

# EXCEPTIONAL EDUCATION (EXE)

## EXE 100 NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS

3, 3/0; DI23

Understanding the nature and needs of individuals with disabilities, including the implications for schools and society. Required for exceptional education majors; min. grade of C required for education majors. Offered every semester.

## EXE 221 FOUNDATIONS OF EFFECTIVE ASSESSMENT AND INSTRUCTION IN SPECIAL EDUCATION

3, 3/0

Prerequisites: EXE 100 (minimum grade of C or higher); SCE major status; 2.6 cumulative GPA. Foundation in effective assessment and instructional practices for all students. Basic understanding of different types of assessment and how to interpret assessment information to form goals and objectives related to individualized instruction. Essential principles related to effective instruction for students with disabilities. Offered every semester.

## EXE 245 COMMUNITY SERVICE WITH INDIVIDUALS WITH SPECIAL NEEDS

1-9, 0/1

Service in community agencies with individuals who are exceptional. May be taken for 1, 2, or 3 credit hours. Offered in every semester.

## EXE 295 EXCEPTIONAL EDUCATION UNDERGRADUATE PROJECT

1-3, 0/0

Prerequisite: Instructor Permission. Scholarship or creative work conducted under the supervision of a faculty member. Offered occasionally.

## EXE 311 WRITING IEPs ACROSS THE P-12 GRADE SPAN

3, 3/0

Prerequisite: EXE 100 (minimum grade of C); SCE major status; minimum 2.6 cumulative GPA. Create and implement effective and legally compliant Individualized Education Plans (IEPs) which provide services and supports to learners with disabilities, ages 3-21. Key concepts include relevant legislation and NYS mandates, best practices in IEP development, and the importance of transition planning at all ages. Offered every semester.

## EXE 321 ADAPTING AND INTENSIFYING LITERACY INSTRUCTION FOR STUDENTS WITH DISABILITIES

3, 3/0

Corequisites: EDU 322; EXE/EDU 323. Prerequisites: EXE 221 (minimum grade of C or higher); EDU 211 (minimum grade of C or higher); SCE major status; 2.6 overall GPA. Developing teacher candidates' knowledge and skills for effectively serving P-12 students with and at risk for disabilities in the area of literacy. Includes instructional design and delivery methods, learning strategies, interventions, and resources for teaching students with disabilities in Grades P-12 who struggle to develop proficiency in literacy. Offered every semester.

## EXE 323 FIELD PLACEMENT IN LITERACY METHODS FOR CHILDREN WITH AND WITHOUT DISABILITIES

3, 0/0

Corequisites: EXE 321 and EDU 322. Prerequisites: EXE 221 (minimum grade of C or higher); EDU 211 (minimum grade of C or higher); SCE major status; 2.6 overall GPA. Field experience course in literacy methods emphasizing assessment and instructional design and delivery. Includes effective practices for students with typical development, at-risk and with disabilities. Offered every semester.

Equivalent Course: EDU 323

## EXE 324 SIGN LANGUAGE FOR STUDENTS WITH AUTISM AND DEVELOPMENTAL DISABILITIES

3, 3/0

Overview of the nature and characteristics of Autism Spectrum Disorder (ASD) and the impact ASD has on communication. Evidence-based assessments/interventions for communication/behavioral aspects of ASD. Communication skills for individuals with ASD and/or other developmental disabilities/delays using functional sign language. Offered spring only.

## EXE 362 BEHAVIOR AND CLASSROOM MANAGEMENT

3, 3/0

Prerequisites: EXE 100 (minimum grade of C or higher for EXE majors); Exceptional Education Major or Childhood Education Major Status; 2.6 overall GPA for EXE majors. Understanding the nature of behavior. Developing awareness of tools and strategies for managing the classroom environment and instruction to minimize challenging behavior. Techniques for handling challenging student behaviors. Offered every semester.

