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

In Workflow

1. TC Chair (jmporter@csus.edu)
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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 23:35:43 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 28 Sep 2023 22:39:22 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 29 Sep 2023 00:40:08 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean
4. Mon, 30 Oct 2023 16:22:22 GMT
   Katie Hawke (katiedickson): Approved for Academic Services

History

1. Aug 15, 2023 by Jenna Porter (jmporter)

Date Submitted: Tue, 19 Sep 2023 21:11:16 GMT

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

Last approved: Tue, 15 Aug 2023 14:01:11 GMT

Last edit: Mon, 25 Sep 2023 16:48:03 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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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 2024 (2024/2025 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 requisites 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:
The course proposal reflects the following changes:

1. Course prerequisite and corequisite have changed to match the requirements and core sequence of the MAT in Special Education.

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, EDSP 283

Prerequisites Enforced at Registration?
No

Does this course have corequisites?

Yes

Corequisite:

Advancement to Candidacy

Corequisites Enforced at Registration?

Yes

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 .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 (Mild to Moderate Support Needs)
Master of Arts in Special Education Teaching (Extensive Support Needs)
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
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

Key: 1513