



COLLEGE OF FINE ARTS & COMMUNICATION
LAMAR UNIVERSITY

Department of Deaf Studies and Deaf Education

SYLLABUS FOR DSDE 3311-02

ADVOCACY AND SERVICES FOR INDIVIDUALS WHO ARE D/HH Fall 2017

Instructor : Katrina Cue

Office Hours : Monday & Wednesday 12:00-1:00PM and by appointment as needed

Office Location : Communication Building, Room #107CX

Email : kcue@lamar.edu (all emails will be answered within 24 hours)

Video Phone : 720-230-3728

Class Day & Time : Monday & Wednesday 1:50-3:10PM

Class Location : Communication 127

Pre-requisite(s):

DSDE 2372 - ASL IV (grade of C or better)

Required Textbook(s):

Ezell, M. (2001). Advocacy in the Human Services.

- Supplementary readings, media viewings, and handouts for class activities will be distributed in class or posted on BlackBoard

Course Description:

This course will serve as an overview of issues related to human rights, policies, law, ethics, advocacy, and services for individuals who are deaf, hard of hearing, and DeafBlind. The different types of advocacy will be emphasized in the course, including self-advocacy, advocacy on behalf of individuals and/or their families (deaf, hard of hearing, and DeafBlind), community-based advocacy, and civil and human rights advocacy. Topics discussed will include the theoretical foundations and critical issues of advocacy, advocacy strategies, the process of monitoring and evaluating advocacy efforts, and developing partnerships with deaf, hard of hearing, and DeafBlind communities.

Student Learning Outcomes:

This course will provide the student with a variety of tools to utilize in advocating for the positive change(s) and reform that serve to enhance the opportunity for the equitable educational, civil, and social participation of deaf, hard of hearing, and DeafBlind individuals. Attention will be given to incorporating the participation of family and community members so that they may also contribute to advocacy efforts as allies. The goals of this course are:

1. Demonstrate understanding of the historical, ethical, socioemotional, and legal issues related to deaf, hard of hearing, and DeafBlind people.
2. To delineate how broader social change can and has impacted integration, empowerment, advocacy, and acceptance for the deaf, hard of hearing, and DeafBlind populations.
3. Convert the relevant theories/concepts into practice in order to advocate for deaf, hard of hearing, and DeafBlind individuals and the institutions that serve those populations.
4. Develop advocacy tools and strategies to utilize with deaf, hard of hearing, and DeafBlind individuals, their families, and their communities.

Course Outline:

The course will cover a selection of the following topics via formats that range from the assigned textbook reading, supplementary reading materials, course handouts, assigned media viewings, assignments, quizzes, projects, and guest speakers. While the goal is to cover all proposed topics, this syllabus is deliberately designed to be ambitious.

The actual topics discussed will depend on a number of factors such as previous student knowledge/experience, student interest, “breaking news” or relevant current events that may pertain to this course, unexpected University closures, University schedule changes, and etc.

The goal is for the student to benefit from this course and apply it to their current major, coursework, and future profession. Students are encouraged to take advantage of this class, assignments, and projects to progress in their growth and development in order to prepare them for their future careers.

Part I: Overview of the historical, political, medical, and legal issues

1. The history of Disability and Deaf community
2. Redefining and reframing deafness: creating paradigm shifts from a pathological perspective to a social cultural perspective to a human rights perspective.
3. Political, legal, socioemotional, and educational issues related to deaf, hard of hearing, and DeafBlind people
4. Self-concept, self-determination, and identity issues

Part II: Advocacy

1. The definition of advocacy and strategies for advocacy
2. Managing knowledge and managing risks in advocacy and building relationships and securing partnership

3. Advocating for the self
4. Advocating for individuals and their families
5. Advocating for community/organization e.g., early language intervention, deaf community, deaf education, and ASL/English bilingual education
5. Advocating for Civil and Human Rights Issues
6. Exploring Resources and tools of advocacy including technologies
7. Advocacy progress monitoring and evaluation
8. Developing partnerships in Advocacy
9. The future of Advocacy in creating equitable educational, social, and civil opportunities for deaf, hard of hearing, and DeafBlind populations, their families, and communities

Student Expectations:

- Keep apprised of your progress and feel free to approach the Instructor to get feedback on your course progress. Don't wait until the last minute when it may be too late!
- Attend classes regularly and actively participate in class sessions and related activities. It only benefits you!
- Please show respect to your Instructor as well as your classmates during all class-related activities.
- Please endeavor to prepare yourself thoroughly for class sessions by doing the necessary outside work and readings BEFORE class.
- Work cooperatively & effectively with others in class and on group assignments.
- **Submit your assignments on time. No late assignments will be accepted unless previously arranged with the Instructor or in the case of extenuating circumstances with appropriate documentation!**

Course Requirements

Your grade will be based on attendance and active class participation, individual and partner assignments, and the midterm and final exams including quizzes.

