
Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area American Sign Language
Fiscal Unit/Academic Org Foreign Language Center - D0543
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3450
Course Title Life experiences of Deaf Children
Transcript Abbreviation Life Exp Deaf Chd
Course Description Life Experiences of Deaf Children, taught in ASL, delves into the multifaceted experiences of deaf children, including language development, family dynamics, educational opportunities, communication strategies, and social-emotional development. Students will explore a variety of perspectives to learn about challenges and opportunities deaf children encounter. There will be required field trips.
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 Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Successful completion of ASL 2104 with the grade of C- or better.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1601
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Students will understand multiple aspects influencing the developmental milestones of deaf children.
- Describe the role of families in the language and cognitive development of deaf children.
- Explain the perspectives of professionals and the Deaf community on best practices to develop the linguistic foundation of deaf children.
- Students will understand ways that education and identity influence deaf children's development from school-age to adulthood transition.
- Describe the educational options and accommodations available to deaf children in the United States.
- Analyze childhood social and cultural experiences from a Deaf perspective.
- Demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks related to course concepts/themes in culturally appropriate ways using American Sign Language.

Content Topic List

- Introduction to Deafness: What is deafness?, Types of hearing loss, Early Identification
- Introduction to Technology and Accessibility: Assistive listening devices, Cochlear implants, Other technologies for deaf people
- Introduction to Deaf Culture and Identity
- Families with Deaf Children: Impact of deafness on families, Deaf families, Hearing families, Parenting a deaf child, Sibling dynamics
- Language and Communication: Language acquisition vs. language learning, Accessible communication for deaf children, Language models and mentors
- Language and Communication Modalities: American Sign Language (ASL) and other sign systems, Simultaneous communication, Oralism, Bilingualism and biculturalism
- Deaf Education Options: Deaf education in America, Laws: IDEA, Inclusion, mainstreaming, self-contained classes, Deaf schools: residential and day programs
- Educational Practices: Communication access in the classroom, Best practices for teaching deaf children
- Educational Accommodations: IEP overview, Types of accommodations, Educational interpreters
- Social and Emotional Development: Identity formation, Peer relationships, Bullying and discrimination, Mental health
- Deaf Children's Rights: Legal rights of deaf children, Advocacy for deaf children
 - Ensuring accessibility for deaf children, Organizations: LEAD-K, Hands & Voices, Deaf Mentors Program, Snapshots Providers Program

Sought Concurrence

No

Attachments

- ASL 3450 Concurrence request - EHE.pdf: Concurrence Request
(Concurrence. Owner: Jones, Tia M)
- ASL 3450 Life Experiences of Deaf Children final.pdf: Syllabus
(Syllabus. Owner: Jones, Tia M)

Comments

- Revisions have been completed. I did select "off campus sometimes" to reflect the field trips that will be taken, I wasn't sure if that was the correct thing to select.
Please let me know if that is incorrect. I also added it to the course description. *(by Jones, Tia M on 05/23/2024 11:23 AM)*
- Please see feedback email sent by J. Neff on 03/05/2024. *(by Hilty, Michael on 03/05/2024 02:01 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	02/12/2024 01:01 PM	Submitted for Approval
Approved	Jones, Tia M	02/12/2024 03:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/14/2024 11:58 AM	College Approval
Revision Requested	Hilty, Michael	03/05/2024 02:01 PM	ASCCAO Approval
Submitted	Jones, Tia M	05/23/2024 11:23 AM	Submitted for Approval
Approved	Jones, Tia M	05/23/2024 11:23 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/23/2024 11:25 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/23/2024 11:25 AM	ASCCAO Approval



SYLLABUS

ASL 3450

Life Experiences of Deaf Children

Autumn 2024 (full term)

3 credit hours

In-Person

Class Meetings: Tuesdays and Thursdays for 80 minutes each day

Class Location:

COURSE OVERVIEW

Instructor information

Instructor: Jenny Hurst

Email address: hurst.330@osu.edu

Phone number: 614-292-4361

Office hours: By appointment

Prerequisites

Successful completion of ASL 2104 with the grade of C- or better.

Course description

Life Experiences of Deaf Children is a course taught in American Sign Language that delves into the multifaceted experiences of deaf¹ children, including language development, family dynamics, educational opportunities, communication strategies, and social-emotional development. Students will explore a variety of perspectives to learn about challenges and opportunities deaf children encounter from infancy to adolescence, and best practices for supporting deaf children in all areas of their development. Field Trips will be required.

Course goals and learning outcomes

Goal A: Students will understand multiple aspects influencing the developmental milestones of deaf children.

¹ Unless otherwise stated, the term “deaf” is used to refer to individuals who may or may not identify as culturally Deaf, DeafBlind, DeafDisabled, and hard of hearing.

