Carmen):

American Speech-Language-Hearing Association. (2011). *Cultural competence in professional service delivery*. [Professional Issues Statement]. Available from [www.asha.org/policy](http://www.asha.org/policy).

Ardila, A. & Ramos, E. (2010). Bilingualism and aging. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 17, 74-81.

Barlow, J.A. & Enríquez, M. (2007). Theoretical perspectives on speech sound disorders in bilingual children. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 14, 3-10.

Battle, D. E. (2012). Chapter 1: Communication disorders in a multicultural and global society. In *Communication disorders in multicultural and international populations* (4<sup>th</sup> edition) (pp. 12-19). St. Louis: Elsevier Mosby.

Blackstone, S.W., Ruschke, K., Wilson-Stronks, A., & Lee, C. (2011). Converging communication vulnerabilities in health care: An emerging role for speech-language pathologists and audiologists. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 18, 3-11.

Davis-McFarland, E. (2008). Family and cultural issues in a school swallowing and feeding program. *Language, Speech, and Hearing Services in Schools*, 39, 199-213.

Hambly, C., & Fombonne, E. (2012). The impact of bilingual environments on language development in children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42(7), 1342-1352.

Hambly, H., Wren, Y., McLeod, S., & Roulstone, S. (2013). The influence of bilingualism on speech production: A systematic review. *International Journal of Language & Communication Disorders*, 48(1), 1-24.

Hofer, M.A. (1994, December 26). Behind the curve: 'The bell curve' is faulty science. Sometimes nurture is nature. *The New York Times*, pp. 1-2.

Inglebret, E., Jones, C., & Pavel, D. M. (2008). Integrating American Indian/Alaska Native culture into shared storybook intervention. *Language, Speech, and Hearing Services in Schools*, 39(4), 521-527.

Kelly, A. B. (2003). What every audiologist and speech-language therapist needs to know about deaf culture. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 9, 4-9.

Paradis, J., Genesee, F., & Crago, M.B. (2011). Chapter 9: Language impairment in dual language children. In J. Paradis, F. Genesee, & M.B. Crago (Eds.), *Dual language development & disorders: A Handbook on bilingualism & second language learning: 2<sup>nd</sup> edition* (pp.199-212). Baltimore: Paul H. Brookes Publishing Co.

Paradis, J., Genesee, F., & Crago, M.B. (2011). Chapter 10: Reading impairment in dual language children. In J. Paradis, F. Genesee, & M.B. Crago (Eds.), *Dual language development & disorders: A Handbook on bilingualism & second language learning: 2<sup>nd</sup> edition* (pp.234-248). Baltimore: Paul H. Brookes Publishing Co.

Ramkissoon, I., Estis, J. M., & Flagge, A. G. (2014). Digit Speech Recognition Threshold (SRT) in Children with Normal Hearing Ages 5–8 years. *American journal of audiology*, 23(2), 182-189.

Ramkissoon, I., Proctor, A., Lansing, C.R., & Bilger, R.C. (2002). Digit span recognition thresholds (SRT) for non-native speakers of English. *American Journal of Audiology*, 11, 23-28.

Rhodes, R.L., Ochoa, S.H., & Ortiz, S.O. (2005). Chapter 4: Bilingual education and second-language acquisition: Implications for assessment and school-based practice. In R.L. Rhodes, S.H. Ochoa, & S.O. Ortiz (Eds.), *Assessing culturally and linguistically diverse students: A practical guide*. New York: The Guilford Press.

Roberts, P.M. (2005). Bilingual aphasia: A brief introduction. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 15, 3-9.

Seung, H. (2012). Cultural considerations in serving children with ASD and their families: Asian American perspective. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 20, 14-19.

Tyler, R.S. (1993). Cochlear implants and the Deaf culture. *American Journal of Audiology*, 2, 26-32.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Speech and Hearing 5605D

**Instructor:** Robert Allen Fox

**Summary:** Multicultural Aspects of Communication and its Disorders

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>Carmen</li> <li>CarmenZoom</li> <li>Office 365</li> <li>Adobe Reader</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>Weekly CarmenZoom chat sessions are required and CarmenZoom is also utilized for group project work.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All technologies are available free of charge via OSU site licensed.
6.4 The course technologies are current.	X			All products are current and are updated on a regular basis.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are present.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	x			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	x			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Information is provided on how to obtain alternate course materials.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available

				through a standard web browser
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**Reviewer Information**

- Date reviewed: 4/29/20
- Reviewed by: Ian Anderson

**Notes: Reference to OIT is still present. Add dates to the weekly breakdown when known. Please change this to OCIO and we should be all set! Consider using the ASC Distance Learning Syllabus template. Please assign dates to the class schedule.**

<sup>a</sup>The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.