1. Attendance & Participation (120 points Total, 4 points for each session)

- Your success in this class is dependent on your attendance and active class participation. During class time, you will have opportunities to talk with your Instructor about key topics and issues. You will be encouraged to actively participate in the class discussions. To receive full credit, you must arrive to class on time and actively participate for the full session.
- When you arrive to class, please sign the attendance sheet. Frequent late arrivals will receive a 50% reduction in attendance grade for that day.
- Please come to all classes well-prepared to discuss the assigned reading or viewing materials.
- You are allowed up to two unexcused absences without penalty. Please let your Instructor know in advance, if possible.

- Regardless of absence, all assignments must be submitted on time and missed quizzes/exams cannot be made up unless the absence is accompanied by acceptable documentation.
- Documentation is encouraged for any absences (e.g., medical reasons, family emergency, religious holy days, University-excused absence, athletic event participation, and etc). It is your responsibility to submit any documentation for your absence to the Instructor within one week of the absence to avoid penalty.
- **No make-up exams will be given unless previously arranged with the Instructor or there are extenuating circumstances (with documentation).**

2. Discussion Board Assignments (200 points Total):

- Facilitating Discussion (50 Points Total):
 - Discussion questions: Students will sign up to facilitate the Discussion Board topic beginning the week of 9/11. Your task will be to post a thought-provoking question based on the week's assigned readings/media.
 - Discussion questions must be posted by 11PM on Sunday and discussion will continue until Saturday 11PM in order to receive full credit.
 - In addition to posting your question, you must also engage with those responding to your question. Facilitate the discussion, respond to others, follow-up, and keep the conversation going.
- Participating in Weekly Discussions (150 Points Total)
 - Students must respond to the weekly question prompts with thoughtful responses (i.e. more than 1-word "Yes or No" answers.)
 - A minimum of 3 responses per week are expected in order to receive full credit
 - A minimum of 1 response must address to the Prompt
 - 10 points given per week x 15 weeks

3. Reflection Assignments (300 points Total):

- Response Assignments (75 points each): You will do Reflection assignments that are mostly short responses related to the topics we cover throughout the semester.
 - A minimum of one response must be in written English
 - A minimum of one response must be in ASL
 - The remaining two responses can be done in either written English or ASL
 - Written English Requirements: 500-700 words or approximately 3-4 pages
 - ASL Requirements: 3-5 minutes, uploaded to YouTube with link sent to Instructor
 - You will need to complete the four Reflections over the course of the semester.
 - A maximum of one reflection per week is accepted (don't cram them in all at once! Plan wisely!)
 - Your responses should demonstrate an understanding of and weave in information from the concepts discussed in the course and course materials.

- o Formal writing and Academic ASL is expected!

4. Projects (300 points):

Throughout the semester, you will have two different group projects. You may work in groups of 2-5 people

- Debate presentation (50 points):** Your group will work together to create a debate presenting multiple viewpoints on relevant issues in the field of deaf community, deaf studies, deaf education, early intervention, DeafBlind people, families of deaf, hard of hearing, and DeafBlind children and etc. The Instructor will provide guidelines and rubrics beforehand.
- Resource research project/Presentation (130 points):** Your group will be requested to find an advocacy-related organizations related to the deaf, hard of hearing, DeafBlind communities; deaf education, deaf national/international organizations, state organizations, early intervention services, and services for families of deaf, hard of hearing, and DeafBlind children. Once the Instructor has approved your choice, your group is tasked with doing research on the organization to examine how the organization provides advocacy and services for deaf, hard of hearing, and DeafBlind people. Specific guidelines and rubrics will be provided on BlackBoard in advance. At the end of the semester, your group will need to present your project to the whole class.