By the end of this course, the successful student will be able to:

1. describe the role of families in the language and cognitive development of deaf children.
2. explain the perspectives of professionals and the Deaf community on best practices to develop the linguistic foundation of deaf children.

Goal B: Students will understand ways that education and identity influence deaf children's development from school-age to adulthood transition.

By the end of this course, the successful student will be able to:

1. describe the educational options and accommodations available to deaf children in the United States.
2. analyze childhood social and cultural experiences from a Deaf perspective.
3. demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks related to course concepts/themes in culturally appropriate ways using American Sign Language.

How this course works

Mode of delivery: This course meets 100% in-person. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example)

Two outside-of-class meetings for visiting deaf schools: REQUIRED

On two dates during the semester, our class will visit Columbus area schools that serve deaf children. You are required to attend these visitations on the dates and times provided by your instructor.

Class attendance and participation: REQUIRED

Our interactive class offers numerous opportunities for direct engagement with your classmates. Since this course is taught using American Sign Language, the class experience cannot be replicated in the event of absences. Your regular attendance and active engagement are not only critical to understanding the course content, but the expectations also align with the collectivist values of Deaf communities. To make the most of this experience and build a learning community, it is essential that everyone attends class, arrives on time, and actively participates. Late arrival and early departures are visually distracting and particularly disruptive behaviors which will also affect your grade.

The following is a summary of attendance expectations:

With that being said, I strongly support both flexibility and high expectations. Although attendance policies are necessary, they may create barriers and increase the difficulty a student is dealing with in their lives. Please bear in mind that this policy has been designed to specifically accommodate unforeseen circumstances and emergencies that may arise. The purpose is to serve as a safety net, providing flexibility and peace of mind. As such, I offer the following evaluation approach for attendance:

GRACE DAYS: You may have two grace days for your absence from class throughout the semester. Simply email your instructor expressing your intention to use a grace day without stating why and there is no penalty. **Use them wisely.** **Note:** Only your attendance is excused; assignments are still due.

BEYOND GRACE DAYS: To avoid grade penalties for absences beyond these two grace-granted days, students are required to provide appropriate excused documentation (refer to university policy) to your instructor no later than one week after your return to class. If you are in a situation that may have recurring absences, obtain medical documentation that is certified and dated by a medical practitioner and/or work with the Office of Student Life Disability Services to arrange accommodation. Unexcused absences will impact your grade. **Note:** The falsification of official documents is a serious offense that will be reported to COAM.

Communicating Missed Classes with Instructor	Action & Steps Needed	Percentage Deduction of Final Course Grade
1 st missed class grace day	Email the instructor. Submit due assignment(s).	none
2 nd missed class grace day	Email the instructor. Submit due assignment(s).	none
3 rd missed class	Unexcused absences impact your grades	- 3%
4 th missed class	Unexcused absences impact your grades	- 6%
5 th missed class	Unexcused absences impact your grades	- 9%
6 th missed class	Unexcused absences impact your grades	- 12%

Excused absences as defined by the University	Examples of UNexcused absences
√ Participation in a sanctioned University function*	√ Unverified illness*
√ Observation of a religious holiday*	√ Vacation or travel
√ A death in the family or of a close friend**	√ Inclement weather
√ Illness/appointment with doctor's excuse**	√ Conflicts with work schedule
√ Other legitimate excused absences requiring documentation*	√ Graduate school and/or job*interviews
	√ Transportation breakdowns
	√ Caring for family member**

<i>(subpoenas, jury duty, military service, attendance accommodations indicated by SLDS)</i>	
<p>*Documentation is due to instructor by second week of semester and to address due dates and missed class contents.</p> <p>**Documentation is due to instructor no later than one week after you return to class.</p>	<p>*Based on no documentation</p> <p>**Communicate with instructor prior 2nd week of semester of your circumstances</p>

Students who are at risk of failing the course are strongly encouraged to notify their academic advisor as soon as possible to explore options.

Summary:

1. You understand the attendance and tardiness policies for this course.
2. It is your responsibility to keep track of your own attendance and tardiness.
3. Present documentation no later than one week after you return to class.
4. Communicate with your instructor as you choose wisely with your absences.

The following is a summary of participation expectations:

As a scholar, you know that attendance is just the first step – participation is also an essential part of this course as we interact in both classroom and online spaces with thoughtfulness and respect. Thus, participation and attendance will be evaluated and scored separately.

The criteria for active engagement includes attentiveness during class, arriving prepared for discussions/activities, sharing insights, asking questions, offering feedback, and utilizing ASL skills. Students who do not participate in class are unable to fully benefit from the learning experience; you are encouraged to share ideas, ask questions, and engage in the learning process with your classmates and me.

