EXCEPTIONAL EDUCATION (EXED)

EXED 501 Workshop in Special Education
Credits 1-6 **Grading Basis** Graded
Designed to provide an intensive study of a particular topic in special education.

EXED 502 Characteristics of Learners with Disabilities Accessing the General Curriculum
Credits 3 **Grading Basis** Graded
The course covers historical, ethical and legal aspects involving the education of children with disabilities. Definitions and foundational characteristics of teaching children with disabilities accessing the general curriculum are featured. Identification, education and evaluation of academic skills and behavior of students with disabilities are presented. How family, cultural, socioeconomic, and environment impact education are discussed. Professional behavior standards are examined.

EXED 503 Application of Educational Technology for Students with Disabilities
Credits 1 **Grading Basis** Graded
An introduction to instructional technology for persons with disabilities. The role of assistive technology in the educational process is investigated. Federal and state guidelines, interdisciplinary team functioning, and program as well as equipment selection are addressed.

EXED 504 Literacy Acquisition and Development: Specialized Reading Instruction for Special Needs Students
Credits 3 **Grading Basis** Graded
The content of this course will focus on the acquisition and development of reading skills for students with disabilities. Content will include: Characteristics of students with reading disabilities; informal assessment strategies, the relationship of oral language to reading; stage-development of reading skills; research-based instructional methods; principles of specialized reading instruction; scientifically-based reading programs for students with disabilities; and collaboration with parents to enhance students' reading skills.

EXED 505 Service Delivery in Early Childhood Special Education
Credits 3 **Grading Basis** Graded
This course offers the student detailed experience in the numerous ways in which educational services are made available to children with disabilities, ages 0 to 5. Particular emphasis is placed on working cooperatively with parents in the development of the IEP and IFSP.

EXED 506 Overview and Assessment of Autism Disorders
Credits 3 **Grading Basis** Graded
This course is designed to provide an overview of the current issues involved in working with children who have been identified as having a disability on the autism spectrum. Areas addressed will include learning characteristics, current research and factors involved in causation, assessment and diagnosis. We will briefly discuss positive behavioral supports; social skills development; sensory processing, motor planning and sensory integration; and communication and language development as these will be covered in-depth in subsequent courses. A range of instructional methodologies and techniques will be emphasized throughout the course.

EXED 507 Special Education and Collaboration
Credits 3 **Grading Basis** Graded
This course is designed to provide special education teachers the skills necessary to be collaborative colleagues and advocate for their students with disabilities. The content of the course includes examining the role of collaboration across educational settings and providing knowledge on instructional methods that will allow the special education teacher to be a strong collaborator and advocate for all students with disabilities.

EXED 508 Nature and Issues of Exceptionalities
Credits 3 **Grading Basis** Graded
This course is designed to support study of the historical perspectives, models, theories, philosophies, and trends that provide the basis for exceptional education practice. The status of persons with exceptionalities, legislative and judicial mandates and current regulation related to individuals with exceptionalities will be stressed. The role of culture, environment, family education, and government on exceptionalities will be explored.

EXED 509 Nature and Issues of Severe Disabilities
Credits 3 **Grading Basis** Graded
Current research and practices of characteristics, learning, and behavioral supports for students with low-incidence disabilities accessing the adapted curriculum. Includes students with autism, moderate/severe intellectual disability, traumatic brain injury, severe/multiple disabilities, and deaf-blindness. Contains issues including: age span issues, emotional/behavioral adjustment, social and language development, cognitive functioning, medical aspects, and cultural/ethnic and socioeconomic factors.

EXED 510 Systematic Behavioral Interventions
Credits 3 **Grading Basis** Graded
An application of various systematic behavioral interventions to the management of behavior and learning of individuals with disabilities. Approaches to teaching social skills are also addressed.

