

EDSP 262: TEACHING DEAFBLIND AND DEAFDISABLED STUDENTS

In Workflow

1. TC Chair (lim@csus.edu)
2. ED College Committee Chair (corinne.lardy@csus.edu)
3. ED Dean (mae.chaplin@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (feliz@csus.edu)
7. Dean of Graduate (s.storms@csus.edu)
8. Dean of Undergraduate (shaw@csus.edu)
9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (k.mcfarland@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. 2026-09-18T18:41:16Z
Brian Lim (lim): Approved for TC Chair
2. 2026-09-24T21:34:55Z
Corinne Lardy (corinne.lardy): Rollback to TC Chair for ED College Committee Chair
3. 2026-09-24T23:59:05Z
Brian Lim (lim): Approved for TC Chair
4. 2026-09-28T18:53:11Z
Corinne Lardy (corinne.lardy): Approved for ED College Committee Chair
5. 2026-09-28T19:05:46Z
Mae Chaplin (mae.chaplin): Approved for ED Dean

History

1. May 22, 2025 by Jenna Porter (jimporter)

New Course Proposal

Date Submitted: 2026-09-18T18:40:34Z

Viewing: EDSP 262 : Teaching DeafBlind and DeafDisabled Students

Last approved: Thu, 22 May 2025 19:07:34 GMT

Last edit: 2026-09-24T23:58:02Z

Changes proposed by: Brian Lim (101026766)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Brian Lim	lim@csus.edu	916-278-4164

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 2027 (2027/2028 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

262

Course ID: (For administrative use only.)

204048

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

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The DHH program is no longer require EDSP 209 course. Several ELOs from EDSP 209 that are relevant to DHH candidates have been incorporated into EDSP 262 and the newly proposed EDSP 267.

These ELOs are being added to ensure that the relevant content and learning outcomes currently addressed in EDSP 209 continue to be addressed within the DHH program.

Form B is also being submitted to reflect this proposed change.

The attachment listing the required and recommended course readings and activities has been updated accordingly.

Course Description: (Not to exceed 90 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.

	Expected Learning Outcome	Assessment Strategies
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
13	Assess the current communicative forms, functions, and content of nonverbal and/or minimally verbal children/youth through interviews, observations, and teacher-designed assessments; in collaboration with family members, school team members, and peers.	Two quizzes Assessments of two children/youth
14	Interpret typical language samples and analyze environmental inventories to determine the communicative needs of children/youth with disabilities.	Assessments of two children/youth
15	Interpret information from physical and occupational therapists, audiologists, and eye specialists to assist in accurate motor and sensory assessment of the children they work with; and, determine how a child's sensory and motor disabilities impact their communication.	Two quizzes Assessments of two children/youth

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

EDSP 262 - DeafBlind and DeafDisabled Readings and Activities.docx

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:

None

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

Reviewer Comments:

Corinne Lardy (corinne.lardy) (Thu, 24 Sep 2026 21:34:55 GMT): Rollback: Update attached readings and activities to match new SLOs (or take out SLOs in attachment)

Key: 14939