



# Reg & Requirements in Spec Ed

## SPED-6709

Fall 2025 Section E01 3 Credits 08/13/2025 to 12/12/2025 Modified 09/12/2025

### Description

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An examination of laws and official policies influencing practice in special education, particularly those applicable to service providers. Includes coverage of federal and Georgia rules, as well as recommendations, policies, and practices related to IEPs and ITPs. Also includes attention to relevant codes of ethics for teachers.

#### Requisites

Prerequisites:

Corequisites:

### Contact Information

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Professor: Dr. Toni Franklin

Email: [tfranklin@westga.edu](mailto:tfranklin@westga.edu)

Office: Ed Annex: 214

### Meeting Times

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Online

This course is 100% asynchronous online

### Materials

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There is no textbook to purchase for this course.

All learning materials used in this course will be accessed through the open access site: <https://libguides.westga.edu/spedalg>

A complete list of learning materials is located at the bottom of this syllabus

## Outcomes

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After completing this course, the student will be able to:

- Articulate the major provisions of federal and state regulations, procedures, and best practices regarding the development and implementation of a legally compliant Individual Education Program (IEP) and Individualized Family Service plans (IFSP). (CEC 1, 4, 7 ; TAPS 1, 6, 10)
- Describe federal and state requirements for the referral and identification process. (CEC 1, 4; TAPS 1, 5, 6)
- Identify the purpose of and the IDEA required components of an Individualized Education Program (IEP). (CEC 1, 3, 7; TAPS 1, 2, 10)
- Demonstrate proficiency in writing a legally compliant IEP that contains challenging, ambitious, and measurable goals and objectives. (CEC 1, 4, 5 ; TAPS 2, 3, 5, 6, 9)
- Explain the rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities. (CEC 1, 4, 5 ; TAPS 1, 8, 10)
- Describe the continuum of placement and services available for students with disabilities. (CEC 3, 7; TAPS 1, 2, 4)
- Explain the ethical guidelines pertinent to professionals in special education and use these guidelines to identify and evaluate potential actions/activities of service providers.(CEC 8, 10; TAPS 1, 6)
- Advocate for appropriate services for students with mild and/or moderate disabilities. (CEC 1, 7; TAPS 8, 10)

## Evaluation

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### Criteria

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### Breakdown

Assignment	Points
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Module Quizzes	13 @ 10pts ea= 130pts
Module Activities	13 @ 10pts ea=130 pts
Discussions	6 @ 10 pts ea= 60 pts
Midterm & Final Exam	50 pts ea= 100 pts
<b>Total Possible</b>	<b>420</b>

## Assignments

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### Module Activities

Within each module, you will complete a quiz and/or a short activity to help you gain a deeper understanding of the topic covered that week.

### Discussion Board

You will be expected to actively participate in a discussion on a given topic throughout the semester. See the course information section in CourseDen for detailed instructions and grading criteria.

### Midterm & Final Exam

You will have a midterm and a non-cumulative final exam. Non-cumulative means that the final exam will only cover topics that were discussed after the midterm.

## Schedule

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	Topics	DUE
Module 0  8/13-8/17	<ul style="list-style-type: none"> <li>Getting Oriented</li> <li>What is this course about?</li> </ul>	<p><b>Due 8/17 by 11:59 PM</b></p> <ul style="list-style-type: none"> <li>Introduction Discussion post (<i>Attendance Verification</i>)</li> </ul>

