

EDSP 281: CRITICAL SPECIAL EDUCATION: TEACHER RESEARCH & PRACTICE

In Workflow

1. TC Chair (jporter@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
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10. Catalog Editor (catalog@csus.edu)
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12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 12 Sep 2023 14:07:51 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 21 Sep 2023 22:13:13 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 21 Sep 2023 22:36:58 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Mar 28, 2022 by Jean Gonsier-Gerdin (jgonsier)
2. Jun 15, 2022 by 302822325

Date Submitted: Mon, 11 Sep 2023 21:00:03 GMT

Viewing: EDSP 281 : Critical Special Education: Teacher Research & Practice

Last approved: Wed, 15 Jun 2022 14:03:55 GMT

Last edit: Sun, 17 Sep 2023 22:31:35 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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

Critical Special Education: Teacher Research & Practice

Class Schedule Title:

Crit Spec Ed Teach Res & Pract

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)

281

Course ID: (For administrative use only.)

203057

Units:

6

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?

Summer Only

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:

Candidates in the MAT in Special Education program no longer complete a thesis as the culminating experience, but now complete an exam (classroom inquiry/teacher action research portfolio). The proposed changes to this course better align with the new culminating experience.

This course proposal reflects the following changes:

1. The title of the course has changed to reflect the expectation of the course and the program (i.e., classroom inquiry/teacher action research/exam) and the program's emphasis on critical special education. The change in course title is reflected in the catalog title and the class schedule title. (The course reading list/activities was revised to reflect new title as well).
2. The student learning outcomes were edited to reflect the use of Bloom's Taxonomy terms.
3. The Special Education Programs in Teaching Credentials are no longer offering the Multiple Subject Credential in combination with this degree program. The deactivation Form Bs for the "Master of Arts in Special Education Teaching (Mild to Moderate Support Needs) with Multiple Subject" and the "Master of Arts in Special Education Teaching (Extensive Support needs) with Multiple Subject" have been submitted. This course was required in those two programs, but they are being deactivated so were removed from this Form A.
4. We accidentally selected that our own department would be affected by this change, so that is now changed to "no" because no OTHER departments will be affected.
5. We had originally selected "yes" that this course is part of a teaching credential, but it is not. It is part of the MAT degree in special education, but not required for any teaching credential.

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

This course provides an introduction to Action Research in the field of special education. The overall goal is to improve teacher effectiveness in the classroom through research and develop teacher-researchers, producers and consumers of empirical knowledge. Students will develop research writing skills to understand problems of practice, critical issues, and policy in special education. The course is designed to facilitate connections between methodological paradigm and teaching practices related to doing action research and covers quantitative, qualitative, and mixed-methods research approaches.

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:

Successful completion of Education Specialist Credential coursework.

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):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

6

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	Critically evaluate the range of problems related to special education teaching practices, policy issues, and/or program evaluation.	Case Analysis Seven Assignment Write Ups
2	Summarize, critique, and synthesize empirical research studies.	Seven Assignment Write Ups Annotated Bibliography
3	Select and apply social science research writing conventions to develop literature review.	Annotated Bibliography Literature Review and Poster

4	Evaluate basic assumptions and methodological processes associated with different research paradigms (e.g. qualitative, quantitative, mixed-methods).	Annotated Bibliography Literature Review and Poster
5	Analyze and explain on the methodological processes involved in doing research as applied to classroom, school, and /or community.	Annotated Bibliography Literature Review and Poster
6	Analyze and apply the major research and/or professional conventions, practices, and methods of inquiry of the discipline.	Case Analysis Seven Assignment Write Ups
7	Explain and evaluate the major formats, genres, and styles of writing used in the discipline.	Seven Assignment Write Ups
8	Utilize critical reading and writing within the discipline.	Case Analysis Seven Assignment Write Ups Annotated Bibliography Literature Review and Poster
9	Utilize reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.	Seven Assignment Write Ups Annotated Bibliography Literature Review and Poster

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

EDSP 281 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 (Early Childhood Special Education)
- Master of Arts in Special Education Teaching (Extensive Support Needs)
- Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)

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)?

No

Is this a Graduate Writing Intensive (GWI) course?

Yes

Please attach the GWI Course Approval Request form:

EDSP 281 Graduate Writing Intensive (GWI) Course Approval Request Form.docx

EDSP 281 Review of Literature Assignment Description.docx

EDSP 281 Annotated Bibliography Assignment Description.docx

Key: 13713