As such, I offer the following evaluation approach for participation. Twice during the semester, you will self-assess the quality and quantity of your engagement using a provided rubric. Your instructor will also assess your engagement using a provided rubric. This transparent evaluation process is designed to help you understand the expectations for active engagement in our course and to take ownership of your learning. Participation points comprise 2% of your total course grade.

[Ohio State's Shared Values initiative](#) calls on each of us – faculty, students, and staff – to strive for the highest standards of excellence, inclusion, care, compassion, respect, and accountability in our interactions. In ASL courses, we work hard to create a thriving class community in which we understand each other better through open and curious learning and communication, appreciate our cultural backgrounds and experiences, and share in meaningful success. Our participation and accountability to this community and growth is crucial to language and culture study. We invite you to practice the qualities, attitudes, and skills of intercultural competence by being honest with yourself and trying to imagine how others, such as your instructor, view your performance.

Misuse of computers, tablets, cell phones, and smartwatches: During class, you are asked not to consult email, text messages, social media, etc.; you may only access course material. Cell phones should be set on vibrate or turned off and put away. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Misuse of technology during class can negatively impact your participation grade. Please review the ASL Program's Code of Conduct carefully.

Class Participation Tips:

- **Come to class prepared.** This means reviewing vocabulary and grammar, completing the assigned readings & videos, and coming up with questions and/or ideas to share.
- **Be engaged.** This means participating in class activities, asking questions, and respectfully paying attention to other students' contributions.
- **Be respectful.** This means creating a positive and supportive learning environment and avoiding personal attacks and offensive comments. It also means keeping your devices (laptop, tablet, cell phone, and/or smartwatch) on silent and use them only to access class material. Respect the practice of immersion by following a "voices-off" policy and always use ASL.
- **Contribute to the learning of the class.** This means sharing your knowledge and experience with others and helping to clarify or expand on the concepts being discussed.
- **Reflect on your participation.** After each class, take some time to reflect on your participation. How did your class participation help you learn? What could you do to improve?

COURSE MATERIALS AND TECHNOLOGIES

Texts and materials

Materials available for reading and viewing on Carmen or online

*Additional videos will be provided on Carmen that represent personal perspectives, experiences, and narratives related to the lives of deaf children and their families.

1. **Bloom, C.L, Palmer, J.L., & Winninghoff, J.** "Deaf Postsecondary Data from the American Community Survey." National Deaf Center on Postsecondary Outcomes, University of Texas at Austin, 2023, <https://nationaldeafcenter.org/resources/deaf-awareness/>.
2. **Centers for Disease Control and Prevention.** "Types of Hearing Loss." <https://www.cdc.gov/ncbddd/hearingloss/types.html>.
3. **Freibeuter Film GmbH.** "Seeing Voices." Documentary. 2018. <https://vimeo.com/ondemand/seeingvoices>.
4. **Freedom of communication.** Uploaded to YouTube by Deanne Kotsur, 11 May 2013. <https://www.youtube.com/watch?v=a1eA98Cl6ec>.

5. **Gallaudet University.** "Through Deaf Eyes." Documentary. PBS, 2007, <http://www.pbs.org/weta/throughdeafeyes/>.
6. **Humphries, T., Kushalnagar, P., Mathur, G., et al.** "What Medical Education Can Do to Ensure Robust Language Development in Deaf Children." *Med.Sci.Educ.*, vol. 24, 2014, pp. 409-419. <https://link.springer.com/article/10.1007/s40670-014-0073-7#citeas>.
7. **Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Rathmann, C., & Smith, S.** "Support for Parents of Deaf Children: Common Questions and Informed, Evidence-Based Answers." *International Journal of Pediatric Otorhinolaryngology*, vol. 118, 2019, pp. 134-142. <https://doi.org/10.1016/j.ijporl.2018.12.036>.
8. **National Association of the Deaf.** "Bill of Rights for Deaf and Hard of Hearing Children." 2016. <https://www.nad.org/resources/education/bill-of-rights-for-deaf-and-hard-of-hearing-children>.
9. **National Association of the Deaf.** "Technology." 2023. <https://www.nad.org/resources/technology/>.
 - [21st Century Communications and Video Accessibility Act](#)
 - [Assistive Listening](#)
 - [Captioning for Access](#),
 - [Internet Access and Broadband](#)
 - [Lifeline](#)
 - [Telephone and Relay Services](#)
 - [Television and Closed Captioning](#)
 - [Video Remote Interpreting](#)
10. **National Deaf Center.** "Deaf Awareness." 2021. <https://nationaldeafcenter.org/resources/deaf-awareness>.
11. **National Deaf Children's Society.** "What is Deafness?" <https://www.ndcs.org.uk/information-and-support/childhood-deafness/what-is-deafness>.
12. **Rochester Institute of Technology.** "The Heart of Deaf Culture." 2023. <https://heartdeaf.com/>.
13. **Spellun, A., and Kushalnagar, P.** "Sign Language for Deaf Infants: A Key Intervention for a Developmental Emergency." *Clinical Pediatrics*, vol. 57, no. 14, 2018, pp. 1613-1615. <https://gallaudet.edu/deafhealth/sign-language-for-deaf-infants-a-key-intervention-for-a-developmental-emergency>.
14. **The Outreach Center for Deafness and Blindness.** "What are Accommodations and Modifications?" 2023. <https://deafandblindoutreach.org/meded-connections-dhh/meded-dhh-accommodations-and-modifications>.
15. **U.S. Department of Education.** "IDEA Law and Information." <https://sites.ed.gov/idea/>.
16. **Rose, Susan.** *Language Learning Practices with Deaf Children*. 3rd ed., Pro-Ed, 2004.
17. **Weisel, Amatzia**, editor. *Issues Unresolved: New Perspectives on Language and Deaf Education*. Gallaudet University Press, 1998.
18. **International Conference on Deaf Culture (1989: Washington, D.C.).** *The Deaf Way: Perspectives from the International Conference on Deaf Culture*. 1994. <http://id.loc.gov/authorities/names/no2013059509>
19. **Parasnis, Ila**, editor. *Cultural and Language Diversity and the Deaf Experience*. 1996.