Module 1 8/13- 8/24	Professionalism  The Key Concepts of SPED	<b>Due 8/24 by 11:59 PM</b> <ul style="list-style-type: none"><li>• Module 1 Quiz</li><li>• Module 1 Learning Activity</li><li>• Response to discussion prompt</li></ul>
Module 2 8/25- 8/31	SPED Law:  IDEA/504/ADA	<b>Due 8/31 by 11:59 PM</b> <ul style="list-style-type: none"><li>• Module 2 Quiz</li><li>• Module 2 Learning Activity</li><li>• Replies to at least 2 classmates</li></ul>
Module 3 9/1-9/7	Referral Process &  Initial Eligibility	<b>Due 9/7 by 11:59 PM</b> <ul style="list-style-type: none"><li>• Module 3 Quiz</li><li>• Module 3 Learning Activity</li><li>• Response to discussion prompt</li></ul>
Module 4 9/8-9/14	The IEP	<b>Due 9/14 by 11:59 PM</b> <ul style="list-style-type: none"><li>• Module 4 Quiz</li><li>• Module 4 Learning Activity</li><li>• Replies to at least 2 classmates</li></ul>
Module 5 & 6 9/15- 9/28	The PLAAFP	<b>Due 9/28 by 11:59 PM</b> <ul style="list-style-type: none"><li>• Modules 5 &amp; 6 Quiz</li><li>• Module 5 &amp; 6 Learning Activity</li><li>• Response to discussion prompt &amp; replies to at least 2 classmates</li></ul>
Module 7 & 8 9/29- 10/12	IEP Goals	<b>Due 10/12 by 11:59 PM</b> <ul style="list-style-type: none"><li>• Modules 7 &amp; 8 Quiz</li><li>• Module 7 &amp; 8 Learning Activity</li></ul>
	Midterm  (Covers Modules 1-6)	<b>Due 10/12 by 11:59 PM</b>

Module 9 10/13-10/19	Progress Monitoring	<b>Due 10/19 by 11:59 PM</b> <ul style="list-style-type: none"> <li>Module 9 Quiz</li> <li>Module 9 Learning Activity</li> <li>Response to discussion prompt</li> </ul>
Module 10 10/20-10/26	LRE and Supports & Services	<b>Due 10/26 by 11:59 PM</b> <ul style="list-style-type: none"> <li>Module 10 Quiz</li> <li>Module 10 Learning Activity</li> <li>Replies to at least 2 classmates</li> </ul>
Module 11 10/27-11/2	Accommodations & Modifications	<b>Due 11/2 by 11:59 PM</b> <ul style="list-style-type: none"> <li>Module 11 Quiz</li> <li>Module 11 Learning Activity</li> <li>Response to discussion prompt</li> </ul>
Module 12 11/3-11/9	Transition Planning	<b>Due 11/9 by 11:59 PM</b> <ul style="list-style-type: none"> <li>Module 12 Quiz</li> <li>Module 12 Learning Activity</li> <li>Replies to at least 2 classmates</li> </ul>
Module 13 11/10-11/16	Section 504 Plans and IFSP	<b>Due 11/16 by 11:59 PM</b> <ul style="list-style-type: none"> <li>Module 13 Quiz</li> <li>Module 13 Learning Activity</li> <li>Response to discussion prompt</li> </ul>
Module 14 11/17-11/23	Procedural Safeguards	<b>Due 11/23 by 11:59 PM</b> <ul style="list-style-type: none"> <li>Module 14 Quiz</li> <li>Module 14 Learning Activity</li> <li>Replies to at least 2 classmates</li> </ul>
11/24-11/30  Thanksgiving Break		

Module 15	Discipline of Students with Disabilities	<b>Due 12/8 by 11:59 PM</b>
12/1-12/8	FINAL EXAM  (covers modules 7-14)	<ul style="list-style-type: none"> <li>• Module 15 Quiz</li> <li>• Module 15 Learning Activity</li> <li>• Final Exam</li> </ul>

## \* Course Policies and Resources

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**Course Structure :** This course is designed so that students will interact actively with the course material- students will need to participate frequently in the online component of the course through CourseDen. The course is broken down into weekly modules. Each module will cover a new topic with a series of learning activities to complete by a specific due date. Particular attention should be paid to the self-discipline required to fully engage in the on-line learning activities in a timely manner. Graded assignments are designed to be instructional as well as provide a means of arriving at a final grade for each student. Therefore, emphasis will be placed on graded assignments that rely on analysis, synthesis, and evaluation of course material and the development of critical thinking.

**Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays and finish on Sundays. It is a good idea to build in contingency time for unforeseen delays.

