

# EDSP 262: TEACHING DEAFBLIND AND DEAFDISABLED STUDENTS

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## In Workflow

1. TC Chair (jporter@csus.edu)
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3. ED Dean (dsessoms@skymail.csus.edu)
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10. Registrar's Office (k.mcfarland@csus.edu)
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## Approval Path

1. Wed, 20 Sep 2023 23:35:02 GMT  
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 28 Sep 2023 22:43:48 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 29 Sep 2023 00:39:35 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Mon, 30 Oct 2023 16:21:14 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Course Proposal

Date Submitted: Wed, 20 Sep 2023 21:54:28 GMT

**Viewing: EDSP 262 : Teaching DeafBlind and DeafDisabled Students**

**Last edit: Thu, 28 Sep 2023 22:43:47 GMT**

Changes proposed by: Jenna Porter (201422342)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
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**Catalog Title:**

Teaching DeafBlind and DeafDisabled Students

**Class Schedule Title:**

Tch DeafBlind and DeafDisabled

**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)**

262

**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 provides an overview of various disabilities educators may encounter when teaching Deaf students, including DeafBlind, DeafDisabled, and those with autism. Candidates will explore and evaluate teaching methods, assessment, and strategies to adapt curricula and integrate assistive technology.

**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.

	<b>Expected Learning Outcome</b>	<b>Assessment Strategies</b>
1	Distinguish between the unique educational needs and challenges of DeafBlind and DeafDisabled K-12 students, including cognitive, social, and sensory impairments.	Comprehensive Case Study; Reflective Journal
2	Apply at least three evidence-based teaching methods tailored to the sensory impairments common among DeafBlind and DeafDisabled students, such as multisensory approaches, universal design for learning, and differentiation strategies.	Lesson Plan Portfolio
3	Apply at least two communication methods relevant to DeafBlind and DeafDisabled students, such as tactile sign language, Braille, or assistive technologies.	Lesson Plan Portfolio
4	Construct and implement a variety of assessment techniques, both formative and summative, to evaluate the academic progress of DeafBlind and DeafDisabled students.	Lesson Plan Portfolio
5	Create and evaluate Individualized Family Service Plans (IFSP), Individualized Education Programs (IEP), Individual Transition Plans (ITP), and Section 504 Plans that specifically address the long-term needs of DeafBlind and DeafDisabled students from birth to age 22.	Comprehensive Case Study; Simulated Parent-Teacher-Service Provider Conference
6	Design a team approach to collaborate with service providers and community agencies, focusing on specific assessment and instructional needs of DeafBlind and DeafDisabled students.	Case Study Analysis; Simulated Parent-Teacher-Service Provider Conference
7	Synthesize and recommend improvements or alternatives to current strategies and accommodations used in education for DeafBlind and DeafDisabled students.	Lesson Plan Portfolio; Policy Review Paper; Reflective Journal
8	Implement strategies that cater to the social and emotional well-being of DeafBlind and DeafDisabled students, in addition to their educational needs.	Simulated Parent-Teacher-Service Provider Conference; Reflective Journal

9	Summarize and apply key legislative and policy frameworks that influence the education of DeafBlind and DeafDisabled students.	Policy Review Paper
10	Articulate effective communication strategies to engage with the families of DeafBlind and DeafDisabled students, fostering a collaborative approach to education.	Comprehensive Case Study; Simulated Parent-Teacher-Service Provider Conference
11	Identify and integrate at least one emerging assistive technology tool or strategy into lesson planning for DeafBlind and DeafDisabled students.	Lesson Plan Portfolio
12	Analyze the cultural and ethical considerations relevant to teaching DeafBlind and DeafDisabled students.	Policy Review Paper; Reflective Journal

**Attach a list of the required/recommended course readings and activities:**

EDSP 262 - DeafBlind and DeafDisabled 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
- Professionalism
- Intercultural/Global perspectives

**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: 14939