

EDSP 283: CRITICAL ANALYSIS AND INTERPRETATION OF CLASSROOM INQUIRY

In Workflow

1. TC Chair (jporter@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Dean of Undergraduate (gardner@csus.edu)
7. Dean of Graduate (cnewsome@skymail.csus.edu)
8. Catalog Editor (catalog@csus.edu)
9. Registrar's Office (k.mcfarland@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 12 Sep 2023 14:08:09 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 21 Sep 2023 22:15:06 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 21 Sep 2023 22:37:03 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 21:00:33 GMT

Viewing: EDSP 283 : Critical Analysis and Interpretation of Classroom Inquiry

Last approved: Wed, 15 Jun 2022 14:03:58 GMT

Last edit: Thu, 21 Sep 2023 22:15:01 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jean Gonsier-Gerdin	jgonsiergerdin@csus.edu	925-366-6246

Catalog Title:

Critical Analysis and Interpretation of Classroom Inquiry

Class Schedule Title:

Crit Analy & Inter Class Inq

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)

283

Course ID: (For administrative use only.)

203142

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

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 reflect the following changes:

1. The course title has changed to more appropriately describe the content of the course. The new title reflects the expectation of the course and program (i.e., classroom inquiry/teacher action research). The change in course title is reflected in the catalog title and the class schedule title.
2. The course description has changed to align with the content of the course and to reflect the change from thesis option to the classroom inquiry/action research portfolio exam.
3. The student learning outcomes and 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 prerequisite and corequisite have changed to match the requirements and revised core course 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 develops students' understanding of appropriate methods of data analysis for teacher action research/classroom inquiry in diverse educational settings. Students will apply theoretical knowledge by analyzing and interpreting data from qualitative, quantitative and mixed-methods sources and will explore how interpretation of data and presentation of findings can inform teacher practices and support school systems change efforts to improve lives of individuals with disabilities. These experiences will lay the groundwork for students' analysis of their own action research/classroom inquiry data.

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 282

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	Evaluate the different types of data analysis used in teacher action research/classroom inquiry with children and youth with disabilities and their families.	Critical Analysis of Previous Research–Focus on Data Analysis & Interpretation Practice Analyses of Data—Qualitative, Quantitative, & Mixed-Methods
2	Interpret data using critical data analysis from diverse school settings.	Critical Analysis of Previous Research–Focus on Data Analysis & Interpretation Practice Analyses of Data—Qualitative, Quantitative, & Mixed-Methods Plan for Data Analysis of Classroom Inquiry Data and Presentation
3	Critically analyze various types of data sets from qualitative, quantitative, and mixed-methods sources.	Practice Analyses of Data—Qualitative, Quantitative, & Mixed-Methods
4	Design a plan for analyzing and interpreting the data to be collected for their classroom inquiry.	Plan for Data Analysis of Classroom Inquiry Data and Presentation
5	Analyze and interpret data to inform teacher practices and educational programs through a reflective process as well as to support educational systems change efforts.	Critical Analysis of Previous Research–Focus on Data Analysis & Interpretation Practice Analyses of Data—Qualitative, Quantitative, & Mixed-Methods

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

EDSP 283 Required Texts, 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

Critical thinking/analysis
Information literacy
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?

No

Key: 13715