5. Quizzes & Exams (200 points Total):

A. Short Quizzes (200 points, 20 points each): There will be no midterm and final exams for this course. Instead, there will be 10 announced quizzes throughout the semester.

The quizzes will test either the topics recently covered in class or reading assignments. They are intended to provide you with feedback regarding your understanding of the course content. If you are absent from class on the day of the quiz, you will receive a zero EXCEPT if (1) you contact me prior to the day of the quiz and take the quiz prior to the time for the scheduled quiz; or (2) you have an excused absence and documentation to back it up

Grading System

You will be evaluated based on your preparation and participation in class activities, your individual and group assignments, and exams. Note, extra credit opportunities are NOT given!

Final Percentages and Corresponding Grades

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

Assignments		Point value	Weight
Attendance and Participation		120 (30 sessions x 4)	12%
Assignments	Facilitate Discussion	50	5%
	Discussion Responses	150	15%
	Reflection Assignments	300	30%
	Group Projects		
	Debate presentation	50	5%
	Resource research/presentation	130	13%
Exams	Quizzes	200	20%
	TOTAL POINTS	1000 points	100 %

University Polices

Academic Honesty:

Lamar University expects students to maintain high standards of academic integrity in all university work. University policy on academic dishonesty, including plagiarism, cheating, and collusion, may be found in the *Student Handbook* published online at www.lamar.edu/student-handbook.

Department of Deaf Studies and Deaf Education students are expected to conduct themselves in a professional manner whether in classes and/or on field placements. As such, students are specifically warned against all forms of cheating and plagiarism. Academic dishonesty will NOT be tolerated on tests or any assignments (whether in class or out of class). Should you be found responsible for an Academic Honesty Violation, you WILL receive a grade of “F” on the assignment and/or a reduction in your overall grade for the course.

All consequences for Academic Honesty Violations are determined at the faculty member’s discretion. If you disagree with the decision, you have the right to appeal your case to the Department Chair, Dean, and Associate Vice President for Academic Affairs. Flagrant or repeat violations may warrant further consequences by the University including probation and/or suspension.

Students seeking guidance on how to avoid plagiarism or committing academic violations should consult the course Instructor, Department Staff, University or Departmental handbooks, or the

University Writing Center. It is always better to double-check rather than suffer unintended consequences.

Disability Statement

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications Building, Room #105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For Students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your Instructor early in the semester to review how the accommodations will be applied in the course.”

Sexual Harassment:

- Lamar University is firmly committed to maintaining an educational environment free from all forms of sex discrimination. Sexual Misconduct is a form of sex discrimination and will not be tolerated. Lamar University promotes prompt reporting of all types of Sexual Misconduct and timely and fair resolution of Sexual Misconduct complaints. Lamar University will take prompt and appropriate action to eliminate Sexual Misconduct when such is committed, prevent its recurrence, and remedy its effects. Behavior in this course must conform to the university policy.

Emergency Procedures:

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University’s website homepage (www.lamar.edu) for instructions about continuing courses remotely.

Many types of emergencies can occur on campus: instructions for severe weather or violence/ active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

Severe Weather:

- Follow the directions of the Instructor or emergency personnel.

- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows and doors.

Violence/Active Shooter (CADD):

- Call: 8-3-1-1 from a campus phone; 880-8311 from a cell phone. Note: calling 911 from either a campus phone or cell phone will contact the Beaumont City Police Dispatch rather than the University police.
- AVOID: if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY: barricade the door with desks, chairs, bookcases or other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- DEFEND: Use chairs, desks, cell phones or whatever is immediately available to distract, and/or defend yourself and others from attack.

Academic Continuity Statement:

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Course Information:

Syllabus Change:

- While every effort has been made to make the syllabus as complete as possible, the Instructor reserves the right to make changes in the assessments, assignments, due dates, content, and exam dates. If any such changes are made, students will be informed as soon as possible.

Drop/Add/Withdraw:

- As the Student, it is your responsibility to make sure you are officially enrolled in this course. If, at any point, you decide to drop this class, it is your responsibility to complete the necessary paperwork in order to do so. Any student who stops attending classes and has not officially dropped the course will be given the grade they earned up to the point they stopped attending classes divided by the total number of points for all assignments.