**EXE 364 EDUCATING STUDENTS WITH SEVERE DISABILITIES**

3, 3/0

Prerequisites: EXE 221 (minimum grade of C); SCE major status, 2.6 overall GPA. Characteristics and needs of individuals with severe disabilities and those of their families. Methods to teach and support individuals and families. Offered every fall semester.

**EXE 371 FOUNDATIONS OF TEACHING CHILDREN WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 100 with grade of C or higher, Elementary Education Major Status. Adaptations, procedures, and management systems necessary for effective instruction of children with disabilities in general education settings. Offered every semester.

**EXE 372 FOUNDATIONS OF TEACHING ADOLESCENTS WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 100. Adaptations and instructional procedures necessary for effective instruction of adolescents with disabilities. Recommended for secondary education majors. Offered spring only.

**EXE 373 FOUNDATIONS OF TEACHING MIDDLE SCHOOL STUDENTS WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 100. Focus on instructional procedures necessary for effective instruction of middle school students with disabilities and those at risk. Adaptations and management strategies for meeting the needs of middle school students in a variety of academic and social settings. Offered occasionally.

**EXE 389 TOPICS COURSE**

1-3, 0/0

Offered occasionally.

**EXE 390 STRATEGIES AND TECHNOLOGY TO ACCESS AND ADAPT CONTENT AREA INSTRUCTION**

3, 3/0

Prerequisites: EXE 221 (minimum grade of C); SCE major status; 2.6 cumulative GPA. Learning to design, adapt, and deliver instruction so students with disabilities and other at-risk learners can access content area curriculum. Strategy instruction, content enhancement routines, instructional adaptations, and use of assistive and instructional technology. Required 10-hour observation-based field experience in a special class or agency setting serving individuals with low incidence disabilities. Offered every spring.

**EXE 420 PRACTICUM IN SPECIAL EDUCATION**

6, 3/0

Corequisite: EDU 404. Prerequisites: SCE major status; minimum 2.6 cumulative GPA; minimum grade of C in all major courses; all program requirements other than student teaching completed; instructor permission. Undergraduate student teaching experience with individuals needing special education services in grades pre-k through 12, completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Required for undergraduate students seeking certification as a teacher of special education. Offered every semester.

**EXE 495 SPECIAL PROJECT**

1-3, 0/0

Offered occasionally.

**EXE 499 INDEPENDENT STUDY**

3-12, 3/0

Offered occasionally.

**EXE 500 INDIVIDUALS WITH SPECIAL NEEDS**

3, 3/0

Traditional and evolving concepts of exceptionalities; characteristics of individuals with exceptionalities; implications for schools and society.

**EXE 501 EDUCATIONAL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION**

3, 3/0

Prerequisite: Graduate standing. Provides special education teacher candidates foundational knowledge in effective assessment practices for students with disabilities. Understanding of different types of assessment and how to interpret assessment information to make educational based decisions. Purposes, models, practices, and issues are included. Offered every semester.

**EXE 502 MANAGING CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOR SUPPORTS**

3, 3/0

Prerequisite: EXE 500 or equivalent. Understanding the nature of behavior for students with and without disabilities. Managing the classroom environment to facilitate classroom instruction with a focus on prevention of undesirable classroom behavior; assessment and remediation of challenging student behaviors. Offered every semester.

**EXE 503 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 100 or EXE 500 or equivalent. Foundational knowledge in effective instructional practices for students with disabilities. Understanding essential principles of effective instruction including implementation of curricular concepts and evidenced-based teaching practices like explicit instruction, cognitive strategy instruction, and learning strategies. Additional focus is on the role of technology integration within direct/explicit instruction. Offered every semester.

