Bemidji State University

SPED 5655: Due Process in Special Education I: Individual Education Plan

A. COURSE DESCRIPTION
   Credits: 3
   Lecture Hours/Week: 0
   Lab Hours/Week: 0
   OJT Hours/Week: *
   Prerequisites: None
   Corequisites: None
   MnTC Goals: None
   The course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course concentrates on the creation of compliant Individualized Education Plans (IEP) to meet the academic and/or emotional and behavioral needs of students receiving special education services. Prerequisites: SPED 5600. (DAPE will still have the documented 10 hours)

B. COURSE EFFECTIVE DATES: 05/13/2015 - Present

C. OUTLINE OF MAJOR CONTENT AREAS
   1. Referral, evaluation, planning, and programming
   2. Integrate multiple sources of data to develop individualized educational programs and plans
   3. produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each

D. LEARNING OUTCOMES (General)
   1. (13) integrate multiple sources of data to develop individualized educational programs and plans.
   2. (14) produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each.
   3. (15) support the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists.
   4. (16) address the transition needs of students to enhance participation in family, school, recreation or leisure, community, and work life, including self-care, independent living, safety, and prevocational and vocational skills.
   5. (12) assess the impact of gender, familial background, socioeconomic status, and cultural and linguistic diversity on assessment results and the special education referral, evaluation, planning, and programming process.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted