

# EDSP 361: ASL AND ENGLISH PEDAGOGY: LITERACY

## In Workflow

1. TC Chair (jporter@csus.edu)
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## Approval Path

1. Wed, 20 Sep 2023 23:35:38 GMT  
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 28 Sep 2023 22:39:12 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Mon, 02 Oct 2023 18:45:12 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Mon, 30 Oct 2023 16:22:06 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Course Proposal

Date Submitted: Wed, 20 Sep 2023 22:22:55 GMT

**Viewing: EDSP 361 : ASL and English Pedagogy: Literacy**

**Last edit: Thu, 28 Sep 2023 20:56:37 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:

ASL and English Pedagogy: Literacy

### Class Schedule Title:

ASL & Eng. Pedagogy: Literacy

### 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)

361

**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 focuses on strategies for teaching reading and writing to Deaf and hard-of-hearing students. The course emphasizes the importance of bilingual methodologies, research-based approaches, and evidence-based assessment tools. Candidates will gain in-depth knowledge on integrating ASL and English to develop culturally and linguistically responsive literacy curriculum.

**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 Masters 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  | Analyze the linguistic features of ASL and English and their implications for teaching literacy to Deaf students.          | Lesson Plan Portfolio; Reflective Journal  |
| 2  | Evaluate existing research studies on bilingual literacy development in Deaf and hard-of-hearing students.                 | Midterm Exam; Reflective Journal   |
| 3  | Design multimodal literacy instruction plans incorporating ASL and English.  | Lesson Plan Portfolio; Reflective Journal  |
| 4  | Differentiate literacy instruction for Deaf and hard-of-hearing students of varying proficiency levels in ASL and English. | Midterm Exam; Final Project and Presentation                                     |
| 5  | Create assessment tools that are culturally and linguistically appropriate for evaluating literacy skills.                 | Lesson Plan Portfolio; Classroom Simulation                                      |
| 6  | Integrate translanguaging practices in literacy instruction to improve both ASL and English comprehension.                 | Midterm Exam; Reflective Journal   |
| 7  | Compare and contrast various teaching methodologies for enhancing reading comprehension.                                   | Midterm Exam; Reflective Journal   |
| 8  | Organize a literacy-focused classroom that utilizes Universal Design for Learning.   | Classroom Simulation; Final Project and Presentation                             |
| 9  | Formulate literacy benchmarks in alignment with IFSP/IEP/ITP/504 Plans.  | Lesson Plan Portfolio; Reflective Journal  |
| 10 | Identify resources and experts in the field of Deaf education for enhancing classroom literacy instruction.                | Literacy Assessment Rubric; Final Project and Presentation                       |
| 11 | Develop a comprehensive literacy intervention plan based on formal and informal assessment data.                           | Midterm Exam; Reflective Journal   |
| 12 | Apply evidence-based teaching practices in Deaf education to literacy instruction.   | Classroom Simulation; Literacy Assessment Rubric; Final Project and Presentation |
| 13 | Critique literacy textbooks and online resources for their suitability in a bilingual classroom setting.                   | Lesson Plan Portfolio; Literacy Assessment Rubric                                |
| 14 | Assemble a portfolio of literacy lesson plans and instructional materials.   | Classroom Simulation; Literacy Assessment Rubric                                 |

15 Synthesize knowledge gained in the course to prepare a comprehensive literacy teaching strategy. Classroom Simulation; Final Project and Presentation

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

EDSP 361 - ASL Eng Literacy 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  
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: 14978