Class Attendance:

- Attendance is mandatory! Students are allowed two unexcused absences per semester. After the third unexcused absence, further missed classes will result in a 50% reduction off their overall Class Participation/Attendance Grade. Exceptions may be granted for University approved absences provided they are accompanied with the appropriate documentation. The Instructor may count a student absent if the student is engaged in any activity not related to the class (i.e., talking, texting, doing work for a different class, etc).

Late Assignments:

- Generally are not accepted. Students should discuss specific needs with the Instructor in advance. All due dates for assignments will be outlined by the Instructor or may be found on Blackboard.

Submission of Assignments:

- Assignments are due on the date designated. The Instructor reserves the right to decide which assignment(s) may be accepted late. If special circumstances occur, any accepted late assignments should be submitted by the following class meeting and may be penalized one letter grade.

Blackboard Assignments:

- The Instructor reserves the right to have students upload all assignments through the Blackboard assignment area. Assignments submitted by other methods (email, hard copies, etc.) are generally not accepted. This process allows you to receive feedback more quickly. Students are encouraged to check the “My Grades” area in Blackboard to ensure that their assignments have been received and graded. If you are concerned that an assignment has not been graded, please contact your Instructor immediately as there may be an issue.

Professionalism/Decorum/Classroom Disruptions:

- Professionalism and collegiality are important factors in teaching and learning. Positive interactions and support of peers is crucial to the learning process.

- Students are expected to behave professionally at all times. Any activity that disrupts class is not acceptable. This includes, but is not limited to, using electronic devices, chatting with friends, arriving very late, frequently entering/exiting the classroom, misuse of interpreters, displaying blatant disrespect to Instructor and/or peers, consistently monopolizing the discussion, engaging in inappropriate behaviors, and etc.
- If you are asked by the Instructor to leave the room; you will receive an absence for the session. If the Instructor asks you to leave the room and you refuse, Campus Security may be contacted to assist in your removal from the room.
- Please interact appropriately so the above does not needlessly occur. Again, a lack of professionalism may influence the annual evaluations and reviews of students as undertaken by faculty. These reviews are submitted to Project Directors who determine DSDE scholarships and grants. Do not allow negative behaviors to adversely affect your scholarships and grants!

Course Evaluations:

- Lamar University encourages students to evaluate the courses they take and the instruction they receive via a contract with a national company, OnlineCourseEvaluations.com. Lamar University Administrators and Faculty members worked together to develop the evaluation instruments. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last day of classes. Students will be notified of the specific dates at their Lamar email addresses. If course evaluations are given during summers, mini semesters, and other compressed terms; evaluation windows are extended past the last class.
- Evaluations are completely anonymous, and neither Lamar University Administration nor Faculty have the ability to determine the name of any student who completes a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. After the semester has ended and grades have been awarded, the Instructor can access the results of their course evaluations, including all student comments.
- Analysis of the data, student comments, and suggestions are often used to make changes in course content and delivery. The results of course evaluations are also used by Deans and Department Chairs as a factor in decisions involving merit pay, tenure, and promotion. Both the Administration and Faculty take your input via course evaluations very seriously, and you are encouraged to participate in this process. Any questions or comments you have about the process should be addressed to Dr. Tom Matthews, University Assessment Coordinator, at 409-880-2385 or tom.matthews@lamar.edu.

Communication Policy:

- Within Class:
 - All of the participants in this course (including the Instructor) may come from different language backgrounds with different first, second, (or even third and fourth languages).
 - ASL will be used as the default communication medium in this course as it is accessible for all.
 - Students are asked to be conscious about not using their voices or any spoken languages during the course as this is not accessible for all members in the room.
 - Any instances of using spoken or hearing privilege(s) to engage in disrespectful behavior and/or Academic Dishonesty will result in an automatic “F” on that assignment or examination. Please do not abuse your privilege!
 - There may be varying levels of ASL acquisition among members of the class. This course assumes that you have completed ASL IV and are able to engage in a class that utilizes 100% ASL communication.
 - Please help one another (via non spoken methods) and feel free to contact me regarding any miscommunications, misunderstandings, or accommodations needed as a result of an identified disability
- Outside of Class:
 - Email is the quickest and best way to reach your Instructor. All emails will be responded to within 24 hours. Videophone calls are rarely answered, please leave a message and your call will be returned as soon as possible. If you wish to chat via phone, arranging a date/time would be advisable.
 - Your [lamar.edu](mailto:yourname@lamar.edu) email address will be the official method of electronic communication for this class. You should plan on accessing and utilizing lamar.edu for class announcements and emails from the Instructor. Any emails originating from a non-Lamar email address are not guaranteed to reach the Instructor or classmates!