**EXE 504 GRADUATE PRACTICUM IN SPECIAL EDUCATION**

6, 0/6

Prerequisite: EXE 500 or EXE 100 or equivalent; EXE 501 or equivalent; EXE 502 or EXE 362 or equivalent; EXE 503 or EXE 367 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; program coordinator permission. A 10-week graduate student teaching experience (unpaid) with individuals needing special education services, completed in public school classrooms, private agency classrooms, or classrooms in residential settings. Required for graduate students seeking certification as a teacher of special education. Equivalent Course: EXE 580

**EXE 510 COGNITION AND EMERGENT LITERACY IN YOUNG CHILDREN WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 500 or EXE 100 or completion of the requirements for provisional/initial certification as an early childhood teacher. Cognitive and active learning, problem-solving skills, and academic readiness in young children with disabilities; encouraging development of literacy in young children with disabilities.

**EXE 511 WRITING IEPS ACROSS THE P-12 GRADE SPAN**

3, 3/0

Prerequisite: EXE 500 or equivalent. Learning to create and implement effective and legally compliant Individualized Education Plans (IEPs) which provide services and supports to learners with disabilities, ages 3-21. Key concepts include relevant legislation and NYS mandates, best practices in IEP development, and the importance of transition planning at all ages. Offered every semester.

**EXE 519 FOUNDATIONS OF EFFECTIVE ASSESSMENT AND INSTRUCTION IN SPECIAL EDUCATION**

3, 3/0

Prerequisites: Graduate standing. Develops knowledge necessary to identify, assess, and diagnose students with and at-risk for disabilities; builds understanding of how data informs the selection and application of effective instructional practices for students with and at-risk for disabilities; understands different types of formal and informal evaluation approaches and how to interpret data to form goals and objectives related to individualized instruction.

**EXE 520 TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS**

3, 3/0

Prerequisite: Graduate status. This course offers an overview of etiologies, theories, and teaching applications for students with severe/multiple disabilities and autism spectrum disorders (ASD). Topics include development of appropriate learning goals, teaching approaches, and environmental arrangements. Inclusion in schools and successful transition within communities, selection and use of adaptive equipment and assistive technologies, and alternate assessment are also discussed. This course is offered every semester.

**EXE 521 FOUNDATIONS OF LITERACY FOR STUDENTS WITH DISABILITIES (PART I)**

3, 3/0

Prerequisites: EXE 503 or equivalent. Preparing teacher candidates to apply identify and/or adapt developmentally appropriate curricular and interpret literacy assessment; use of assessment data to plan instruction for students who demonstrate significant difficulties in reading and other essential literacy skills, including students with disabilities and those who are linguistically diverse. Offered every semester.

**EXE 522 BEHAVIORAL ASSESSMENT, INSTRUCTION AND INTERVENTION**

3, 3/0

Prerequisites: Graduate standing. Equips teacher candidates with theories and strategies related to positive and proactive classroom management; develops techniques for the assessment, instruction, and intervention of student behavior; cultivates awareness and expertise about the effects of classroom environments on student behavior and engagement to create a safe and supportive environment conducive to learning.

**EXE 524 SIGN LANGUAGE FOR STUDENTS WITH AUTISM AND DEVELOPMENTAL DISABILITIES**

3, 3/0

Prerequisite: Graduate level status. Communication skills for individuals with Autism Spectrum Disorder (ASD) and/or other developmental disabilities/delays using functional sign language and other communication modalities. Overview of the nature and characteristics of ASD and the impact communication has on behavior, social-emotional development, and activities of daily living. Evidence-based assessments/interventions for communication/behavioral aspects of ASD. Offered every spring.

**EXE 530 PARENT AND FAMILY INVOLVEMENT IN SPECIAL EDUCATION PROGRAMS**

3, 3/0

Prerequisite: EXE 500 or EXE 100 or equivalent or provisional/initial certification in early childhood teacher. Research on parent and family reactions and needs in regard to the family member with a disability; communication skills for collaborative work with parents.