Technology support

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

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (for outside of class meetings with classmates) (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) 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 (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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 IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENTS	POINTS	PERCENTAGE
Two (2) Participation Reflection Evaluations (<i>4 points each</i>)	8	2%
Three (3) Online Discussions (<i>16 points each</i>)	48	12%
Four (4) Online Tests (<i>12 points each</i>)	48	12%
Three (3) Analysis Assignments (<i>variable point values</i>)	40	10%
Two (2) School Visits (<i>18 points each</i>)	36	9%
Four (4) School Reflection Assignments (<i>variable point values</i>)	60	15%
Mid-Semester Checkpoint on Project	60	15%
Final Project	100	25%
Total	400	100%

See course schedule below for due dates.

Late assignments & LifeFlex extension policies

Assignments must be turned in by the due date and time to be eligible to earn full credit. **LifeFlex Extension** is an approach to permit students a one-week extension with no questions asked, as long as students request their need for an extension **prior to the due date and time**. Assignments eligible for **LifeFlex** will be identified in the syllabus and Carmen. If extenuating circumstances do not allow for prior approval and you turn in an assignment late, this work will be accepted with a 10% deduction per day beyond the due date. Once the number of days late causes a point deduction equal to a zero grade, the work will not be accepted. LifeFlex can be used for all of the assignments except **LifeFlex Extensions do not apply to tests, the final project, or school visits**.

Descriptions of major course assignments

Participation Reflection Evaluations

Twice during the semester, you will self-assess the quality and quantity of your engagement using a provided rubric. Your instructor will also assess your engagement using a provided rubric. This transparent evaluation process is designed to help you understand the expectations for active engagement in our course and to take ownership of your learning. Participation points comprise 2% of your total course grade. Guidelines and rubric will be explained in class and posted on Carmen.

Online Discussions

Students will respond to discussion prompts provided by the instructor on Carmen Discussions by engaging in argument, debate and/or feedback from classmates or instructor. For each prompt, you will reply with feedback/comments to at least three peers and generate a response to at least one feedback/comment made by peers to your own submission. Rubric for expectations of length and quality are on Carmen.

Online Tests

Tests will be administered regularly throughout the course. The quizzes serve as a tool to evaluate your understanding of relatively recent course material and knowledge based on multiple sources, including:

- Material covered during class: This refers to content presented during lectures and in-class activities.
- Online resources: You will utilize and demonstrate understanding of assigned readings, videos, and/or websites.
- Discussions: The quizzes may also draw from discussions and interactions that occurred in the classroom and/or online discussions.

The format may consist of multiple-choice and short answer questions to summarize key points, explain concepts, or apply knowledge to specific scenarios. Details of the quizzes will be explained during class and on Carmen.

Analysis Assignments

Through regular analysis and assignments related to course themes, you will generate content to imbed within your final project. You will be asked to apply course themes (i.e. families with deaf children, language development, and experiences in deaf education) to *your* lived Individual experiences, articulate your expectations for visiting both schools, engage in a post-visit conclusion for each school, and create short reports in ASL. Each assignment will specify whether the submission format is to be in ASL, written English, or both languages. Prompts and rubric details will be explained during class and posted on Carmen.

School Visits

To provide real-world experience, our class will visit two different Columbus area schools that serve deaf children. You are responsible for your own transportation to the school sites. Plan any needed adjustments to your personal schedule in advance; School visitation dates will be announced at a later date. A documentation letter to excuse you from work or class is available upon request. Details about the school locations and visits will be explained during class and posted on Carmen.

School Reflection Assignments

You are required to complete four School Reflection Assignments, which involve documenting your expectations before the visit and reflecting on your experiences after the visit. School Reflection Assignments allow students to examine and analyze their educational experiences. Each assignment comprises of documenting expectations before the visit and reflecting on experiences afterward.

- **Documenting Expectations:** Prior to visiting the school or educational setting, students outline their expectations. Students may consider questions such as:
 - What do I hope to learn or observe during the visit?
 - What specific aspects of the educational practices am I curious about?
 - Are there any preconceptions I hold that might influence my perceptions?
 - What challenges do I anticipate encountering during the visit?
- **Reflecting on Experiences:** After the visit, students reflect on their observations, interactions, and insights gained. Reflection encourages deeper understanding and critical thinking. Key aspects of reflection may include:
 - Comparing initial expectations with actual experiences.
 - Analyzing the effectiveness of educational strategies or approaches observed.
 - Reflecting on personal reactions, emotions, and biases that emerged during the visit.
 - Considering implications for one's own learning or future practice.
 - Identifying areas for further exploration or inquiry based on newfound insights.

Mid-Semester Project Checkpoint

The midsemester checkpoint is a pivotal moment in your project's timeline, serving as a crucial evaluation and progress assessment. This checkpoint provides an opportunity for both you and your instructor to gauge the trajectory of your project, address any emerging challenges, and fine-tune your approach to ensure successful completion within the established timeline.

- **Evaluation of Work Completed:** At the midsemester checkpoint, your instructor will review the work you've accomplished up to this point. This evaluation encompasses assessing the quality, depth, and progress of your project thus far. By examining the milestones reached, and

methodologies employed, your instructor gains insight into your project's current status and areas of strength.

- **Identification of Challenges:** Additionally, the midsemester checkpoint allows for the identification and discussion of any challenges encountered during the project's execution. These challenges could range from possible hurdles to conceptual complexities or unforeseen constraints. By addressing these challenges, you and your instructor can collaboratively devise strategies to overcome them and revise options on the project's progress.
- **Adjustments and Course Corrections:** Based on the evaluation of work completed and the challenges identified, the midsemester checkpoint serves as a strategic juncture for making necessary adjustments and course corrections. This may involve refining project objectives, realigning methodologies, or reallocating resources to optimize efficiency and effectiveness. These adjustments ensure that your project remains aligned with its overarching goals and stays on course for successful completion.

Final Project: Hypothetical Deaf Child's Experiences

Your instructor will assign each student a hypothetical deaf child (with basic demographic information). Based on this child, you will create a final project of the child's likely outcome with the options provided, with a focus on raising awareness about the challenges and triumphs that deaf children face in their daily lives. You will cite sources from the resources and readings. You will apply the following topics to your hypothetical deaf child: identification and type of deafness, technology for accessibility used, family roles and dynamics, process of language acquisition and/or language learning, communication modality/modalities, educational environment, accommodations and communication access in the classroom, identity, social-emotional development, professional services received, mentors/role models, applicable rights/laws, organizations associated with the child and their family, and finally a list of resources you would recommend to the family.

Remember to maintain a respectful and inclusive tone throughout your project. It's essential to be aware of the potential sensitivities surrounding this topic and to promote understanding and support for the deaf community. Project instructions, rubric details, and submission guidelines will be explained during class and posted on Carmen.

Grading scale

Letter	Percentage	Points
A	93 - 100%	370 - 400
A-	90 - 92.9%	358 - 369
B +	87 - 89.9%	346 - 357
B	83 - 86.9%	330 - 345
B-	80 - 82.9%	318 - 329
C+	77 - 79.9%	306 - 317
C	73 - 76.9%	290 - 305
C-	70 - 72.9%	278 - 289
D+	67 - 69.9%	266 - 277
D	63 - 66.9%	250 - 265
E	0 - 62.9%	0 - 249

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

General discussion and communication guidelines

American Sign Language Use: This course will be conducted entirely in American Sign Language (ASL) exclusively in person and students are expected to do as well unless instructed otherwise. While instructor is responsible for providing opportunities for learning ASL, students are still responsible for their ASL conversational skills development. Consider setting goals for enhancing vocabulary, grammar and cultural knowledge skills, balance out set requirements with creating strategies for in-depth level of understanding and commit to practice by immersing in the language use with instructor and peers on regular basis. Opportunities for ASL immersion will be discussed during class and posted on Carmen.

Classroom Expectations: The following are expectations for how we should communicate as a class. Please remember to be respectful and thoughtful.

