EDSP 261: EARLY INTERVENTION FOR DEAF CHILDREN

In Workflow

1. TC Chair (jmporter@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Dean of Undergraduate (gardner@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (k.mcfarland@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 20 Sep 2023 23:33:05 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 28 Sep 2023 22:43:31 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 29 Sep 2023 00:39:31 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean
4. Mon, 30 Oct 2023 16:21:08 GMT
   Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Wed, 20 Sep 2023 21:46:37 GMT

Viewing: EDSP 261 : Early Intervention for Deaf Children

Last edit: Thu, 28 Sep 2023 22:43:28 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Nate Dutra	dutra@csus.edu	916-241-5643

Catalog Title:
Early Intervention for Deaf Children

Class Schedule Title:
Early Interv for Deaf Children

Academic Group: (College)
ED - Education

Academic Organization: (Department)
Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)
EDSP - Education Specialist Credentials

Catalog Number: (course number)
261

Course ID: (For administrative use only.)
TBD

Units:
3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring, Summer

Does this course require a room for its final exam?
No, final exam does not require a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
We have developed a new concentration in the Master of Arts in Special Education Teaching degree: the Deaf and Hard of Hearing concentration, which will join the previously approved concentrations (Extensive Support Needs, Mild/Moderate Support Needs, and Early Childhood Special Education). Students who complete this concentration and the additional credential coursework will also earn the Deaf/Hard of Hearing teaching credential. This new course which is part of this new concentration meets several standards adopted by the Commission on Teacher Credentialing for the Deaf and Hard of Hearing credential.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
This course explores the critical role of early language acquisition in the development of Deaf children. Candidates will engage in thorough discussions surrounding the process of early identification and diagnosis. The course emphasizes evidence-based early intervention approaches and aims to equip candidates with a diverse range of techniques that foster social-emotional growth in Deaf children.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
Admission to the Master of Arts in Special Education Teaching (Deaf and Hard-of-Hearing)

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Discussion

Discussion Classification
CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)
Discussion Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Analyze the various aspects of language development across the lifespan in Deaf students, including typical and atypical development, communication skills, and social pragmatics.	Quizzes & Exams
2	Identify the processes and importance of early identification and diagnosis in Deaf children, and how it relates to their developmental and educational outcomes.	Quizzes & Exams
3	Evaluate strategies for early language acquisition in Deaf children, including both sign language and spoken language strategies.	Case Study Analysis
4	Develop strategies to effectively involve and support families in the process of early intervention.	Presentation
5	Interpret and apply legal rights of Deaf children in early education, as well as ethical considerations in early intervention.	Quizzes & Exams
6	Develop strategies to foster a team approach and collaborate effectively with other professionals involved in early intervention, such as speech-language pathologists, audiologists, psychologists, and social workers.	Presentation
7	Devise and plan opportunities for meaningful social interactions between language-model peers and adults who are Deaf.	Presentation
8	Evaluate linguistically and culturally appropriate assessments used in early intervention with Deaf children.	Case Study Analysis
9	Evaluate the role of brain-based learning skills such as executive functioning, as well as vocabulary and semantic development, in influencing the acquisition of academic knowledge and skills.	Quizzes & Exams

Attach a list of the required/recommended course readings and activities:
EDSP 261 - Early Intervention Readings and Activities.pdf

For whom is this course being developed?
Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)
Yes

Has a corresponding Program Change been submitted to Workflow?
Yes

Identify the program(s) in which this course is required:

Programs:
Master of Arts in Special Education Teaching (Deaf and Hard of Hearing)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?
No

Will there be any departments affected by this proposed course?
No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.
I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:
Disciplinary knowledge
Communication
Critical thinking/analysis
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?
No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:
Upon approval, this program will need to be integrated into the Common Standards document.

Is this change in response to program or unit assessment activities?
No

Will this course introduce any new or changes to program assessments?
No

Is this a Graduate Writing Intensive (GWI) course?
No

Key: 14944