

EDSP 360: ASL AND ENGLISH PEDAGOGY: CONTENT AREAS

In Workflow

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Approval Path

1. Wed, 20 Sep 2023 23:35:35 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 28 Sep 2023 22:42:35 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Mon, 02 Oct 2023 18:45:09 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Mon, 30 Oct 2023 16:22:01 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Wed, 20 Sep 2023 22:15:00 GMT

Viewing: EDSP 360 : ASL and English Pedagogy: Content Areas

Last edit: Thu, 28 Sep 2023 20:54:29 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

ASL and English Pedagogy: Content Areas

Class Schedule Title:

ASL & Eng. Pedagogy: Content

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)

360

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 is designed for teacher candidates who aim to work with Deaf and hard-of-hearing students. Focusing on multiple content areas such as math and science, the course explores best practices in bilingual education methodologies, translanguaging, and multimodal instruction. It aims to equip candidates with the skills to design culturally relevant, differentiated curricula and assessments that align with IFSP/IEP/ITP/504 Plans. Special attention is given to current research and trends in Deaf education.

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 importance of a language-rich environment in the classroom, focusing on the interplay between American Sign Language (ASL) and English to promote both social and academic discourse	Multimedia Portfolio Assessment
2	Evaluate and adapt multimodal instructional methods to suit the individual needs of Deaf and hard-of-hearing students, with a particular focus on signed, spoken, and written scaffolding techniques	Lesson Plan Analysis and Peer Review
3	Create lesson plans that integrate real-world Deaf-related events and experiences to make subject matter personally meaningful and culturally relevant	Lesson Plan Analysis and Peer Review
4	Design learning activities that are differentiated for various student backgrounds, styles of learning, and language preferences, incorporating auditory, visual, tactile, and gestural elements	Multimedia Portfolio Assessment
5	Formulate strategies for transitioning students from emerging to formal language, applying translanguaging techniques that enhance ASL and/or English competency	Translanguaging Strategy Presentation
6	Develop a repertoire of culturally-relevant, language-rich resources and instructional materials tailored to support the diverse language and learning needs of deaf students	Resource Compilation and Evaluation; Collaborative Project and Presentation
7	Critique existing content area curricula for their effectiveness in conveying technical vocabulary and key concepts in a language accessible to Deaf and hard-of-hearing students	Case Study Assessment
8	Construct assessment tools that are linguistically and culturally appropriate in ASL and/or English, focusing on both expressive and receptive language skills	Case Study Assessment
9	Synthesize current evidence-based research in Deaf education to incorporate effective translanguaging and transliterating techniques in content delivery	Translanguaging Strategy Presentation

10	Design multimedia-enhanced lessons that not only provide language access but also support conceptual understanding in multiple content areas	Multimedia Portfolio Assessment
11	Plan and conduct ongoing assessments to adapt instructional strategies and materials, drawing upon both formal and informal data such as IFSP, IEP, ITP, and 504 plans	Lesson Plan Analysis and Peer Review
12	Select effective individual, social, academic, and cognitive learning activities using data-driven and culturally relevant elements, tailored for learners aged birth to 22	Lesson Plan Analysis and Peer Review
13	Organize and engage in collaborations with Deaf communities, school colleagues, and other experts to enrich instructional planning and delivery	Multimedia Portfolio Assessment; Collaborative Project and Presentation
14	Assess the academic, linguistic, and socioemotional growth of students, and communicate these findings effectively to all stakeholders involved	Resource Compilation and Evaluation; Collaborative Project and Presentation
15	Integrate universal design for learning principles and accommodations to meet the diverse linguistic, cognitive, social, and emotional needs of Deaf students	Case Study Assessment

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

EDSP 360 - ASL Eng Content Areas 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
 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: 14977