- **Preparation:** Come to each class session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions using ASL during the entire class sessions.

- **Tone and civility:** Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not always come across in person.
- **Participation:** At the start of our class sessions, Instructor will address specific expectations for using ASL, how to interact, how to raise questions or concerns as we go. Plan to be fully present and visually accessible which requires eye-contact with instructor and classmates so that we all can see one another and connect effectively.
- **Use of laptops, tablets, cell phones and watches:** During class, students are not permitted to get engaged in listening to music, doing emails, social media postings, etc. Computer and/or laptop devices can be used only for access to zoom and course materials. **If your instructor suspects you are making a habit of doing the above activities, up to five (5) points will be deducted each time, calculated, and counted towards your overall course grade at the end of semester.**
- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write clear grammar, spelling, and punctuation. A more conversational tone is acceptable for non-academic topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor (MS Word), where you can save your work, and then copying into the discussion and/or assignments area of Carmen.

Academic integrity policy

See **Descriptions of Major Course Assignments**, above, for specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Student services and advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Weather or other short-term closing

In the unlikely event of class cancellation due to emergency, I will post an announcement on the home page of our Carmen course site, under “Announcements.” I will contact you as soon as possible following the cancellation to let you know how the syllabus and work deadlines will be affected.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

REQUESTING ACCOMMODATIONS

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic,-or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability

Services to establish further reasonable accommodation. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

RELIGIOUS ACCOMMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

Policy: Religious Holidays, Holy Days and Observances

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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

or someone you know are 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 or calling [614-292-5766](tel: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](tel:614-292-5766) and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics/Themes	Readings/Videos (due by start of class time), Assignment Deadlines
Week 1 Tuesday	August 20	INTRODUCTION Course intro, Carmen intro, class activity to intro each other	1.1 - Read: On Carmen: 'Start Here' for Syllabus, Communication & course expectations
Week 1 Thursday	August 22	Topic 1A: Introduction to Deafness <ul style="list-style-type: none"> • What is deafness? • Types of hearing loss • Early Identification 	1.2 - Read: Types of Hearing Loss https://www.cdc.gov/ncbddd/hearingloss/types.html 1.3 - Read: What is Deafness? https://www.ndcs.org.uk/information-and-support/childhood-deafness/what-is-deafness/
Week 2 Tuesday	August 27	Topic 1B: Introduction to Technology and Accessibility <ul style="list-style-type: none"> • Assistive listening devices • Cochlear implants • Other technologies for deaf people 	2.1 - Read: National Association of the Deaf: Technology - https://www.nad.org/resources/technology/
Week 2 Thursday	August 29	Topic 1C: Introduction to Deaf Culture and Identity <ul style="list-style-type: none"> • Deaf culture and identity 	2.3 - Watch and Read: https://nationaldeafcenter.org/resources/deaf-awareness/ 2.4 - Review to discuss in class: https://heartdeaf.com/
Week 3 Tuesday	September 3	Topic 2A: Families with Deaf Children <ul style="list-style-type: none"> • Impact of deafness on families • Deaf families 	3.1 – DUE: Online Test #1 3.2 - Watch: Through Deaf Eyes 3.3 - Read: The Deaf Way, Part One, page 49-54 – Developing and Defining an Identity: Deaf Children of Deaf and Hearing Parents
Week 3 Thursday	September 5	Topic 2A: Families with Deaf Children <ul style="list-style-type: none"> • Impact of deafness on families • Deaf families 	3.4 - Read: Cultural and Language Diversity and the Deaf Experience, Part Three: Growing Up Deaf in Deaf Families, and Raising Deaf Children in Hearing Society.

