EDSP 267: DEAF AND HARD OF HEARING TPA MATH SEMINAR

In Workflow

1. TC Chair (lim@csus.edu)
2. ED College Committee Chair (corinne.lardy@csus.edu)
3. ED Dean (mae.chaplin@csus.edu)
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11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. 2026-09-17T21:42:29Z
   Brian Lim (lim): Approved for TC Chair
2. 2026-09-24T21:28:54Z
   Corinne Lardy (corinne.lardy): Rollback to TC Chair for ED College Committee Chair
3. 2026-09-25T00:16:09Z
   Brian Lim (lim): Approved for TC Chair
4. 2026-09-28T19:07:23Z
   Corinne Lardy (corinne.lardy): Approved for ED College Committee Chair
5. 2026-10-02T23:12:23Z
   Mae Chaplin (mae.chaplin): Approved for ED Dean

New Course Proposal

Date Submitted: 2026-09-14T18:17:02Z

Viewing: EDSP 267 : Deaf and Hard of Hearing TPA Math Seminar

Last edit: 2026-09-25T00:15:29Z

Changes proposed by: Kovina Cabral Miller (219727574)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Kovina Miller	klmiller@csus.edu	916-278-6639

Catalog Title:
Deaf and Hard of Hearing TPA Math Seminar

Class Schedule Title:
DHH TPA Math Seminar

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)
267

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

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:
The CTC now requires the DHH program to complete the Teacher Performance Assessment (TPA) in both Mathematics and Literacy. This course focuses on the Mathematics TPA.

This course replaces EDSP 209, with most of the course content moved to EDSP 262.

The course has been designed to meet the specific needs of the DHH program.

Form A and Form B have also been submitted to reflect these changes.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
This course provides Education Specialist candidates with focused preparation for the state-required teaching performance assessment. The course supports candidates in standards alignment, lesson planning, academic language, UDL, assessment, video analysis, reflection, and evidence-based instructional decisions. A dedicated course keeps fieldwork seminars focused on teaching practice and professional growth while ensuring candidates receive consistent, DHH-specific guidance to complete TPA requirements successfully.

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 DHH credential program.

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:
Credit / No Credit

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Seminar

Seminar Classification
CS#05 - Seminar (K-factor=1 WTU per unit)
Seminar 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	Interpret CalTPA requirements, rubrics, and submission expectations for DHH candidates.	Rubric analysis and submission checklist
2	Align grade-level standards, Math Practice Standards, ASL Content Standards, and Core Content Connectors, when applicable, to lesson goals.	Standards-alignment activity and lesson plan
3	Develop measurable math content/practice and academic language goals based on the DHH focus student's strengths, IEP, communication access, and instructional needs.	Focus student profile and learning-goal worksheet
4	Design accessible, asset-based instruction using UDL, DHH evidence-based practices, and appropriate ASL and/or spoken-language supports.	CalTPA lesson plan and access/UDL checklist
5	Analyze assessment and video evidence to explain student learning, instructional decisions, and adaptations.	Video analysis and assessment commentary
6	Reflect on teaching effectiveness and identify next instructional steps based on evidence of student progress.	Post-lesson reflection and CalTPA commentary

Attach a list of the required/recommended course readings and activities:
DHH EDSP 267.docx

For whom is this course being developed?
Other

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:
Education Specialist: Deaf and Hard-of-Hearing Credential

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
Critical thinking/analysis
Professionalism

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:

No

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 21:28:54 GMT): Rollback: Update attachment for activities and readings

Key: 15591