EXED 511 Assessment Practices in Transition
Credits 3 **Grading Basis** Graded
This class focuses on transition assessments that support the planning and development of the Individualized Education Program (IEP) or other plans for quality postsecondary outcomes. Key educational concepts will include student or client participation in the assessment process and the interpretation and dissemination of results. Legal requirements for transition assessments will be learned as stated in law and upheld through due process hearings.

EXED 512 Foundations of Classroom and Behavior Management
Cross-listed with: EXED 303
Credits 3 **Grading Basis** Graded
This course provides students with an understanding of and skills to apply classroom and behavior management techniques and interventions, including techniques that promote emotional well-being and that teach and maintain behavioral conduct. These skills are consistent with the norms, standards and rules of the educational environment. Diverse approaches for classroom and behavior management based on behavioral, cognitive, affective, social and ecological theory and practice will be learned.

EXED 515 Transition Services and Diversity
Credits 3 **Grading Basis** Graded
This class focuses on multicultural transition planning and education through various lenses: intersectionality theory and asset-based pedagogies. This course will explore tools for students to recognize their own and their students' or clients' social and cultural identities, ultimately leading them toward the adoption of culturally responsive and sustaining practices.

EXED 520 Differentiation of Instruction and Assessment to Meet the Needs of Diverse Learners
Credits 3 **Grading Basis** Graded
This course is designed to explore and address the instructional and assessment needs of students with diverse learning needs in the general curriculum classroom. Focus will be on identifying, prioritizing, using and monitoring instructional and assessment opportunities that are differentiated for diverse learners will be covered. Students will also learn to consider student learning characteristics when making differentiation decisions.

EXED 530 Characteristics of Students with Visual Impairments
Credits 3 **Grading Basis** Graded
This course addresses the nature and issues of visual impairments. It covers overview characteristics of and services to persons with visual impairments, including the impact of visual impairment on infant/child growth and development, child/adolescent social emotional development and family interaction patterns. It provides a framework for considering the educational, conceptual, psychosocial and physical implications of a vision impairment. Course delivery is in distance education format.

EXED 531 Assistive Technology for Individuals with Sensory Impairments
Cross-listed with: EXED 431
Credits 3 **Grading Basis** Graded
This course is designed to heighten the awareness of participants to specific technology and resources available to enhance and improve the abilities of individuals with sensory impairments to succeed in school, daily living activities and employment. This course is delivered via a distance education format.
Prerequisites: EXED 530. Corequisites: EXED 530.

EXED 532 Braille Code
Credits 3 **Grading Basis** Graded
This course provides instruction in the development, use, application and evaluation of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, and develop the competencies for designing related instructional methodologies for teaching children who are blind to read and write. Students will demonstrate skills in assessing appropriate use of Braille code and Braille curricula. This course is delivered via an online education format.
Prerequisites: EXED 530. Corequisites: EXED 530.

EXED 533 Orientation and Mobility
Credits 2 **Grading Basis** Graded
This course provides the foundation for analyzing the components and essence of orientation and mobility. It establishes how the need for independent travel by individuals with visual impairments created the field of O&M; explores the philosophy and history of orientation & mobility including cane instruction, dog guides and methods of travel; and addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. This course is delivered via a distance education format.
Prerequisites: EXED 530. Corequisites: EXED 530.

EXED 535 Leadership Development in Transition Services
Credits 3 **Grading Basis** Graded
This class focuses on developing leadership skills in transition coordinators to effectively lead and support the needs of individuals with disabilities. The course references prominent theories on leadership, including transformational, situational and distributed leadership, to provide a comprehensive understanding of effective leadership in the fields. Students will gain the capacity to lead change initiatives, develop and implement effective educational programs, and build successful partnerships with caregivers/families and community organizations to promote positive postsecondary outcomes for individuals with disabilities.

EXED 536 Principles of Behavior Analysis
Credits 3 **Grading Basis** Graded
This course focuses on developing a thorough understanding of the theory and philosophy of behavior analysis. This includes the philosophy of behaviorism, concepts and principles of behavior analysis, and theoretical approaches to explaining behavior. The topics covered in this class will include behaviorism as a philosophy of science, foundations, history, categories of behavior, selection by conseqences, private events, verbal behavior, epistemology and comparison to non-behavioral interpretations of behavior.