**EXE 534 UNDERSTANDING STUDENTS WITH BEHAVIOR PROBLEMS IN THE CLASSROOM**

3, 3/0

Prerequisite: EXE 500 or EXE 100. Personal, social, and emotional factors related to individuals with behavioral and emotional disorders in an educational setting; methods of identification, assessment, and instructional planning.

**EXE 544 BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS**

3, 3/0

Historical treatment approaches for those exhibiting challenging behavior. Variations within Applied Behavioral Analysis in the assessment and treatment of challenging behaviors often encountered by behavior analysts. Particular focus on behaviors often exhibited by people with autism spectrum disorders. Offered every semester.

**EXE 561 INTRODUCTION TO DEAF AND HARD-OF-HEARING STUDENTS**

3, 3/0

Prerequisite: EXE 500. Study of the physical, educational, psychological and cultural standards/norms of Deaf and Hard-of-Hearing (D/HOH) students. Examination of the spectrum of physical hearing loss, types of schooling, classroom modifications for D/HOH students and the cultural values shared among this community will be discussed. Offered every fall.

**EXE 572 TEACHING ADOLESCENTS WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 500 or equivalent. Focus on instructional procedures necessary for effective teaching of adolescent students with disabilities and those with diverse or complex support needs. Adaptations and management strategies for supporting the academic, social-emotional, and behavioral needs of adolescent students with disabilities. Offered occasionally.

**EXE 573 FOUNDATIONS OF TEACHING MIDDLE SCHOOL STUDENTS WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 500 or equivalent. Exploration of the special developmental considerations of middle school learners with and without disabilities. Focus on instructional procedures necessary for effective teaching of middle school students with disabilities and those with complex learning support needs. Adapting middle school curricular content to ensure accessibility and success for students with disabilities. Offered occasionally.

**EXE 579 FIELD EXPERIENCE: SPECIAL EDUCATION**

3, 0/0

Prerequisite: Instructor permission. Program graduate field placement designed for those in first initial certification program; comprised of on-site hours working with individuals with disabilities, completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Evidence-based instructional strategies, guided by current standards and learners' individual needs, will be developed and implemented. Offered every semester.

**EXE 580 PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION**

3, 3/0

Prerequisites: EXE 500 or equivalent; EXE 501 or equivalent; EXE 502 or equivalent; one methods course in early childhood students with disabilities; minimum cumulative GPA of 3.0 in prerequisite coursework; program coordinator permission. Graduate student teaching experience with young children ranging from birth to 2nd grade (age 8), needing special education services, completed in public, private, or charter school classrooms, private agency classrooms, child care, or classrooms in residential settings. Required for graduate teacher candidates seeking certification as a teacher of special education. Offered every semester.

Equivalent Course: EXE 504

**EXE 581 PRACTICUM IN EARLY CHILDHOOD/CHILDHOOD SPECIAL EDUCATION**

6, 3/0

Prerequisites: EXE 500 or equivalent; EXE 501 or equivalent; EXE 502 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; instructor permission. Graduate student teaching experience with children ranging from grades PK-6, needing special education services, completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Required for graduate teacher candidates seeking certification as a teacher of special education. Offered every semester.

**EXE 582 PRACTICUM IN INTERMEDIATE/HIGH SCHOOL SPECIAL EDUCATION**

6, 3/0

Prerequisites: EXE 500 or equivalent; EXE 501 or equivalent; EXE 502 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; instructor permission. Graduate student teaching experience with children ranging from grades 7-12, needing special education services, completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Required for graduate teacher candidates seeking certification as a teacher of special education. Offered every semester.

**EXE 583 PRACTICUM IN HIGH SCHOOL SPECIAL EDUCATION**

6, 3/0

Prerequisites: EXE 501 or equivalent; EXE 502 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; program coordinator permission. Graduate student teaching experience with children in grades 7-12 needing special education services; completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Required for graduate teacher candidates seeking certification as a teacher of special education. Offered every semester.

**EXE 590 INDEPENDENT STUDY**

1-4, 1/0

Individualized study. Instructor permission required.

