New Course Request

MAY 8, 2009
Indiana University

South Bend Campus

Check Appropriate Boxes: 
Undergraduate credit □
Graduate credit □
Professional credit □

1. School/Division: Education
2. Academic Subject Code: EDUC
3. Course Number: K528 (must be cleared with University Enrollment Services)
4. Instructor: Staff
5. Course Title: Special Education Law and Procedures

Recommended Abbreviation (Optional) (Limited to 52 Characters Including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at ___ or Variable from ___ to ___

8. Is this course to be graded S/F (only)? Yes ___ No x

9. Is variable title approval being requested? Yes ___ No x

10. Course description (not to exceed 50 words) for Bulletin publication:
This course examines the basic principles of IDEA and special education law with special attention to IEP requirements, conducting case conferences, and discipline.

11. Lecture Contact Hours: Fixed at ___ or Variable from ___ to ___

12. Non-Lecture Contact Hours: Fixed at n/a, or Variable from ___ to ___

13. Estimated enrollment: 20 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: 1/yr. Will this course be required for majors?

15. Justification for new course: This course is necessary to keep up with new developments in the field.

16. Are the necessary reading materials currently available in the appropriate library? Yes ___

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Date: 12/10/2008

Approved by:

Date: 8/6/09

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for Initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White: Chancellor/Vice-President—Blue: School/Division—Yellow: Department/Division—Pink: University Enrollment Services Advance—White

* Received 3/25/13 w/ Ed. 04/15/13

COURSE ID: 08518
New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit □  Graduate credit □  Professional credit □

1. School/Division  Education

2. Academic Subject Code  EDUC

3. Course Number  K528  (must be cleared with University Enrollment Services)

4. Instructor  Staff

5. Course Title  Special Education Law and Procedures

Recommended Abbreviation (Optional)  (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Fall 2009

7. Credit Hours: Fixed at  3  or Variable from  to  

8. Is this course to be graded S-F (only)? Yes  No  x

9. Is variable title approval being requested? Yes  No  x

10. Course description (not to exceed 50 words) for Bulletin publication:  This course examines the basic principles of IDEA and special education law with special attention to IEP requirements, conducting case conferences, and discipline.

11. Lecture Contact Hours: Fixed at  45  or Variable from  to  

12. Non-Lecture Contact Hours: Fixed at  n/a  or Variable from  to  

13. Estimated enrollment:  20  of which  100  percent are expected to be graduate students.

14. Frequency of scheduling:  1/yr.  Will this course be required for majors?  

15. Justification for new course:  This course is necessary to keep up with new developments in the field.

16. Are the necessary reading materials currently available in the appropriate library?  yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

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Submitted by:

[Signature]  Date 12/10/2008

Department Chairman/Division Director

[Signature]  Date 3/5/09

Dean of Graduate School (when required)

Approved by:

[Signature]  Date

Dean

[Signature]  Date

Chancellor/Vice-President

[Signature]  Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Course Title: Special Education Law and Procedures
Course Number: K528
Section: (required each semester)
Credit Hours: 3 Semester Hours

SCHOOL OF EDUCATION MISSION STATEMENT:
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor: Phone:
Office: Office Hours:
E-mail:

COURSE DESCRIPTION:
This course examines the basic principles of IDEA and special education law with special attention to IEP requirements, conducting case conferences, and discipline.

COURSE PREREQUISITES: Graduate Student Standing.

COURSE TEXT:

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Please notify the instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. The instructor will require a letter from the Office of Disabled Student Services.

Commitment to Professionalism
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at http://www.dsa.indiana.edu/Code/.

Commitment to Diversity
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. One example from this class is a position paper on the over representation of English language learners.
Commitment to Technology
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is posting assignments on OnCourse

COURSE OBJECTIVES (CEC Standards)
By the completion of the course, students should be able to:

1. Demonstrate knowledge of laws, policies, and ethical principles regarding behavior management planning (CEC Standards CC1K2; GC1K4).
2. Demonstrate knowledge of the rights and responsibilities of students, parents, teachers, and other professionals under IDEA 2004 (Standards CC1K4; CC10K3).
3. Define and identify the different disabilities categories under IDEA 2004 (CEC Standards CC1K5; GC1K1).
4. Develop and use comprehensive, longitudinal individualized programs in collaboration with team member (CEC Standard CC7S2).
5. Demonstrate knowledge of the legal provisions and ethical principles regarding assessment of individuals (CEC Standard CC8K2).
6. Identify laws and policies regarding referral and placement procedures for individuals with disabilities (CEC Standard GC8K2).
7. Conduct professional activities in compliance with applicable laws and policies (CEC Standard CC9S4).

COURSE ASSIGNMENTS:

1. Participation: Students are expected to be active participants throughout the class. This course is designed to be highly interactive and student contributions are critical to its success. To make the class interesting and enriching, students are expected to share their knowledge and experience with the class. Students are expected to attend every scheduled class meeting. The University defines certain types of absences as "excused" such as: confining illness, serious illness or death in the family. Any student who persists in being absent from class without satisfactory explanation will be suspended from class after the fourth absence.

