

EDSP 500: CLASSROOM INQUIRY/ACTION RESEARCH PORTFOLIO-CULMINATING EXPERIENCE

In Workflow

1. GPSE Committee Chair (GPSE Committee Chair@csus.edu)
2. TC Chair (jporter@csus.edu)
3. GPSE Chair (sarah.jouganatos@csus.edu)
4. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
5. ED Dean (dsessoms@skymail.csus.edu)
6. Academic Services (catalog@csus.edu)
7. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
8. Council on the Preparation of School Personnel Chair (jgonsier@csus.edu)
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11. Catalog Editor (catalog@csus.edu)
12. Registrar's Office (wlindsey@csus.edu)
13. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 05 Oct 2022 15:13:01 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
2. Wed, 05 Oct 2022 16:08:24 GMT
Jenna Porter (jporter): Approved for TC Chair
3. Wed, 05 Oct 2022 17:40:05 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
4. Thu, 13 Oct 2022 22:57:20 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
5. Fri, 14 Oct 2022 20:54:54 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

Date Submitted: Tue, 04 Oct 2022 20:15:37 GMT

Viewing: EDSP 500 : Classroom Inquiry/Action Research Portfolio-Culminating Experience

Last edit: Wed, 05 Oct 2022 15:12:53 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

| Name (First Last) | Email | Phone 999-999-9999 |
|---------------------|-------------------|--------------------|
| Jean Gonsier-Gerdin | jgonsier@csus.edu | 916-278-4619 |

Catalog Title:

Classroom Inquiry/Action Research Portfolio-Culminating Experience

Class Schedule Title:

Clssrm Inqry Port: Culm Exp

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 2023 (2023/2024 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

500

Course ID: (For administrative use only.)

120311

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room (Last Class)

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Candidates in the MAT in Special Education program will no longer complete a thesis as the culminating experience, but will instead be completing a classroom inquiry/action research portfolio exam. After piloting the thesis requirement with the first cohort, it became clear that the completion of a research study to be published and therefore, needing to be approved by the IRB is not feasible in the time frame allotted for the program. In addition, the thesis requirement does not match the developmental needs and experiences of the candidates. Please see the Form B for further explanation.

This course proposal reflect the following changes:

1. The name of the course to reflect the new culminating experience. This change in name is reflected in the catalog title and the class schedule title.
2. Since the MAT in Special Education program now is housed within the Teaching Credentials Department, this course will now be housed within the Teaching Credentials Department.
3. The terms when this course typically will be offered has changed to Spring, Summer to reflect the MAT in Special Education core coursework sequence.
4. The course description has changed in light of the change from thesis option to exam option as culminating experience.
5. Course prerequisite and co-requisites have change to match the requirements and core course sequence of the MAT in Special Education.
6. The grade for the course is now Credit/No Credit.
7. The Course Classification Code for the culminating experience course (EDSP 500) was chosen so that it generates the appropriate WTUs per candidate; this has been determined collaboratively between the program coordinators, chair, and dean.
8. This course is not a paired course.
9. The student learning outcomes and assessments to align with the student learning outcomes have changed in light of the change from thesis option to exam option as culminating experience.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

The course establishes that the candidate has acquired the essential knowledge and skills covered in each of the courses leading to the Master of Arts in Teaching with Special Education Teaching credential. Proficiency is demonstrated through a comprehensive examination of essential content of each course in the MAT degree program. Each candidate will produce a written portfolio, accompanying executive summary, and oral poster presentation of the body of work completed during the MAT Special education program.

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:

EDSP 282

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

Yes

Corequisite:

EDSP 283, Advancement to Candidacy

Corequisites Enforced at Registration?

No

Graded:

Credit / No Credit

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

S1/CS#48 - Independent Study/Studio Instruction/Supervised Activity (S-factor=.250 WTU per student enrolled)

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 | Synthesize research information to support a classroom inquiry/ action research question(s) in an annotated bibliography. | Annotated Bibliography Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |

| | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Analyze literature related to the classroom inquiry/action research question(s) and write a literature review. | Review of Literature Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |
| 3 | Critically analyze and apply action research approaches and designs. | Research Methodology Plan Data Analysis Report Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |
| 4 | Describe and analyze data collection methods and tools implemented to conduct the classroom inquiry/action research. | Research Methodology Plan Data Analysis Report Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |
| 5 | Compose an APA formatted paper with proper references and citations, including a description of the classroom inquiry/action research question(s), review of literature, description of data collection and analysis methods, description of the results, and implications for future practice and action research. | Annotated Bibliography Review of Literature Research Methodology Plan Data Analysis Report Conclusions and Ethical Considerations Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |
| 6 | Write a clear command of standard, academic English. | Annotated Bibliography Review of Literature Research Methodology Plan Data Analysis Report Conclusions and Ethical Considerations Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |
| 7 | Apply critical and independent thinking to orally present action research question(s), literature related to the research, data collection methods and tools, analysis of results, and implications for practice and action research. | Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |
| 8 | Produce written and oral responses that demonstrate mastery of the subject matter. | Annotated Bibliography Review of Literature Research Methodology Plan Data Analysis Report Conclusions and Ethical Considerations Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |
| 9 | Demonstrate mastery of independent thinking, appropriate organization, critical analysis, accuracy of documentation, and professional integrity. | Annotated Bibliography Review of Literature Research Methodology Plan Data Analysis Report Conclusions and Ethical Considerations Classroom Inquiry/Action Research Portfolio Classroom Inquiry/Action Research Executive Summary & Poster Presentation |

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

Readings and Activites For EDSP 500 (September 2022).docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:**Programs:**

Master of Arts in Special Education Teaching (Early Childhood Special Education)
 Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)
 Master of Arts in Special Education Teaching (Mild to Moderate Support Needs) with Multiple Subject
 Master of Arts in Special Education Teaching (Extensive Support Needs)
 Master of Arts in Special Education Teaching (Extensive Support Needs) with Multiple Subject

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:**

Critical thinking/analysis
 Communication
 Information literacy
 Disciplinary knowledge
 Professionalism
 Research (optional)

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:

n/a

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

Please attach any additional files not requested above:

Course department change.docx

Key: 1513