**EXE 594 GRADUATE WORKSHOP**

1-3, 1/0

Course offered occasionally.

**EXE 612 MANAGING THE BEHAVIOR OF YOUNG CHILDREN WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 502 or EXE 362. A framework for guiding social-emotional development and responsible behavior in young children: matching the child's current social, emotional, and behavioral status with specific goals and objectives; behavior management strategies; curriculum materials, activities, and evaluation procedures.

**EXE 617 COLLABORATIVE TEAM-BASED APPROACHES IN SPECIAL EDUCATION**

3, 3/0

Prerequisites: Graduate standing. Models and methods for working within team contexts to meet the needs of students with and at risk for disabilities. Strategies and skills for co-teaching, consultation, communication, collaboration, and working with families/caregivers.

**EXE 619 ADVANCED LITERACY FOR STUDENTS WITH DISABILITIES (PART II)**

3, 3/0

Prerequisites: EXE 521 or equivalent. Prepares candidates for working with students who demonstrate significant struggles in literacy, including those with disabilities and linguistically diverse learners. Candidates learn to use a cognitive model of reading to interpret diagnostic assessment information and plan targeted instruction. Offered every semester.

**EXE 620 ADVANCED TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS**

3, 3/0

Prerequisite: EXE 520 or EXE 364 or equivalent. Advanced and rigorous coursework designed to deepen educators' skills and knowledge base when working with students who have severe/multiple disabilities and autism spectrum disorders (ASD) and their families. This course focuses on the disciplined inquiry, informed practice, and comprehensive methods required to teach and support individuals and families within this population of students. Offered every spring.

**EXE 623 ASSESSMENT AND INSTRUCTION IN MATH FOR STUDENTS WITH DISABILITIES**

3, 3/0

Prerequisites: EXE 501 and EXE 503. Identify the learning characteristics of students with disabilities in math; assess and plan evidence-based math instruction to address skill deficits and conceptual understanding in standards-based mathematics and functional programming for grades Pre-K-12. Offered every semester.

**EXE 627 TRANSITION FROM SCHOOL TO ADULT COMMUNITY LIFE**

3, 3/0

Prerequisite: EXE 500 or EXE 100 or equivalent. Strategies for planning and implementing career education curricula in secondary and postsecondary programs; transitioning students with disabilities from school programs to satisfying adult lives in the community, including supported and nonsupported competitive employment.

**EXE 628 COLLABORATION AND CONSULTATIVE PRACTICES IN INCLUSIVE SETTINGS**

3, 3/0

Prerequisite: EXE 500 or EXE 100 or equivalent or provisional/initial certification in an adolescence (content area grades 7-12), elementary, or special education. Skills needed to collaborate as consultants: role and responsibilities of the consultant teacher; development of strategies for enhancing effectiveness of collaborative efforts on behalf of students with special needs, their families, and their general education teachers.

**EXE 629 ASSESSMENT AND INSTRUCTION IN WRITING FOR STUDENTS WITH HIGH INCIDENCE DISABILITIES**

3, 3/0

Prerequisites: EXE 519, EXE 521 – concurrent or prerequisite. Identifying the learning characteristics of students with disabilities in writing; assessing and planning evidenced-based writing instruction to address compositional and mechanical problems related to the writing process. Offered every semester.

**EXE 631 ADAPTING LANGUAGE ARTS AND READING INSTRUCTION FOR STUDENTS WITH MILD DISABILITIES**

3, 3/0

Prerequisites: Provisional/initial certification in special education or EXE 501 or EXE 365; EXE 503 or EXE 367. Designed to help special education teachers teach language arts and reading to students with special needs at the elementary and middle school levels: effective collaboration with elementary teachers, remedial teachers, and parents to promote the establishment of literate environments at home and school for students with special needs; effective use of technology as a tool of literacy learning and instruction.