Week	Dates	Topics/Themes	Readings/Videos (due by start of class time), Assignment Deadlines
Week 4 Tuesday	September 10	Topic 2B: Families with Deaf Children con't <ul style="list-style-type: none"> Hearing families Parenting a deaf child Sibling dynamics 	<p>4.1 - Read: Support for parents of deaf children: Common questions and informed, evidence-based answers. <i>https://doi.org/10.1016/j.ijporl.2018.12.036</i></p> <p>4.2 - DUE: Analysis Assignment #1: Personal Lived Experiences</p>
Week 4 Thursday	September 12	Topic 2B: Families with Deaf Children con't <ul style="list-style-type: none"> Hearing families Parenting a deaf child Sibling dynamics 	<p>4.3 - DUE: Online Discussion #1</p> <p>4.4 - Begin building Final Project: Hypothetical Deaf Child's Experiences (Families with Deaf Children)</p>
Week 5 Tuesday	September 17	Topic 3A: Language and Communication <ul style="list-style-type: none"> Language acquisition vs. language learning Accessible communication for deaf children Language models and mentors 	<p>5.1 - Read: What Medical Education can do to Ensure Robust Language Development in Deaf Children <i>https://link.springer.com/article/10.1007/s40670-014-0073-7</i></p> <p>5.2 - DUE: Reflection Assignment #2: Families with Deaf Children</p> <p>5.3 - Read: Cultural and Language Diveristy and the Deaf Experience, Part One: Cognitive and Language Development of Bilingual Children and Part Two: Early Bilingual Lives of Deaf Children</p>
Week 5 Thursday	September 19	Topic 3A: Language and Communication <ul style="list-style-type: none"> Language acquisition vs. language learning Accessible communication for deaf children Language models and mentors 	<p>5.4 - Read - Language Learning Practices with Deaf Children: Chapters 1 and 2 - Accepted facts and known problems of language acquisition and instruction with hearing and with deaf children</p>
Week 6 Tuesday	September 24	Topic 3B: Language and Communication Modalities <ul style="list-style-type: none"> American Sign Language (ASL) and other sign systems 	<p>6.1 - Read: Sign language for deaf infants: A key intervention for a developmental emergency. <i>https://gallaudet.edu/deafhealth/sign-language-for-deaf-infants-a-key-intervention-for-a-developmental-emergency/</i></p> <p>6.2 - Read: Issues Unresolved: Part 1,</p>

Week	Dates	Topics/Themes	Readings/Videos (due by start of class time), Assignment Deadlines
		<ul style="list-style-type: none"> • Simultaneous communication • Oralism • Bilingualism and biculturalism 	Communication: Signed and Spoken Languages, critical periods for language acquisition
Week 6 Thursday	September 26	<p>Topic 3B: Language and Communication Modalities</p> <ul style="list-style-type: none"> • American Sign Language (ASL) and other sign systems • Simultaneous communication • Oralism • Bilingualism and biculturalism 	<p>6.2 - DUE: Online Test #2</p> <p>6.3 - Continue building Final Project: Hypothetical Deaf Child’s Experiences (Language and Communication)</p> <p>6:4 – Read: Issues Unresolved: Part 2, Communication: Accessibility to Speech, the perception of speech by deaf and hard of hearing children</p>
Week 7 Tuesday	October 1	<p>Topic 4A: Deaf Education Options</p> <ul style="list-style-type: none"> • Deaf education in America • Laws: IDEA • Inclusion, mainstreaming, self-contained classes • Deaf schools: residential and day programs 	<p>7.1 - Read: https://sites.ed.gov/idea/ - IDEA law and information and https://www.youtube.com/watch?v=a1eA98Cl6ec</p> <p>7.2 - DUE: Analysis Assignment #2: Communication and Modalities</p>
Week 7 Thursday	October 3	<p>Topic 4A: Deaf Education Options</p> <ul style="list-style-type: none"> • Deaf education in America • Laws: IDEA • Inclusion, mainstreaming, self-contained classes • Deaf schools: residential and day programs 	<p>7.3 - DUE: Online Discussion #2</p> <p>7.4 - Read: Cultural and Language Diversity and the Deaf Experience, Part Two: Minority Empowerment and the Education of Deaf People, and Social Assimilation of Deaf High School Students: The Role of School Environment.</p>

Week	Dates	Topics/Themes	Readings/Videos (due by start of class time), Assignment Deadlines
Week 8 Tuesday	October 8	Topic 4B: Educational Practices <ul style="list-style-type: none"> • Communication access in the classroom • Best practices for teaching deaf children 	8.1 - DUE: Participation Reflection Evaluation #1 8.2 – DUE: Mid-Semester Project Checkpoint 8.3 - Read - Language Learning Practices with Deaf Children: Chapter 7 - Assessment of language and progress monitoring of language development among school-aged children
Week 8 Thursday	October 10	FALL BREAK	
Week 9 Tuesday	October 15	Topic 4B: Educational Practices <ul style="list-style-type: none"> • Communication access in the classroom • Best practices for teaching deaf children 	9.1 - DUE: Online Quiz #3 9.2 - Read - Chapters 4, 5, 8 - major approaches of natural methods, structural methods, and American Sign Language-English as a second language (ASLDESL) as well as specialized programs for children from multicultural homes and technology as part of language learning.
Week 9 Thursday	October 17	Preparing to Visit Deaf School Residential and Day Programs	9.2 - DUE: School Reflection Assignment #1: Expectations for Visiting Ohio School for the Deaf
Week 10 Tuesday	October 22	Visit Deaf School Residential and Day Programs	VISIT: Ohio School for the Deaf (ELC/ACC; Elementary/Middle/HS, 4 Plus; residential) 10.3 - Continue building Final Project: Hypothetical Deaf Child’s Experiences (Deaf Education Options)
Week 10 Thursday	October 24	Topic 4C: Educational Accommodations <ul style="list-style-type: none"> • IEP overview • Types of accommodations • Educational interpreters 	10.1 - Read: <i>https://deafandblindoutreach.org/meded-connections-dhh/meded-dhh-accommodations-and-modifications</i> 10.2 - DUE: Online Discussion #3