EXED 537 Basic Behavior Analysis
Credits 3 **Grading Basis** Graded
Behavior analysis has four primary branches: behaviorism, basic, applied and professional practice guided by behavior analysis. In this course we will focus on the basic branch of applied behavior analysis. The basic branch of behavior analysis, usually called the experimental analysis of behavior (EAB), provides the building blocks for the field, investigating systematic relations between behavior and its controlling variables, primarily in individual organisms, typically under rigorous laboratory conditions. This course will introduce students to the science of behavior analysis, focusing primarily on EAB, with some coverage of the philosophy of radical behaviorism and some minimal coverage of ABA.

EXED 538 Research Methods in ABA
Credits 3 **Grading Basis** Graded
This course provides an in-depth examination of experimental design and data analysis in behavior analysis, with a primary focus on single-case research methodology. Students will learn to differentiate among key methodological concepts, including independent and dependent variables, as well as internal and external validity. Emphasis is placed on identifying and addressing threats to internal validity and understanding the defining features of single-case experimental designs such as prediction, verification and replication. The course explores various design types - including reversal, multiple-baseline, multielement and changing-criterion - and compares their relative strengths to group designs. Students will also develop skills in analyzing, interpreting and critiquing single-case data, and applying these designs to evaluate the effects of behavioral interventions.

EXED 539 Ethics in Behavior Analysis
Credits 3 **Grading Basis** Graded
This course focuses on the Ethics Code for Behavior Analysts and ethical practice of applied behavior analysis (ABA). Students will explore the ethics code through class discussion and in-class activities. In addition, students will develop skills to engage in effective communication with clients and other relevant parties from backgrounds that may be different from their own.

EXED 555 Investigating Self-Determination
Credits 3 **Grading Basis** Graded
This class explores the concept of self-determination, with a focus on increasing self-determination in individuals with disabilities. The course will cover the foundations and nuances of self-determination to provide a comprehensive understanding of the concepts and tools needed to promote self-determination in individuals with disabilities.

EXED 560 The Nature and Needs of Gifted Learners
Credits 3 **Grading Basis** Graded
This course emphasizes the developmental nature of gifted learners and their related learning characteristics and needs. The origins and nature of varying conceptions of giftedness are explored in relationship to appropriate educational services via the differentiated education for gifted learners. This course introduces the historical and theoretical foundations of gifted education.

EXED 562 Social and Emotional Development of Gifted Learners
Credits 3 **Grading Basis** Graded
This course focuses on the differential affective characteristics and needs of students identified as gifted. Traditional beliefs, contemporary research and psychological theories are studied as they apply to helping gifted students discover and effectively utilize their gifts and talents to aid in the development of potential. Students will receive frameworks for discussion with multiple stakeholders and strategies for the development of affective curriculum.
Prerequisites: EXED 560.

EXED 565 Instructional Methods in Gifted Education
Credits 3 **Grading Basis** Graded
The course content includes an understanding of both the theoretical and practical implementation of the appropriate instructional approaches for gifted learners. Adaptations and modifications to general methods and strategies will be included. Emphasis will be placed on the specific instructional strategies that promote appropriate academic rigor and learner independence. This course is designed to be taken by students who will be completing the gifted add-on endorsement.
Prerequisites: EXED 560.

EXED 570 Practicum in Gifted Education
Credits 3 **Grading Basis** Graded
The practicum experience is designed to provide direct experiences with gifted education programming through participation in related services. A planned and coordinated field experience will consist of a minimum of 45 instructional hours of successful teaching experiences with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom.
Prerequisites: EXED 560, EXED 565, EXED 660 and EXED 665.

EXED 584 Methods of Instruction for Students with Moderate/Severe Disabilities
Credits 3 **Grading Basis** Graded
Methods for remediation & adaptation of instruction in academic & functional skills for students with moderate/severe disabilities accessing the adapted curriculum. Emphasizes instructional approaches such as task analysis, systematic instruction, functional/daily living skills, and general curriculum access using adapted content standards. A 10-hour practicum placement (incorporated into this course) provides field experience to practice skills learned in this course.
Prerequisites: EXED 509 .

EXED 600 Instructional Methods in Special Education
Credits 3 **Grading Basis** Graded
A detailed study of specialized methods for teaching academic skills to individuals with disabilities. The course emphasizes special education instructional approaches, such as task analysis, direct instruction, diagnostic/prescriptive teaching and strategy training. Focus is on specific remedial methods for reading, math and writing.
Corequisites: EXED 637.

EXED 601 Collaboration and Supervision to Support Exceptional Learners
Credits 3 **Grading Basis** Graded
This course is designed to provide knowledge in consultation, coaching, case management, co-teaching and collaboration with individuals, families, educators, related service providers and other human service professionals. Service coordination, interagency coordination, models for integration with peers representing diverse skills and abilities, transition facilitation, and training, managing and monitoring paraprofessionals will be studied.

EXED 602 Communication, Language and Sensory Issues of Autism and Students on Adapted Curriculum
Credits 3 **Grading Basis** Graded
This course is designed to provide an in-depth study of the current issues involved in working with children who have been identified as having an autism spectrum disorder or working on an adapted curriculum. We will review learning characteristics, current research and factors involved with causation, assessment and diagnosis, and positive behavioral supports to set the stage. We will explore social skill development; sensory processing, motor planning and sensory integration; and communication and language development. We will consider a range of instructional methodologies and techniques for providing instruction, support and generalization of skills in these areas.
Prerequisites: EXED 506 or EXED 509 .

EXED 603 Functional Behavioral Assessment and Developing Intervention Plans for Challenging Behaviors
Credits 3 **Grading Basis** Graded
This course is designed to provide an in-depth look at the behavioral challenges those with a disability in the autism spectrum might have and display. Areas addressed will include behavioral characteristics, current research and factors related to behavioral challenges in this population, positive behavioral supports, Functional Behavioral Assessment and Behavior Intervention Plan Development, implementation and monitoring. We will cover data collection in relation to assessment and monitoring behaviors. We will review only briefly social skills development; sensory processing, motor planning and sensory integration; and communication and language development as these will be covered in much greater depth in other courses. A range of instructional methodologies and techniques will be emphasized throughout the course. Prerequisites include the first two courses in the autism certificate program.
Prerequisites: EXED 506 and EXED 602.

EXED 604 Practical Experience in Autism
Credits 2 **Grading Basis** Graded
This course is designed to provide in-depth practical application of the knowledge and skills acquired during the preceding course work in autism. Students will apply skills in assessment, planning, implementation, and the review and revision of programming specifically developed to address the needs of student learners or clients with a disability along the autism spectrum. Areas addressed can include learning needs, self-care issues, communication and social skills needs, sensory planning, behavioral challenges, positive behavioral supports, Functional Behavioral Assessment and Behavior Intervention Plan Development, and overall program implementation and monitoring. Students will collect data, develop lessons and behavioral or self-care plans and work with team members to implement, monitor and revise plans. A range of instructional methodologies and techniques will be emphasized throughout the course. Prerequisites include the three courses in the autism certificate program.
Prerequisites: EXED 506, EXED 602 and EXED 603.

EXED 605 Trends and Issues in Exceptional Education
Credits 3 **Grading Basis** Graded
This course investigates current issues and controversies in the field of exceptional education. This course is designed to support students' understanding of the contributions of history, policy, and research to the current trends and issues affecting the field. It will also challenge students to apply this knowledge to their practice. Topics covered in this course will change as issues surrounding exceptional education change.

EXED 606 Contemporary Trends and Issues in Transition Services and Self-Determination
Credits 3 **Grading Basis** Graded
This course will cover contemporary trends and issues in transition services and self-determination. Specifically, this course will discuss assessment practices, transition planning and instructional methods to enhance postsecondary education, employment and independent living outcomes for individuals with disabilities.

EXED 607 Program Development and Planning in Special Education
Credits 3 **Grading Basis** Graded
A study of modifications needed in the school curriculum to fit the unique needs of the learners with disabilities. Procedures involved in individualized educational plans, and methods and materials for academic and school-related problems of individuals with disabilities are examined.
Prerequisites: EXED 502, EXED 612 or permission of the instructor.
Corequisites: EXED 612 or permission of the instructor.

EXED 608 Portfolio in Exceptional Education
Credits 2-4 **Grading Basis** Graded
This course provides an opportunity for students to develop a portfolio demonstrating their professional competencies through classroom practices. Portfolio requirements have been aligned with the National Board for Professional Teaching Standards. This course is designed to support students who would like to apply for National Board Certification, but submission of materials to National Board for Professional Teaching Standards for review is not a component of the course.

EXED 609 Research in Exceptional Education
Credits 1-4 **Grading Basis** Graded
This course provides students with an opportunity for detailed study of single-subject research designs, the logic behind these designs, and the application of these designs to classroom-based research with all students.
Prerequisites: EDUC 630.

EXED 610 Practicum in Collaboration with Professionals and Families
Credits 2-3 **Grading Basis** Graded
This course provides field experience opportunities to practice skills in collaborating with professionals and families to support the learning of students with disabilities across educational settings.

EXED 612 Psychoeducational Assessment of Learning and Behavior Problems
Credits 3 **Grading Basis** Graded
A detailed study of psychoeducational assessment procedures and instruments used in determining eligibility, and planning and evaluating instruction for students with mental retardation, specific learning disabilities and emotional disturbance. The course emphasizes administration of formal and informal instruments, interpretation of results, and formulation of individual educational plans based on assessment findings.
Prerequisites: EXED 502.

EXED 613 Teaching Individuals with Learning and Behavior Problems
Credits 3 **Grading Basis** Graded
A detailed study of curriculum and methods for teaching individuals with learning and behavior problems. The course emphasizes a task analysis approach to developing academic, personal/social and functional life skills.
Prerequisites: EXED 607.

EXED 615 Transition of Learners with Disabilities into New Environments and Functions
Credits 2-4 **Grading Basis** Graded
This course was designed to provide a detailed study of the transitions throughout the educational experience of persons with disabilities; including transitions between IDEA Part C and Part B services, elementary - middle school, middle - high school, and high school - post-secondary environments. Focus is given to the services and skills needed to support successful integration into and functioning within the routines and activities of these settings.
Prerequisites: EXED 502 and EXED 508 or instructor's approval.

EXED 616 Data-Based Decision Making
Credits 3 **Grading Basis** Graded
This course will prepare practitioners to successfully use data-based decision making at the individual, class, and school-wide levels. Specific topics will include: (a) principles of measurement theory; (b) selecting and implementing ongoing progress monitoring with a specific focus on reliable and valid curriculum-based measurement tools; (c) process of using curriculum-based measurement; and (d) using data to make targeted instructional decisions.
Prerequisites: EDUC 630.

EXED 617 Strategies for Inclusive Classrooms
Credits 3 **Grading Basis** Graded
The content of this course will focus on evidence-based strategies for inclusive classrooms. Specific topics covered will include: (a) inclusive classroom models; (b) strategies to increase active student engagement; (c) instructional design principles appropriate for whole-class instruction; (d) peer-mediated learning; and (e) effective modification and accommodation practices.
Prerequisites: EXED 616.

EXED 618 Evidence-Based Practices
Credits 3 **Grading Basis** Graded
This course will focus on issues related to identifying, selecting, implementing, and monitoring the use of evidence-based practices for students who have disabilities or are at risk for academic failure (K-12). Specific topics include: (a) scientifically-based research; (b) access to evidence-based practices and programs; (c) analysis of practices and curricula across content areas, grade levels, and disability characteristics; (d) implementation of evidence-based practices.
Prerequisites: EXED 616.

