



COURSES OF STUDY

IEP Requirements:

- **Courses of Study** are multiyear description of coursework to achieve the student's desired post-school goals, which minimally includes the students' current academic year through the following academic year (2 years of course of study on the IEP).
- **Courses of Study** are the projection of future coursework, updated annually.
- **Courses of Study** include specific classes (functional or academic) vocational/technical classes, job shadowing or work-based learning, and instruction in daily living and/or community participation skills.
- **Courses of Study** are not just a list of classes needed to graduate. They should demonstrate a correlation to and a support of the student's measurable postsecondary goals.
- **Courses of Study** for a student with moderate or severe disabilities may be described by course content areas, i.e., "mobility," "self-advocacy," "personal relationships," but *IT IS NOT ACCEPTABLE* to merely state "functional living classes."

Projected Courses of Study:

Based upon a stated goal of: "Ken will attend the Job Corps Center full-time and successfully complete their culinary arts program to attain a Culinary Arts Certificate."

| School Year | Grade Level | Courses of Study |
|-------------|-------------|--|
| 2013-14 | 9 | Family & Consumer Science (FACS), Business Basics, Basic Geometry, English I, Current Events |
| 2014-15 | 10 | FACS II, Business Math, Employability Skills, English II, World Cultures |
| 2015-16 | 11 | Adv. FACS, Accounting, Business Communications & Writing, Social Studies, Job Shadow |
| 2016-17 | 12 | Adv. Cooking, Computer Applications, Writing for Businesses, Work-Based Learning |

Questions to Ask When Developing the IEP:

1. What experiences must the student participate in this academic year that are necessary for achieving the identified post-secondary goals?
2. What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
3. Do we know enough about this student's vocational skills to identify an appropriate postsecondary employment goal or design activities to support the identified goal?