Important Dates:

August 28	First day of class for the Fall semester (Harvey had other plans)
September 04	Labor Day Holiday
September 05	Application for December 2017 graduation begins
September 05	Fall 2017 Semester begins (online)
September 11	Tentative campus opening for Fall 2017
September 13	Census Day
September 13	Last day for full refund only on dropped (not withdrawn) courses
September 25	20 th class day – Final non-payment purge after 5 PM
September 29	Last day drop or withdraw without academic penalty
October 09	Last day for graduate students to apply/pay for December 2017 graduation
November 03	Last day to drop or withdraw with academic penalty
November 07	Last day for undergraduates to apply/pay for Dec 2017 graduation
November 23-24	Thanksgiving Holiday

December 04 Last MWF class day for Fall 2017 (no exams or assignments)
 December 06 Make-Up for Harvey
 December 08 Make-Up for Harvey (earlier alternative assignment option will be given)
 December 11 Final Examination due (revised due to Harvey)
 December 14 All Final Grades due by 1PM

Tentative Course Schedule

Course schedule and assignments subject to change. Any and all changes will be announced in class and posted on BlackBoard. Please plan to check your Lamar University email account and BlackBoard daily.

Week	Date	Topic Area	Readings	Assignment Due
1	9/4	Labor Day No Classes	None	None
	9/6	Introduction Syllabus and course information: What we don't know, what we think we know, and who we are	Syllabus	<ul style="list-style-type: none"> • Sign up for Discussion Facilitation • Post on Blackboard
2	9/11	History and Portrayal of Disability	<ul style="list-style-type: none"> • Movie: "Lives worth living" • Davis "Enforcing Normalcy" • Aesop, "The fox and the stork" • Equal vs. Equitable Comic 	Discussion question #1
	9/13			
3	9/18	History of disability and deaf community	Handouts: Deaf community history	Discussion Question #2
	9/20	Emergence of Advocacy	Ezell Chapter 1	
4	9/25	Paradigm Shift from pathological to culture to human right perspective Understanding Advocacy	An article: Deaf Gain Deficit Perspective	Discussion question #3
	9/27		Ezell Chapter 2	
5	10/2	Legal issues	<ul style="list-style-type: none"> • Police Shooting 	Discussion question #4

	10/4		<ul style="list-style-type: none"> • HEARD • NAD • Seremeth V. Board of County Commissioners 	question #4
6	10/9	Educational issues with deafness and disability	FAPE, IDEA, IEP, Section 504, ADA	<ul style="list-style-type: none"> • Discussion Question #5 • Debate Presentation
	10/11	Legal Advocacy	Rowley v. Board of Education Andrew F v. Douglas County School District RE-1 Ezell Chapter 3 & 6	
7	10/16	Social emotional and self-determination	Article: promote self-determination among students with disabilities	Discussion Questions #6
	10/18			
8	10/23	Identity and social image Representation of Deaf in Media Media as Advocacy	Leigh (2009)	Discussion Question #7
	10/25		ReDefining Deaf Deafhood Foundation	
9	10/30	The definitions of Advocacy and types of advocacy	Self, group, peer, citizen, professional, and non-educated group advocacy “Grassroots” Ezell Chapter 4 & 5 & 7	Discussion Question #8
	11/1			
10	11/6	Strategies for advocacy Managing knowledge and managing risks in advocacy	Advocate toolkits	Discussion Question #9
	11/8		Ezell Chapter 9 & 10	
11	11/13	Advocacy family of deaf children: early intervention and early language	Hands and Voices	Discussion Question #10
	11/15		AG Bell EHDI #whyISign	
12	11/20	Advocacy for deaf community and deaf education: bilingual strategies	Deaf schools’ educational history and language policies in the U.S and internationally LEAD-K	Discussion Question #11
	11/22			

13	11/27	Introduce resources and tools for advocacy: New directions to create equal, safe, and limitless opportunities for all individuals	http://www.theadvocatesforhumanrights.org/change Chapter 10	Discussion question #12
	11/29			
14	12/4	Group Presentations	None	Discussion Question #13
	12/6			Resource research assignment due
15	12/8	Group Presentations as Needed Extra day reserved as needed	None	
	12/11			