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: EXE 500 or equivalent. This course provides an overview of educational assessment used with individuals with disabilities. Purposes, models, practices, and issues are included. Students will be required to design tests and collect and interpret data regarding particular educational decisions.

EXE 502 CONTINGENCY MANAGEMENT  
3, 3/0  
Prerequisite: EXE 500 or EXE 100, Graduate Standing or completion of the requirements for provisional/initial certification as a childhood teacher. Procedures and strategies for managing the behavior of students with special needs in educational settings; prevention of undesirable classroom behavior; assessment and remediation of behavior problems; effective delivery of instruction.

EXE 503 INSTRUCTIONAL STRATEGIES FOR INDIVIDUALS WITH MILD DISABILITIES  
3, 3/0  
Prerequisite or Corequisite of EXE 500 or completed EXE 100 or completion of the requirements for provisional/initial certification as a childhood teacher. Basic curricular concepts and teaching practices related to the development and implementation of effective instructional programs for students with mild disabilities.

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.

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 519 FOUNDATIONS OF EFFECTIVE ASSESSMENT AND INSTRUCTION IN SPECIAL EDUCATION  
3, 3/0  
Prerequisites: Graduate standing. Foundational knowledge in effective assessment and instructional practices for students with disabilities. Understanding of different types of assessment and how to interpret assessment information to form goals and objectives related to individualized instruction. Understanding of essential principles of effective instruction for students with disabilities.

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 READING ASSESSMENT AND INSTRUCTION FOR STUDENTS AND HIGH INCIDENCE  
3, 3/0  
Prerequisites: EXE 500 or equivalent course. Preparing special education teacher candidates to apply and interpret assessment information to plan instruction for students with disabilities who demonstrate significant difficulties with the reading process.

EXE 522 ASSESSMENT AND INSTRUCTION OF BEHAVIOR  
3, 3/0  
Prerequisites: Graduate standing. Preliminary information regarding student behavior and classroom management. Develop awareness of and expertise about tools and strategies related to the assessment and instruction of student behavior.
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 MODELS OF CLASSROOM DISCIPLINE FOR STUDENTS WITH DISABILITIES
3, 3/0
Prerequisite: EXE 500 or EXE 100 or equivalent. Comprehensive coverage of a variety of models of discipline; building systems and conceptual models of total discipline that match the needs and personalities of students and are compatible with instructors' needs; discipline through activities that promote pupil motivation and classroom management.

EXE 582 PRACTICUM IN INTERMEDIATE SPECIAL EDUCATION
6, 3/0
Prerequisites: EXE 500 or equivalent; EXE 501 or equivalent; EXE 502 or equivalent; EXE 503 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; program coordinator permission. Graduate student teaching experience with children in grades 7-9 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 ASSESSMENT AND INSTRUCTION IN READING FOR STUDENTS WITH HIGH-INCIDENCE DISABILITIES
3, 3/0
Prerequisites: EXE 521 or equivalent. Prepares candidates for working with students who demonstrate significant struggles in the area of reading, including those with and at risk for disabilities. 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 HIGH INCIDENCE DISABILITIES
3, 3/0
Prerequisites: EXE 501, EXE 503. Identifying the learning characteristics of students with disabilities in math; assessing and planning evidenced-based math instruction to address skill deficits and conceptual understanding in standards-based mathematics. 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 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 644 ADVANCED BEHAVIOR ANALYSIS FOR CHALLENGING BEHAVIORS
3, 3/0
Prerequisites: EXE 634. Specific strategies and techniques for the analysis, treatment, and evaluation of serious behavior problems in individuals with disabilities; facilitation of generalization of student performance; appropriate research designs in applied behavior analysis.

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 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 684 GRADUATE SEMINAR IN EXCEPTIONAL EDUCATION
3, 3/0
Prerequisites: Completion of all core courses except the research requirement and a minimum of 9 hours of coursework from the specialized program. This course focuses on special education issues and problems. Students review, analyze, and critique empirical articles and other materials, findings and opinions, research efforts, and approaches. Each student organizes and leads at least one discussion. Students write a formal review of the literature on a problem or issue of their choice and outline a feasible study of a related research problem.

EXE 690 MASTER'S PROJECT
3, 0/3
Study undertaken by one or more individuals on a problem of special interest submitted in acceptable form according to directions given by the Exceptional Education Department.

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

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