**EXE 632 DIRECT INSTRUCTION INTERVENTION MODELS FOR STUDENTS WITH SPECIAL NEEDS**

3, 3/0

Prerequisites: Provisional/initial certification in elementary or special education and EXE 503 or EXE 367. Designing and implementing effective instruction for students who need more intensive instructional support in order to master the academic standards and obtain functional skills is essential. The course will focus specifically on general principles of effective instruction and explicit teaching procedures. It also includes a current range of instructional and adaptive technologies; factors relating to curricular integration of technology within the general and special education classroom; hands-on experience with the use of instructional software, Web sites, and adaptive/assertive technology.

**EXE 633 ADAPTING CONTENT AREA INSTRUCTION FOR CHILDREN AND ADOLESCENTS WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 503 or EXE 367 and Provisional/initial certification in elementary or special education. Content area adaptations for children and adolescents with disabilities; instructional planning, delivery, and assessment.

**EXE 634 APPLIED BEHAVIOR ANALYSIS**

3, 3/0

Prerequisites: EXE 500 or EXE 100 and graduate student status. Applied behavior analysis in the education of students: principles and procedures for reinforcing existing behaviors, teaching new behaviors; progress monitoring through use of student performance data; contingency management procedures for including in regular education settings. Offered each fall and spring semester.

**EXE 636 PROMOTING EFFECTIVE SOCIAL INTERACTIONS IN THE SCHOOLS**

3, 3/0

Prerequisite: EXE 500 or EXE 100 or equivalent or certification in elementary or special education. Skills needed to enhance the quantity and quality of interactions enjoyed by students with disabilities: curricular and instructional approaches that may be used to teach social skills, including those related to sexuality issues, so that students with disabilities can exhibit self-enhancing behaviors in response to societal attitudes and actions as represented by educational and community settings. Addresses ways in which participants can increase the effectiveness of their own interactions with members of the educational community.

**EXE 638 COLLABORATION AND SOCIAL SKILLS**

3, 3/0

Prerequisite: EXE 100 or EXE 500 (or equivalent). Prepare teacher candidates to support students with disabilities and those at risk across diverse educational settings. Cover effective teaching approaches for meeting their academic, social, emotional and behavioral needs, collaboration strategies, and working with families. Emphasize team models, co-teaching, and communication. Offered every semester.

**EXE 641 ADOLESCENT LITERACY AND STUDENTS WITH MILD DISABILITIES**

3, 3/0

Prerequisite: EXE 521. Includes methods, strategies, and resources for teaching students with disabilities in grades 6 -12 who struggle to read complex narrative and expository text. Offered every semester.

**EXE 643 ADVANCED METHODS IN TEACHING MATH TO SECONDARY STUDENTS WITH DISABILITIES**

3, 3/0

Prerequisites: EXE 501, EXE 502, and EXE 503. Effective math instruction for students with disabilities at the secondary level. Emphasis on application of research-based math strategies across domains of math content knowledge. Differentiated instruction, technology integration, and effective mindsets to meet the needs of diverse learners. Offered every semester.

**EXE 644 ADVANCED APPLIED BEHAVIOR ANALYSIS**

3, 3/0

Prerequisites: EXE 634. Exploration of advanced concepts and principles of Applied Behavior Analysis (ABA) through the design of interventions for students with Autism Spectrum Disorders (ASD), moderate or severe disabilities, and others. Advanced procedures for increasing desired behaviors, teaching replacement behaviors, evaluating progress through use of performance data. Offered every semester.

**EXE 645 EFFECTIVE PRACTICES FOR SUPPORTING INDIVIDUALS WITH AUTISM SPECTRUM DISORDER**

3, 3/0

Foundational knowledge in how to select, assess, and implement evidence-based practices relating to individuals with Autism Spectrum Disorder (ASD) and related disorders; impact on all developmental domains. Foundational skills for supporting students with Autism Spectrum Disorder and related disorders, and collaborating with stakeholders in the community, home, and school settings. Offered every fall and spring.

