

EDSP 282: CLASSROOM INQUIRY METHODS IN CRITICAL SPECIAL EDUCATION

In Workflow

1. TC Chair (jporter@csus.edu)
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Approval Path

1. Tue, 12 Sep 2023 14:08:04 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 21 Sep 2023 22:14:24 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 21 Sep 2023 22:37:36 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Aug 24, 2021 by Jean Gonsier-Gerdin (jgonsier)
2. Jun 15, 2022 by 302822325

Date Submitted: Mon, 11 Sep 2023 21:00:14 GMT

Viewing: EDSP 282 : Classroom Inquiry Methods in Critical Special Education

Last approved: Wed, 15 Jun 2022 14:03:56 GMT

Last edit: Thu, 21 Sep 2023 22:14:20 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

Classroom Inquiry Methods in Critical Special Education

Class Schedule Title:

Class Inq Meth in Crit Spec Ed

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)

282

Course ID: (For administrative use only.)

203141

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 term 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 include the following terms: classroom inquiry, critical and special education. These terms reflect the expectation of the course and the program (i.e., classroom inquiry/teacher action research) 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.
2. The course description has changed in light of the change from thesis option to the classroom inquiry/action research portfolio exam. The new description also highlights the critical stance of the program, addressing social justice and aligning with the University and College's action on anti-racist pedagogy.
3. The student learning outcomes and the corresponding assessments were revised to align with the course title and description and to the portfolio exam option as the culminating experience.
4. The required course readings and activities have changed to more appropriately support students to learn the new content and meet the new student learning outcomes.
5. Course corequisite has changed to match the requirements and core sequence of the MAT in Special Education.
6. 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.
7. 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.
8. 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 underscores the criticality of educational research and theoretical frameworks to the development of local knowledge through teacher-research. Criticality here relates to issues of social justice in special education and the role of racial bias in educational practices. Throughout the semester, students further develop their understanding of specific methodological research design as applied to their own practice. Students also engage in the iterative process of writing a literature review and further developing the classroom inquiry plan.

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 281

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

Yes

Corequisite:

EDSP 283

Corequisites Enforced at Registration?

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=1WTU per unit)

Lecture 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	Design rationale for the proposed classroom inquiry, refine the action research questions based on empirical research, and design the methodological procedures for collecting data.	Literature Review Classroom Inquiry Plan IRB Proposal
2	Evaluate and analyze specific types of research methods (i.e., qualitative, quantitative, or mixed methods) that address critical questions in classroom inquiry to improve pedagogical practices in special education.	Three written critiques of action research studies: one quantitative, one qualitative, and one mixed method Literature Review Classroom Inquiry Plan IRB Proposal
3	Analyze empirical studies related to critical special education, which culminates in the writing of literature review.	Literature Review IRB Proposal
4	Design a conceptual framework for the proposed classroom inquiry based on empirical research.	Classroom Inquiry Plan IRB Proposal
5	Create the IRB proposal.	IRB proposal

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

EDSP 282 Required 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

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?

No

Key: 13714