EXED 619 Applied Behavior Analysis Assessment and Intervention I
Credits 3 **Grading Basis** Graded
This course focuses on applying the principles of behavior to assessment and intervention for clients in need of new skills or improved skills. Students learn the importance of gathering information prior to assessment, then learn about various approaches to assessing the client's skills and preferences. Students investigate and design a variety of behavior-change procedures that promote skill acquisition, and develop skill acquisition assessments and interventions centered around the client's unique needs.

EXED 620 Applied Behavior Analysis Assessment and Intervention II
Credits 3 **Grading Basis** Graded
This course focuses on applying behavior principles to assessments and interventions designed to reduce interfering behaviors and increase socially significant replacement behaviors. Students select and design functional behavior assessments (e.g., descriptive and functional analyses), and interpret assessment data to determine why interfering behavior is occurring and identify replacement behaviors. Students use behavior principles to select and develop function-based behavior-change procedures, and interpret data from behavior change procedures to determine the effects of interventions.

EXED 621 Issues and Trends in Early Childhood Education
Credits 3 **Grading Basis** Graded
This course is designed to provide the student with an introduction to educational programming for children with disabilities, ages 0 to 5. Particular attention is given to federal legislation, state procedures and practice, and the status of children served in early childhood special education and early intervention programs.

EXED 622 Assessment in Early Childhood Special Education
Cross-listed with: PSYC 822
Credits 3 **Grading Basis** Graded
This course provides a student with exposure to screening, assessment and diagnostic procedures used in the identification of children with disabilities, ages 0 to 5. A case study approach to diagnosis is emphasized. Family assessment is also an integral part of the course.
Prerequisites: Permission of instructor or EXED 502.

EXED 623 Programming in Early Childhood Special Education
Credits 3 **Grading Basis** Graded
This course is designed to acquaint students with curriculum, methods and materials related to establishing and maintaining programs for children with disabilities, ages 0 to 5. Attention is directed to designing developmentally appropriate environments in a variety of settings.
Prerequisites: Permission of instructor or EXED 622.

EXED 624 Supervision and Management Using Applied Behavior Analysis
Credits 3 **Grading Basis** Graded
Students will learn procedures for how to effectively manage and supervise behavioral staff members working under their direction. This course emphasizes using applied behavior analysis principles and behavior change procedures to train personnel to competently perform behavioral assessment and intervention procedures. This course also focuses on the application of ABA to change behavior at the organizational level.
Prerequisites: PSYC 610.

EXED 625 Medical and Technological Aspects of Working with Children with Significant Medical Needs
Credits 3 **Grading Basis** Graded
This course is designed to give the special educators exposure to working with children (birth through 21) who have disabilities that include significant medical issues. The role and function of special educators as team members are addressed. The role of related technology will receive extensive attention, as will issues of etiology and remediation.
Prerequisites: EXED 508.

EXED 626 Practicum: Infants and Toddlers with Disabilities
Credits 3 **Grading Basis** Graded
This is the introductory field experience with infants and toddlers with disabilities. Settings include medical centers, rehabilitation facilities and community-based programs. Students are expected to demonstrate competencies which have been developed in early childhood special education courses.
Prerequisites: EXED 623. Corequisites: EXED 623.

EXED 627 Practicum: Early Childhood Special Education
Credits 3 **Grading Basis** Graded
This is the introductory field experience with children with disabilities, ages 2 to 5. Settings include medical centers, rehabilitation facilities and community-based programs. Students are expected to demonstrate competencies which have been developed in early childhood special education courses.
Prerequisites: EXED 623. Corequisites: EXED 623.