**EXE 646 CULTURE, DIVERSITY, DISABILITY, AND EDUCATION**

3, 3/0

Impact of culture and diversity on individuals with various disabilities including Autism Spectrum Disorders (ASD) and related disorders. Historical, philosophical, and legal foundations for diversity and special education; pedagogical approaches; program design considerations including multicultural, sociocultural and psycholinguistic factors to promote diversity and equity in special education. Offered every fall and spring.

**EXE 650 ASSESSMENT OF YOUNG CHILDREN WITH DISABILITIES**

3, 3/0

Prerequisite: Provisional/initial certification in early childhood special education or EXE 501 or equivalent infancy course approved by advisor. Research-based, theoretical, and practical applications of educational assessment of infants and preschoolers with disabilities or with conditions that place them at risk for becoming disabled; procedures and utility of norm-referenced, criterion-referenced, and multidimensional behavioral assessment strategies empirically validated with young children with disabilities.

**EXE 652 INTERVENTION IN EARLY CHILDHOOD SPECIAL EDUCATION**

3, 3/0

Prerequisite: Provisional/ initial certification in early childhood special education or instructor permission. Empirically validated and practical educational interventions with infants and preschoolers with disabilities or with conditions that place them at risk for becoming disabled; best-practice intervention methods across relevant curricular domains; organizational strategies for use in center- and home-based programs for infants/preschoolers with special needs.

**EXE 659 ADAPTING CURRICULUM AND INSTRUCTION TO MEET THE NEEDS OF STUDENTS WITH DISABILITIES**

3, 3/0

Prerequisite: EXE 521 and EXE 623. Corequisite: EXE 504. Prepares educators to design and implement specially designed and systematic instruction. Candidates will learn how to support students with varying support needs across a continuum of settings by providing accommodations, creating modifications, and using assistive technology to increase access and mastery within general and alternative curriculums. Offered every semester.

**EXE 673 PERSONNEL SUPERVISION AND MANAGEMENT**

3, 3/0

Prerequisite: EXE 644. Preparation for effective personnel supervision and management in the field of applied behavioral analysis. This training program is based on the Behavioral Analyst Certification Board (BACB) Supervisor Training Curriculum Outline (2.0), but is offered independently of the Board Certified Behavior Analyst (BCBA) certification. Offered every semester.

**EXE 679 PRACTICUM: SPECIAL EDUCATION ALL GRADES**

3, 0/0

Prerequisite: Instructor Permission. Graduate practicum; focus on program-specific pedagogical core requirements for Students with Disabilities (All Grades) certificate; comprised of on-site hours working with individuals with disabilities; completed in a variety of educational settings. # Evidence-based instructional strategies, guided by current standards and learners' individual needs, will be developed and implemented. #Offered every semester.

**EXE 681 CLINICAL RECORDS AND ETHICAL PRACTICES FOR BEHAVIORAL ANALYSIS**

3, 3/0

Storing, archiving, and general maintenance of client records; federal and state standards for best practice in the office; implications for remote work/telepractice; ethical practices including ethics for social media, advertising, and research. Offered every fall and spring

**EXE 682 INSTRUCTIONAL FIELD EXPERIENCE IN SPECIAL EDUCATION**

3-9, 0/3

Prerequisites: EXE 504 or equivalent, minimum cumulative GPA of 3.0, and program coordinator permission. Application of theories and principles to practice in special education and related settings. Students are assigned to fieldwork settings in which program competencies will be assessed. With the approval of their advisers, students may choose to pursue experiences based on their professional goals, past experiences, and specific courses of study.

