EDS 201: LEGAL ASPECTS OF SPECIAL EDUCATION

In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
2. GPSE Chair (nevarezc@csus.edu)
3. TC Chair (dsessoms@skymail.csus.edu)
4. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
5. ED Dean (kdohara@csus.edu)
6. Academic Services (torsetj@csus.edu; cnewsome@skymail.csus.edu)
7. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
8. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
9. Writing and Reading Subcommittee Chair (Writing and Reading Subcommittee Chair@csus.edu)
10. Grad Studies Policies Committee Chair (anne.lindsay@csus.edu)
11. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
12. Dean of Graduate (cnewsome@skymail.csus.edu)
13. Catalog Editor (torsetj@csus.edu)
14. Registrar's Office (wlindsey@csus.edu)
15. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Sat, 16 May 2020 00:29:46 GMT
   Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Sat, 16 May 2020 00:31:54 GMT
   Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Fri, 28 Aug 2020 21:52:10 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
4. Tue, 15 Sep 2020 16:52:48 GMT
   Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Wed, 16 Sep 2020 02:19:43 GMT
   Karen O'Hara (kdohara): Approved for ED Dean
6. Wed, 14 Oct 2020 16:48:48 GMT
   Janett Torset (torsetj): Approved for Academic Services
7. Tue, 20 Oct 2020 21:53:16 GMT
   Julie Fogarty (fogarty): Approved for Senate Curriculum Subcommittee Chair
8. Thu, 11 Feb 2021 03:48:01 GMT
   Mae Chaplin (mae.chaplin): Approved for Council on the Preparation of School Personnel Chair
9. Mon, 15 Mar 2021 10:55:29 GMT
   Hogan Hayes (hogan.hayes): Approved for Writing and Reading Subcommittee Chair
10. Tue, 20 Apr 2021 21:36:33 GMT
    Anne Lindsay (anne.lindsay): Rollback to Initiator
11. Fri, 30 Apr 2021 16:18:27 GMT
    Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
12. Fri, 30 Apr 2021 16:22:38 GMT
    Carlos Nevarez (nevarezc): Approved for GPSE Chair
13. Thu, 06 May 2021 01:04:32 GMT
    Deidre Sessoms (dsessoms): Approved for TC Chair
14. Thu, 16 Sep 2021 18:16:22 GMT
    Karen O'Hara (kdohara): Approved for ED College Committee Chair
15. Fri, 17 Sep 2021 01:52:06 GMT
    Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Wed, 21 Apr 2021 19:23:48 GMT

Viewing: EDS 201 : Legal Aspects of Special Education

Last edit: Wed, 21 Apr 2021 19:23:47 GMT

Changes proposed by: Stephen Brock (101059682)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Stephen Brock	brock@csus.edu	209-470-4385

Catalog Title:
Legal Aspects of Special Education

Class Schedule Title:
Legal Aspects Of Spec Ed

Academic Group: (College)
ED - Education

Academic Organization: (Department)
Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)
EDS - Sp Ed, Rehab, School Psychology & Deaf Studies

Catalog Number: (course number)
201

Course ID: (For administrative use only.)
119076

Units:
3

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

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This will meet the program's need to offer a GWI course. At the present time the school psychology program does not have such an option for its students within it sequence of study. Changes made were updating course description, student learning outcomes, and assessments to meet GWI requirements.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Legislative provisions related to implementation of special education programs and procedures will be a primary focus. Additional emphasis will be given to pertinent judicial decisions and to law as it relates to special education in a multicultural context, as well as to ethical practices.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)
The course meets the Graduate Writing Intensive requirement.

Does this course have prerequisites?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Discussion

Discussion Classification
CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)
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: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
Specific learning goals: From participation in this course it is expected that students will be able to …
1. Demonstrate knowledge of special education law, rules, and regulations that guide professional practice
2. Identify and explain ethical issues related to special education law and the practice of school psychology.
3. Conduct independent research and apply the conventions of APA-style to produce graduate level writing products.
4. Illustrate mastery of the major research and/or professional conventions, practices, and methods of inquiry of school psychology;
5. Compose using the major formats, genres, and styles of writing used in school psychology;
6. Utilize critical reading to contribute to writing within the field of school psychology;
7. Demonstrate reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

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

EDS 201 Syllabus Fall 2021.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.
Student papers will be used by the instructor to determine the extent to which they have achieved the course learning outcomes specified above. Specifically
1) Demonstration of knowledge of special education law and the ability to identify and explain ethical practices will be documented by the assigned writing prompts (5,000 words total) and evaluated by the logic and critical thinking elements of the grading rubric (ELOs 1 & 2).
2) The ability to conform to APA style will be documented by the assigned writing prompts (5,000 words total) and evaluated by the "Style and organization" element of the grading rubric (ELO 3)

3) Demonstration of mastery of the research and professional convention of school psychology, and to apply the formats, genres and styles of writing within the discipline will be documented by the assigned writing prompts (5,000 words total) and evaluated by the "Coherence and Synthesis" elements of the grading rubric (ELO 4 & 5)

4) The ability to apply critical reading to writing within the field of school psychology, will be demonstrated by the assigned writing prompts (5,000 words total) and evaluated by the "Coherence and Synthesis" and "Style and organization" elements of the grading rubric (ELO 6).

5) The ability to demonstrate reading and writing as a learning process will be facilitated by peer reviews of writing products activities and further documented by the assigned writing prompts (5,000 words) and evaluated by the "Preparation" element of the grading rubric (ELO 7)

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:
MA in School Psychology
Ed.S. in School Psychology
Pupil Personnel Services School Psychology Endorsement Credential

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

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

Please attach any additional supporting materials:

EDS 201 Peer Review Rubric.docx

Is this a Graduate Writing Intensive (GWI) course?

Yes

Please attach the GWI Course Approval Request form:

GWI Approval Form EDS 201.docx

Reviewer Comments:

Anne Lindsay (anne.lindsay) (Tue, 20 Apr 2021 21:36:33 GMT): Rollback: Course does not meet the word count minimum for GWI. Assignments that count toward the word count must be distinct, revisions do not count toward the word count total. Please revise to add an additional 1000 words to the course.

Key: 1393