EXED 629 IEP, Assessment and Program Planning for Adapted Curriculum
Credits 3 **Grading Basis** Graded
This course is designed to develop or enhance knowledge and skills about best special education practice in assessment, evaluation, and IEP and program development for those preparing to teach K-12 students with disabilities in the adapted curriculum. Four major components will be addressed: understanding the process of initial diagnosis and evaluation for establishing/maintaining eligibility for services and identifying needed supports and services; using a variety of assessment tools to create a strong foundation for the IEP; developing a meaningful IEP that includes educationally relevant functional and academic goals and identifies the specially designed instruction, accommodations and assistive technology that may be required; and using a variety of assessment tools to evaluate student progress for the IEP, including state and national assessments.

EXED 631 Medical and Educational Implications of Visual Impairments
Credits 3 **Grading Basis** Graded
This course provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eyes, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. This course is delivered online.
Prerequisites: EXED 530.

EXED 632 Braille Reading and Writing
Credits 3 **Grading Basis** Graded
This course provides basic instruction on transcription of advanced Braille codes, including: music, foreign language, chemistry, computer Braille, and Nemeth Code (Braille math code). It introduces techniques for teaching skills in each code. It explores technology tools to create Braille and tactile materials in addition to other assistive technologies used for instruction in math and science. This course is delivered via a distance education format.
Prerequisites: EXED 530 and EXED 532.

EXED 633 Teaching Methods for Students with Visual Impairments
Credits 3 **Grading Basis** Graded
This course emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. It addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. It provides information on adaptations within various educational programs and adaption of general education classroom materials and procedures for use by children and youth with visual impairments. This course is delivered online.
Prerequisites: EXED 530.

EXED 634 Curriculum and Assessment of Students with Visual Impairments
Credits 3 **Grading Basis** Graded
This course provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing, planning and evaluating the educational programs for students with visual impairments. Also covered in this course are assessment technologies for students with visual impairments; determination of learning needs and appropriate learning media; and the relationship of assessment, IEP development, and placement in working with individuals, their families, and educational and service providers. This course is delivered via a distance education format.
Prerequisites: EXED 435 or EXED 530. Corequisites: EXED 435 or EXED 530.

EXED 636 Practicum in Behavior Intervention Methods
Credits 1-3 **Grading Basis** Graded
This course is designed to allow students to practice the basic applied behavior analysis (ABA) methods. This is designed to be taken repeatedly as the students move through the Behavior Specialist MEd program and develop their ABA skills.

EXED 637 Practicum in Remedial Elements of Special Education
Credits 3 **Grading Basis** Graded
This practicum provides a structured supervised experience in selecting and using specialized methods for teaching academic skills, group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills instruction to students with disabilities, and gathering data to make decisions about the effectiveness of intervention. Students will also have the opportunity to refine knowledge and skill application from previous program work.
Corequisites: EXED 613.

EXED 638 Practicum in Special Education Adapted Curriculum
Credits 1-3 **Grading Basis** Graded
This practicum experience is designed to allow students to have experiences working with special education students who are working in an adapted curriculum. May repeat up to nine credits.

EXED 639 Emergent and Early Literacy for Students with Complex Language and Learning Needs
Credits 3 **Grading Basis** Graded
This course provides an understanding of the development of emergent and early literacy in developmentally-typical learners and learners with complex language and learning needs participating in the adapted curriculum. The course examines the inter-relationship of language and literacy development and the strategies for promoting emergent literacy for students with complex needs.

EXED 644 Collaboration for Postsecondary Success
Credits 3 **Grading Basis** Graded
This class focuses on the importance of caregivers/family involvement, interagency communication and collaboration, and community involvement to improve postsecondary outcomes for individuals with disabilities. The course references the challenges and opportunities facing individuals with disabilities as they transition into postsecondary education, employment and independent living settings. We will explore how to build effective partnerships between caregivers/families, educators, direct service providers and community organizations to create a coordinated and collaborative system of support.

