

# EDSP 266: USING DATA AND ASSESSMENTS IN DEAF EDUCATION

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## In Workflow

1. TC Chair (jporter@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 23:35:28 GMT  
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 28 Sep 2023 22:42:28 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Mon, 02 Oct 2023 18:44:41 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Mon, 30 Oct 2023 16:21:53 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Course Proposal

Date Submitted: Wed, 20 Sep 2023 22:12:26 GMT

**Viewing: EDSP 266 : Using Data and Assessments in Deaf Education**

**Last edit: Thu, 28 Sep 2023 20:54:47 GMT**

Changes proposed by: Jenna Porter (201422342)

**Contact(s):**

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

Using Data and Assessments in Deaf Education

**Class Schedule Title:**

Data & Assessments in DeafEd

**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)**

266

**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 comprehensively explores the multifaceted landscape of assessments within Deaf education. Students will learn how to effectively utilize various types of assessments, collect and interpret data, and apply this invaluable information to IFSPs, IEPs, ITPs, and 504 Plans. The course will address the unique challenges and opportunities in creating linguistically and culturally appropriate assessments for Deaf and hard-of-hearing students, with a special emphasis on evidence-based practices.

**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:**

EDSP 360, EDSP 361

**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 linguistically and culturally appropriate assessments tailored to Deaf and hard-of-hearing students.	Assessment Design Project
2	Analyze various assessment types to determine their efficacy in measuring language, social, academic, and cognitive skills in Deaf education settings.	Assessment Efficacy Analysis
3	Interpret and apply federal and state laws and regulations concerning special education, focusing specifically on their implications for IFSP, IEP, ITP, and 504 Plans.	IEP Goal Development Exercise
4	Collect and apply data to guide instruction, curriculum planning, and monitor student progress.	Data-Driven Curriculum Planning Project
5	Critique existing assessment tools to ensure they are aligned with evidence-based practices and are culturally and linguistically appropriate.	Assessment Design Project
6	Develop assessment strategies that are inclusive of Deaf and hard-of-hearing students with additional special needs, including those who are DeafBlind.	Inclusive Assessment Strategy Paper
7	Evaluate ways to use technology to administer assessments and analyze data in a manner that aids instructional decision-making.	Technology in Assessment Presentation
8	Collaborate with multiple stakeholders, including educators, service providers, families, and community agencies to design comprehensive and effective assessment plans.	Stakeholder Collaboration Case Study
9	Analyze methods for interpreting assessment data and translate findings into actionable instructional strategies.	Assessment Efficacy Analysis
10	Formulate measurable and appropriate language and content goals based on assessments to guide instruction and curricular choices.	IEP Goal Development Exercise

11	Apply the principles of universal design in the creation and administration of assessments to meet the diverse needs of Deaf students.	Assessment Design Project
12	Evaluate and adjust assessment practices based on ongoing data collection to continuously improve instructional strategies and student outcomes.	Data-Driven Curriculum Planning Project

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

EDSP 266 - Data and Assessments 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

**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: 14981