Indicator 13:
Course of Study

What is the course of study?

- A multi-year description of the courses and educational experiences from the student's current to anticipated exit year, that will lead to graduation and the student's desired post-school goals.
- These courses are to be completed during high school; they are not courses that the student will take after exiting.
- The courses identified in the course of study should focus on:
    - Improving academic and functional performance
    - Meeting the individual needs of the student that would reasonably enable him/her to meet the his/her Measurable Post-Secondary Goals (MPSGs).
    - The number of required credits for graduation should be identified and credits earned should be clear and up to date and equal or exceed those needed for graduation.

How does the IEP team choose courses, especially if the school does not have a large selection to choose from?

- Consider courses in which transition activities can be completed.
- Consider the foundational knowledge and skills requirements of the MPSGs when looking at the student' academic and functional ability.
    - Will remedial or resource courses sufficiently prepare the student for the expectations of the post-secondary institution?
    - Are the courses identified going to prepare the student to enter the chosen career?
- If possible, include CTE courses that match the MPSGs.
    - If the student wants to be a chef, the course of study might include culinary arts.
    - If the student wants to be an auto mechanic, the course of study might include auto class(es).
- If CTE courses are limited or not available, include courses that will address other skills needed for the MPSGs.
    - If the student wants to work with children, the course of study might include child development coursework.
    - If the student wants to work in the medical field, the course of study might include anatomy.
- If regular curriculum offerings are not appropriate for a student, individualized programming may be designed through the individualized education planning process. Specific course offerings should address the unique needs of each individual student. Functional and Community-Based Curriculum (Applied Topics) may be appropriate for students who participate in the ND Alternate Assessment.