\*\*\*\*\**A note about timeliness:* *The timelines for this course are not negotiable. I realize that “life happens” occasionally – children get sick, cars break down, and thunderstorms occur. For these reasons and many more, it is highly advised that you **DO NOT** wait until the deadline to turn in an assignment. If you wait until 11:00 pm on Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will **NOT** get credit for the assignment.*

**Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the course calendar in CourseDen.

**Changes in the course syllabus:** The instructor may make changes to the course syllabus and graded assignments to meet the needs of the class. Any changes to the course syllabus will be communicated to the students via an Announcement in CourseDen.

**Person-first Language:** As professionals and advocates for children with disabilities, students will be expected to use person-first language when referring to individuals with disabilities in their assignments. There will be a 10% deduction in points for failing to use person-first language (*Example:* Joe is a student with an emotional behavioral disorder rather than Joe is emotionally disabled. *Example:* Jane is a fourth grader with a learning disability rather than Jane is a learning disabled fourth grader).

**Assignment Submission:** It is your responsibility to keep track of assignment due dates and plan accordingly. Since all assignment due dates are outlined in the course syllabus, in the course calendar in CourseDen, and given to you on the first day of class, it is your responsibility to keep up with your

assignment due dates.

### General Assignment Criteria

- All written assignments will be expected to be typed and follow the *American Psychological Association Manual (7th ed.)* format unless otherwise specified.
- Readings and assignments must be submitted electronically as Word Documents or PDFs by the due date listed in the course calendar.
- Assignments are to be completed alone unless otherwise instructed.
- Please type and double-space all assignments and include a cover page. Proofread for spelling and grammar and use the Publication Manual of the American Psychological Association (7th Edition) for grammar, format, and citations.
- In addition to the required components, the following factors will be considered when grading your assignments: quality of written expression, organization, clarity of presentation, completeness, attention to detail, uniqueness, creativity, depth, and use of person-first language.

**NOTE:** *Any assignment which is not written in a manner that is comprehensible to the instructor, which does not meet the stated minimum criteria for the assignment, and/or which contains profanity or is presented in an otherwise unprofessional manner will not be accepted. A student may be allowed to revise their assignment, at the discretion of the instructor.*

**Attendance Policy:** Students are expected to regularly log on to the course CourseDen site throughout the week. Please make sure you are checking the Calendar and Announcement page in CourseDen regularly as this will be my primary means of communication. Failure to log in to the course weekly will result in a student being **dropped from the class for excessive absence**.

**Email Policy:** In an attempt to provide a framework for professional communication, emails must contain the following:

- **Subject Line:** Course (e.g., SPED 6706; additional information if desired (e.g., Week 1 Assignment)
- **Address the reader:** Open with: Dr. ...,
- Adhere to writing mechanics rules; use correct punctuation, capitalization, spelling, and grammar
- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics in CourseDen, contacting a friend, and checking course announcements, etc.).
- Close with your name and student ID #

Please send emails from your University account. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment.

Emails sent during the typical workweek, Monday-Friday 8 am -5pm, will receive a reply within 24 hours. Replies to emails sent outside of those hours may take up to 48 hours.

**Professional Conduct:** Students are expected to behave in a professional manner at all times. In an online environment, this means following the rules of netiquette and showing respect for your classmates and instructor within online discussions as well as email communications.

Remember to use proper grammar and spelling, always cite your resources, and share your personal and opposing points of view without attacking others.

- Be sensitive and reflective of what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**Late Work and Grading:** Students are expected to submit assignments on time. Valid reasons for submitting work late must be cleared by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout materials and/or discussion. All assignments are due by midnight on the due date. Per program policy, late assignments will have 20% off your assignment grade deducted for each calendar day late. I suggest you do not wait until the last hours to submit assignments in the case of computer issues.

**Plagiarism and Grading:** Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help to complete assignments. Resources should be referenced on all materials submitted to the instructor.

**Instructor Support:** Students may schedule a one-on-one virtual meeting to discuss course requirements, content, or other course-related issues at any time. A link to sign up for an appointment during my virtual office hours will be posted in CourseDen.

**Assignment Feedback Return Time:** Students can expect assignments to be graded and returned within 7-14 days after the due date if submitted on time. The amount of feedback required may extend that time.



