# EDSP 263: IDENTITY DEVELOPMENT, MENTAL HEALTH, AND DEAF STUDENTS

## 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)
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6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
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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 23:35:06 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 28 Sep 2023 22:44:06 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Mon, 02 Oct 2023 18:44:28 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean
4. Mon, 30 Oct 2023 16:21:30 GMT
   Katie Hawke (katiedickson): Approved for Academic Services

### New Course Proposal

Date Submitted: Wed, 20 Sep 2023 22:01:26 GMT

### Viewing: EDSP 263 : Identity Development, Mental Health, and Deaf Students

### Last edit: Thu, 28 Sep 2023 22:44:05 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:**

Identity Development, Mental Health, and Deaf Students

**Class Schedule Title:**

Id Dev, Mental Health, Deaf

**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)**
263

**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 unique aspects of identity formation and mental health within Deaf and hard-of-hearing children. Students will learn to create inclusive environments, foster self-advocacy, and address diverse mental health needs. Topics include collaborative strategies, cultural relevance, and understanding the impact of language deprivation as well as other adverse childhood experiences. Through research and practical applications, candidates will be equipped to empower Deaf students' well-being, self-identity, and academic growth.

**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 | Design and implement strategies where Deaf students assume responsibility for their learning and self-advocacy. | Self-Advocacy Plan |
| 2 | Predict and address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among Deaf students. | Role Play |
| 3 | Design and implement ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are Deaf, as appropriate to each student's identity. | Role Play |
| 4 | Facilitate collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each Deaf student. | Toolbox Portfolio |
| 5 | Design and implement strategies that incorporate current culturally relevant and appropriate Deaf-related materials to foster a healthy positive identity in Deaf children. | Toolbox Portfolio |
| 6 | Design instruction that develops Deaf students' self-advocacy skills and learning needs from ages birth to 22. | Self-Advocacy Plan |
| 7 | Reenact collaborative strategies to partner with families, support providers, general education professionals, community agencies, and the Deaf community. | Role Play; Toolbox Portfolio |
| 8 | Assess the impact of language deprivation on a Deaf child's identity development and mental health. | Quiz |
| 9 | Analyze the different mental health and medical needs that may present in a Deaf and hard-of-hearing classroom. | Quiz |

**Attach a list of the required/recommended course readings and activities:**
EDSP 263 - Id Dev Mental Health 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
Information literacy
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: 14948