EXED 650 Student Teaching in Special Education
Credits 3-6 **Grading Basis** Satisfactory/Unsatisfactory
Advanced, supervised teaching experiences in the areas of learning and behavior disorders enabling the student to develop and apply the knowledge, management, instructional skills and professional dispositions acquired in previous course work and relevant field experiences. Students will receive developmental and evaluative feedback. Course graded on an S/U basis and may be repeated for credit.

EXED 653 Internship in Special Education: Non-Teaching
Credits 3-6 **Grading Basis** Graded
A supervised non-teaching experience in a setting related to populations with disabilities in order to provide the student the opportunity to demonstrate competencies developed in previous course work.

EXED 655 Self-Determination in Action
Credits 3 **Grading Basis** Graded
This class focuses on applying research-informed and evidence-based interventions to increase self-determination in individuals with disabilities in classroom, work, home and community settings. The course builds on the knowledge from a previous self-determination course. It will cover advanced topics such as the application of self-determination interventions for young children, transition-age students and adults with disabilities within a variety of contexts, including schools, vocational settings and postsecondary education.
Prerequisites: EXED 555.

EXED 660 Curriculum and Instruction in Gifted Education
Credits 3 **Grading Basis** Graded
The course content includes the design and development of differentiated curriculum for gifted learners, as well as models for instruction. The emphasis of the course is the adaptation and modification of existing curricula, how to design new curricular materials for gifted learners and how to effectively deliver instruction. Course participants should develop an understanding of both the theoretical and practical implementation of the appropriate instructional approaches for gifted learners, including critical thinking, creative thinking, problem-solving and inquiry.
Prerequisites: EXED 560.

EXED 663 Transition Services for Young Children
Credits 3 **Grading Basis** Graded
This class focuses on the many opportunities for teachers to infuse transition-focused education into teaching and learning activities for their preschool and elementary-age students. This course will cover topics that will help children build self-determination and career awareness as well as increasing caregiver/family knowledge about the longitudinal nature of transition planning.

EXED 665 Trends and Issues in Gifted Education
Credits 3 **Grading Basis** Graded
The course content focuses on the seminal and current issues related to the recognition and education of giftedness in individuals from birth through the life span. Participants will examine the critical issues facing the field of gifted education as well as future directions. This course is designed to be taken by students who will be completing the gifted add--on endorsement.
Prerequisites: EXED 560 and EXED 565.

EXED 670 Professional Practice Seminar for Special Education
Credits 1-4 **Grading Basis** Graded
Designed to accompany EXED student teaching. Provides opportunity to reflect on skills, problem-solve school and classroom experiences, increase awareness of the need to continue career-long learning, discuss linkages between program coursework and student teaching experience, explore skill level and plan for on-going professional development. Seminars have differentiated content designed to link with the curriculum being covered in that semester, as well as to the student teacher's experience.
Prerequisites: EXED 605. Corequisites: EXED 650.

EXED 672 Developing Leaders in Youth with Disabilities
Credits 3 **Grading Basis** Graded
This class focuses on developing leadership skills in youth with disabilities linked to self-determination. The course builds on the knowledge from previous self-determination courses. Students will explore how to support individuals with disabilities in developing leadership skills that can help them advocate for their own needs and goals and influence change in their communities.
Prerequisites: EXED 655.

EXED 680 Reading and Research
Credits 1-6 **Grading Basis** Graded
Provides the opportunity for directed reading and research in a student's area of concentration. This activity must be done in the major field of study. May be repeated for credit.

EXED 685 Applied Research in Transition Services
Credits 3 **Grading Basis** Satisfactory/Unsatisfactory
This course represents a "directed project" approach to research, in which students identify problems then systemically design, develop and implement an educational intervention. The project in this course must be related to the transition of individuals with disabilities.

EXED 698 Comprehensive Continuance
Credits 1 **Grading Basis** Comprehensive/Thesis/Dissertation Continuance
Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

EXED 700 Thesis Research
Credits 3-6 **Grading Basis** Satisfactory/Unsatisfactory
This course is graded on a satisfactory/unsatisfactory (S/U) basis.