Week	Dates	Topics/Themes	Readings/Videos (due by start of class time), Assignment Deadlines
Week 11 Tuesday	October 29	Topic 4C: Educational Accommodations <ul style="list-style-type: none"> • IEP overview • Types of accommodations • Educational interpreters 	11.1 - DUE: School Reflection Assignment #2: Ohio School for the Deaf Post-Visit Reflection
Week 11 Thursday	October 31	Preparing to Visit Inclusion, Mainstreaming and Self-Contained School Settings	11.2 - DUE: School Reflection Assignment #3: Expectations for Visiting CHIP Program 11.4 - Continue building Final Project: Hypothetical Deaf Child's Experiences (Deaf Education Accommodations)
Week 12 Tuesday	November 5	Visit Inclusion, Mainstreaming and Self-Contained School Settings	VISIT: CHIP Program (Huy, Dominion, Northland) 12.1 - DUE: Online Quiz #4
Week 12 Thursday	November 7	Topic 5: Social and Emotional Development <ul style="list-style-type: none"> • Identity formation • Peer relationships • Bullying and discrimination • Mental health 	12.2 - DUE: Analysis Assignment #3: Deaf Education 12.3 - Read: Issues Unresolved: Part 4, Psychological and Social Adjustment
Week 13 Tuesday	November 12	Topic 5: Social and Emotional Development <ul style="list-style-type: none"> • Identity formation • Peer relationships • Bullying and discrimination • Mental health 	13.1 - DUE: School Reflection Assignment #4: CHIP Program Post-Visit Reflection
Week 13	November 14	Topic 5: Social and Emotional Development <ul style="list-style-type: none"> • Identity formation 	13.2 - DUE: Participation Reflection Evaluation #2

Week	Dates	Topics/Themes	Readings/Videos (due by start of class time), Assignment Deadlines
Thursday		<ul style="list-style-type: none"> • Peer relationships • Bullying and discrimination • Mental health 	13.3 - Continue building Final Project: Hypothetical Deaf Child's Experiences (Social and Emotional Development)
Week 14 Tuesday	November 19	<p>Topic 6: Deaf Children's Rights</p> <ul style="list-style-type: none"> • Legal rights of deaf children • Advocacy for deaf children • Ensuring accessibility for deaf children • Organizations: LEAD-K, Hands & Voices, Deaf Mentors Program, Snapshots Providers Program 	14.1 - Read: Bill of Rights for Deaf and Hard of Hearing Children <i>https://www.nad.org/resources/education/bill-of-rights-for-deaf-and-hard-of-hearing-children/</i>
Week 14 Thursday	November 21	<p>Topic 6: Deaf Children's Rights</p> <ul style="list-style-type: none"> • Legal rights of deaf children • Advocacy for deaf children • Ensuring accessibility for deaf children • Organizations: LEAD-K, Hands & Voices, Deaf Mentors Program, Snapshots Providers Program 	
Week 15 Tuesday	November 26	Cumulative Review of Course Topics & Preparing for Final Project	

Week	Dates	Topics/Themes	Readings/Videos (due by start of class time), Assignment Deadlines
Week 15 Thursday	November 28	THANKSGIVING	
Week 16 Tuesday	December 3	Final Project and Feedback	16.1 - DUE: Final Project review and feedback with instructor.
Finals	December 6-12	Final Project Due	DUE: Final Project Submission

We never received a response from Dr. Miranda or the College of Education and Human Ecology.

From: Jones, Tia
Sent: Thursday, March 7, 2024 5:43 PM
To: Miranda, Antoinette <miranda.2@osu.edu>
Cc: Aski, Janice <aski.1@osu.edu>
Subject: Concurrence Request - Child and Youth Studies

Dear Dr. Miranda,

The American Sign Language program has submitted the attached 3000-level course (Life Experiences of Deaf Children) for approval by the College of Arts and Sciences Curriculum Committee. This course serves our minor program and our soon to be major program. We have been asked by the curriculum committee for concurrence from you and the Child and Youth Studies program and would be grateful for your response. If no answer is given in two weeks, concurrence is assumed, as described in the concurrence procedures.

Should this not be the appropriate program to request concurrence from, please let me know.

Thank you for your consideration,
Tia

Tia Jones

Academic Program Specialist (ASL, CLLC, Somali & Swahili)

College of Arts and Sciences

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