

# EDSP 264: LANGUAGE, SPEECH, AND AUDIOLOGY 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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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 23:35:16 GMT  
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 28 Sep 2023 22:44:25 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Mon, 02 Oct 2023 18:44:32 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Mon, 30 Oct 2023 16:21:38 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Course Proposal

Date Submitted: Wed, 20 Sep 2023 22:07:24 GMT

**Viewing: EDSP 264 : Language, Speech, and Audiology in Deaf Education**

**Last edit: Thu, 28 Sep 2023 22:44:23 GMT**

Changes proposed by: Jenna Porter (201422342)

**Contact(s):**

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

Language, Speech, and Audiology in Deaf Education

**Class Schedule Title:**

Lang., Speech, & Aud 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)**

264

**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 provides aspiring teachers with a comprehensive understanding of the role of audiology, speech therapy, and language development in educating Deaf and hard-of-hearing students. Topics include audiogram interpretation, assessment methods, inclusive classrooms, and educational planning (IFSP, IEP, ITP, 504 Plans). The course combines theoretical knowledge with practical application, utilizing case studies, hands-on activities, and guest speakers to prepare students for diverse educational settings.

**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 impact of audiological factors, including hearing aids, cochlear implants, and assistive listening devices, on language development and communication in Deaf individuals, considering how these technologies affect the overall educational process.	Case Study Analysis
2	Evaluate the efficacy of speech therapy and audiological interventions in Deaf education, assessing various assessment methods, therapy techniques, and assistive technologies against established standards and criteria.	Case Study Analysis
3	Analyze audiograms to determine the degree and type of hearing loss in Deaf individuals, breaking down the key components of an audiogram, including frequency, intensity, and hearing thresholds, and relating this information to communication challenges.	Case Study Analysis; Audiogram Interpretation Quiz
4	Analyze the impact of linguistic and phonological aspects of American Sign Language and spoken language on Deaf individuals' literacy development, distinguishing between the unique challenges and advantages of each modality.	Comparative Essay
5	Analyze the collaborative development and implementation of IFSP, IEP, ITP, or 504 Plans with families, emphasizing language planning to ensure equitable access to the general education core curriculum with accommodations and modifications, and progress monitoring, considering all available educational/communication options, including Assistive Technology and Augmentative and Alternative Communicative Devices.	Group Presentation on IFSP/IEP Plans

6	Evaluate the establishment, maintenance, and monitoring of an inclusive environment that promotes language equity by assessing the effectiveness of communication skills in enabling diverse language learners, including Deaf students, to access, comprehend, apply information, acquire knowledge, and develop interpersonal relationships.	Classroom Observation and Report
7	Create instructional strategies that apply translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) to deliver content knowledge effectively and foster language development in Deaf students.	Classroom Observation and Report
8	Analyze typical and atypical language development (signed, spoken, and written) among Deaf students to inform instructional planning and design learning experiences that address their linguistic, cognitive, social, and emotional needs.	Comparative Essay
9	Evaluate the application of federal and state special education laws and regulations in assessment selection, adaptation, administration, interpretation, and explanation for placement and progress monitoring.	Group Presentation on IFSP/IEP Plans
10	Assess the development and administration of linguistically and culturally appropriate assessments in the language understood by Deaf students, guiding instruction and progress monitoring.	Classroom Observation and Report
11	Develop language and content goals based on assessments of student growth, considering sign, spoken, and written language, and ensuring measurability and appropriateness for each student.	Classroom Observation and Report
12	Analyze and synthesize unbiased information for families on educational opportunities and support them in decision-making by providing information on the linguistic, cognitive, social, and emotional needs of Deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.	Group Presentation on IFSP/IEP Plans; Family Resource Portfolio
13	Evaluate the management, monitoring, and maintenance of assistive auditory technologies and their application to develop listening expectations, maximize residual hearing, and enhance auditory processing, comprehension skills, and self-advocacy in both social and academic contexts.	Case Study Analysis
14	Apply knowledge of second language development and differentiate between language disorders, disabilities, and language differences in Deaf students, guiding instructional planning and support strategies accordingly.	Comparative Essay

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

EDSP 264 - Lang, Speech, Audiology Readings 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  
 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: 14976