## Generative Artificial Intelligence Course Policy

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Generative AI (Gen AI) tools may be used in this course **only to support learning**, such as for editing, clarifying concepts, or exploring ideas that you do not fully understand. These tools **must not be used to generate or complete assignments, discussion posts, or other graded coursework**. Use of Gen AI to complete graded assignments will be treated as plagiarism. Any violations of this guideline will be subject to the academic and disciplinary policies listed in the UWG Honor Code (see: [Student Handbook \(https://uwg.policystat.com/policy/14638864/latest\)](https://uwg.policystat.com/policy/14638864/latest))



# College/School Policies

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## College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

## College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

## Institutional Policies

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### Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, **plagiarism\***, **cheating\***, **fabrications\***, **aid of academic dishonesty**, **lying**, **bribery or threats**, and **stealing**. When a student chooses to enroll at the University of West Georgia students pledge the following:

*Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

*I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

### Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

**Center for Academic Success:** The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

**Accessibility Services:** Students with a documented need/accommodation may work with UWG Accessibility and Testing Services to receive essential services specific to their needs. All accommodations are based on documentation and relevant statutes and regulations. If a student needs accommodations in a course, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility and Testing Services. Faculty cannot offer accommodations without receipt of the SAR, and retroactive accommodations are not permitted. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

## Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on [privacy and accessibility \(https://uwgonline.service-now.com/kb?sys\\_kb\\_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb\\_article\\_view&sysparm\\_rank=1&sysparm\\_queryId=1ef80ce3c3e982507db3b2459901318a\)](https://uwgonline.service-now.com/kb?sys_kb_id=47b0ef89c3c58210ab7303bdc00131bc&id=kb_article_view&sysparm_rank=1&sysparm_queryId=1ef80ce3c3e982507db3b2459901318a), and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb\\_article\\_view%26sysparm\\_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usg=AOvVaw2vbm-Y9CAGpzHoFZpHnqPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

# UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

## Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

## Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](https://www.westga.edu/student-services/counseling/). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](https://www.westga.edu/student-services/health/). To report a concern anonymously, please go to [UWGcares](https://www.westga.edu/uwgcares/).

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

## ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) for more information.

## Additional Items

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### Other Course Materials

Crutchfield, M. D. (2003). What do the CEC standards mean to me? Using the CEC standards to improve my practice. *Teaching Exceptional Children*, 35(6), 40–45.

deBettencourt, L. U. (2002). Understanding the differences between IDEA and section 504. *Teaching Exceptional Children*, 34(3), 16.

Ennis, R. P., Blanton, K., & Katsiyannis, A. (2017). Child find activities under the Individuals with Disabilities Education Act: Recent case law. *Teaching Exceptional Children*, 49(5), 301–308. <https://doi.org/10.1177/0040059916685063>

Goran, L., Harkins Monaco, E. A., Yell, M. L., Shriner, J., & Bateman, D. (2020). Pursuing academic and functional advancement: Goals, services, and measuring progress. *Teaching Exceptional Children*, 52(5), 333–343. <https://doi.org/10.1177/0040059920919924>

IRIS Center. (2025). <https://iris.peabody.vanderbilt.edu/>

Ohio Department of Education. (2017). *A Guide to parent rights in special education: Special education procedural safeguards notice*. <http://bit.ly/2hgiNa1>

Progress Center. (2025). <https://promotingprogress.org/home>

Rosas, C. & Winterman, K. (2023). *The IEP Checklist: Your Guide to Creating Meaningful and Compliant IEPs*. Brookes Publishing.

The Arc @ School. (n.d.). *Early intervention services*. <https://thearcatschool.org/supports/early-intervention-services/>

Thurlow, M. L., Ghere, G., Lazarus, S. S., & Liu, K. K. (2020, January). *MTSS for all: Including students with the most significant cognitive disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes/TIES Center.

Whitby, P. J. S., Marx, T., McIntire, J., & Wienke, W. (2013). Advocating for students with disabilities at the school level tips for special educators. *Teaching Exceptional Children*, 45(3), 32–39.