**EXE 683 SUPERVISED PRACTICUM: PERSONNEL SUPERVISION AND MANAGEMENT**

3, 1/0

Prerequisite: EXE 673. Application of theories and principles of applied behavior analysis in special education and related settings. Focus on field supervision skills for personnel supervision and management. Required for BCBA Certification. This training program is based on the Behavioral Analyst Certification Board (BACB) Supervisor Training Curriculum Outline (2.0), but is offered independently of the BCBA. Offered every semester.

**EXE 684 PRACTICE-BASED RESEARCH IN EXCEPTIONAL EDUCATION**

3, 3/0

Prerequisites: Instructor permission. Candidates explore the research process in classroom contexts. Collaboratively, candidates identify educational needs, study literature, and plan a case design study. The outcome is a proposal essential for EXE 690's Master's Project. Offered every semester.

**EXE 685 SUPERVISED PRACTICUM IN ABA I: MEASUREMENT AND INTERPRETATION**

6, 0/0

Prerequisite: EXE 645. Application of theories and principles of applied behavior analysis in special education and related settings. First in a series of 5. Focuses on measurement and interpretation. Designed to help candidate meet the required field hours in New York State as a Behavior Analyst and Board Certified Behavioral Analyst (BCBA) certification. Offered every semester.

**EXE 686 SUPERVISED PRACTICUM ABA II: ANALYSIS OF BEHAVIOR CHANGE**

6, 0/0

Prerequisite: EXE 685. Application of theories and principles of applied behavior analysis in special education and related settings. Second in a series of 5. Focus evaluating behavior change. Designed to help candidate meet the required field hours for New York State licensure as a Behavior Analyst and Board Certified Behavior Analyst (BCBA) certification. Offered every semester.

**EXE 687 SUPERVISED PRACTICUM IN ABA III: CHANGING BEHAVIOR**

6, 0/0

Prerequisite: EXE 686. Application of theories and principles of applied behavior analysis in special education and related settings. Third in a series of 5 courses. Focus on changing behavior. Designed to help candidates meet the required field hours for New York licensure as a Behavior Analyst and Board Certified Behavior Analyst certification. Offered every semester.

**EXE 688 SUPERVISED PRACTICUM IV: DEVELOPING NEW BEHAVIORS**

6, 0/0

Prerequisite: EXE 687. Application of theories and principles of applied behavior analysis in special education and related settings. Fourth in a series of 5 courses, focuses on developing new behaviors. Designed to help candidate meet the required field hours for New York licensure as a Behavior Analyst and Board Certified Behavior Analyst certification. Offered every semester.

**EXE 689 SUPERVISED PRACTICUM IN ABA V: SYNTHESIS**

6, 0/0

Prerequisite: EXE 688. Application of behavior analysis theories and principles in applied settings. Final in a series of 5. Focus on synthesizing key skills from coursework. Designed to help candidate meet the required field hours for licensure in New York State (NYS) as a Behavior Analyst and Board Certified Behavior Analyst (BCBA) certification. Offered every semester.

**EXE 690 MASTER'S PROJECT IN EXCEPTIONAL EDUCATION**

3, 0/3

Prerequisites: EXE 684; instructor permission. Teacher candidates will implement, report, and disseminate the single case study designed in EXE 684 the previous semester. This data-based, applied project is directly related to each candidate's program area of study and will be implemented in educational settings. Offered every semester.

**EXE 691 APPLIED MASTER'S PROJECT IN SPECIAL EDUCATION**

3, 3/0

Prerequisite: Instructor permission. To demonstrate special education pedagogical and content knowledge and skills, candidates design and execute student-centered, evidence-based interventions based on professional literature. They implement, interpret results, and make data-driven decisions in applied settings, aiming to impact academic, behavioral, functional, or social outcomes. Culminates in a written project. Offered every semester.

**EXE 695 MASTER'S THESIS**

6, 6/0

Prerequisites: Completion of all courses except the research requirement; program coordinator permission. Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

**EXE 721 THESIS/PROJECT CONTINUATION**

0, 0/0

**EXE 722 THESIS/PROJECT EXTENDED**

0, 0/0