2. Term Paper: As graduate students, a term paper will be required for this class. Using APA format (5th edition), the student will compose a term paper focusing on any issue relating to special education laws and court cases. The student is required to have a cover page, abstract, eight pages of text, and a reference page of ten sources. The size of the font is 12 points (either Courier, Palatino, or Times). These papers must follow APA format (5th edition). These are formal papers; do not include your opinions. Term Papers will be posted on OnCourse.

3. Position Papers: Students will be required to post (5) position papers defending a position relating to emotional and behavior disorders. These papers have to be a minimal of one page typed. Papers will be posted on OnCourse.

4. Legal Review: Student will be required to summarize and conclude the effects
the following court case has had on issues relating to emotional disturbances. These papers are required to have a minimum of 3 pages of text and follow APA format (5th edition). The size of the font is 12 points (either Courier, Palatino, or Times). Legal Reviews will be posted on OnCourse.

5. Examinations: A total of two exams, one mid-term, and one final will be required for the class.

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES:
Electronic Mail: Electronic mail (email) is the official means of communication with students at Indiana University South Bend. For this course, that e-mail should be routed through Oncourse. All assignments, sent as attachments, questions and requests must be sent via Oncourse.

A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

Accommodations for Religious Observances Statement: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Head or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

Disability Statement: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 574-520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml.

Academic Honesty Statement: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty,
ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

Plagiarism
Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   (1) directly quoting another person's actual words, whether oral or written;
   (2) using another person's ideas, opinions, or theories;
   (3) paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   (4) borrowing facts, statistics, or illustrative material; or
   (5) offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000 and imprisonment.

Field Experience Note: You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

Please Note: Students in the School of Education are required to post select artifacts as required by the Unit Assessment System. The instructor will notify you if you are required to post assignments

STUDENT EVALUATION: Students must attain a grade of C or better in all required education courses.
Assignments are due when indicated on the Calendar of Class Activities. Late assignments will not be accepted. All assignments are due on OnCourse by 10:00 pm of the due date. If a student is going to be absent on the day an assignment is due, it is their responsibility to turn in the assignment prior to the due date.
Please note that students who do not participate in a professional manner (e.g., coming to class on-time, being courteous to others, turning in assignments on-time, etc.) may receive a letter of concern.

<table>
<thead>
<tr>
<th>Participation</th>
<th>10 Points</th>
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<tbody>
<tr>
<td>Term Paper</td>
<td>10 Points</td>
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<tr>
<td>Position Papers</td>
<td>20 Points</td>
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<tr>
<td>Legal Reviews</td>
<td>10 Points</td>
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<td>2 Exams</td>
<td>20 Points</td>
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<td>Mid-Term</td>
<td>15 Points</td>
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<td>Final Exam</td>
<td>15 Points</td>
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<td><strong>Total:</strong></td>
<td><strong>100 Points</strong></td>
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**Grading Scale:**
- 94 - 100/A
- 90 - 93/A-
- 87 - 89/B+
- 84 - 86/B
- 80 - 83/B-
- 77 - 79/C+
- 74 - 76/C

**TENTATIVE CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Introduction and Overview of Class</td>
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<tr>
<td></td>
<td>State, Federal, and Constitutional Law</td>
<td>Chapter 1: The Legal System</td>
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<td>Chapter 2: History of Special Education Law</td>
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<td>Section 504 ADA IDEA</td>
<td>Chapter 3: Statutory Provisions</td>
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<td>Students, Parents and Educators Cases under IDEA/504</td>
<td>Chapter 4: The People</td>
<td>Exam #1</td>
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<td>Chapter 5: Protection Under the Law</td>
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<tr>
<td>Types of Assessments Evaluation Procedures</td>
<td>Chapter 6: Identification and Evaluation</td>
<td>Assignment #1</td>
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<tr>
<td>The Rowley Standard</td>
<td>Chapter 7: Appropriate Education</td>
<td>Mid-Term Exam</td>
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<td>Defining Inclusion IDEA Foundations</td>
<td>Chapter 8: Mainstreaming and Integration</td>
<td>Assignment #2</td>
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<td>Transportation Community Services</td>
<td>Chapter 9: Related Services</td>
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<td>Transition Plans Vocational Education</td>
<td>Chapter 12: Special Problems of Secondary Students</td>
<td>Assignment #3</td>
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<td>FAPE ADA</td>
<td>Chapter 13: Free Appropriate Public Education</td>
<td>Assignment #4</td>
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<td>Notice and Consent IEP Manifestation Determination</td>
<td>Chapter 14: Due Process</td>
<td>Term Paper</td>
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Final Examination

**BIBLIOGRAPHY:**
*Family Educational Rights and Privacy Act (FERPA)* (20 U.S.C. § 1232g; 34 CFR Part 99)


