EXED 450. Principles of Specialized Reading Instruction. 3 credits.
The course focuses on acquisition & development of reading skills for students with disabilities. Content includes characteristics of students with reading disabilities; informal assessment; relationship of oral language to reading; stages of reading development; research-based methods; principles of specialized reading instruction; and collaboration to support reading development. At least 10 hours of reading instruction to a K-12 student is required and is in addition to any assigned practicum. Prerequisite: READ 430. Corequisite: EXED 476.

EXED 455. Collaborative Teaching for Learners with Disabilities. 3 credits.
Students in this course will gain knowledge and practice skills in consultation, case management, and collaboration with individuals, families, educators, related service providers and other human service professionals. An overview of collaborative processes, collaborative models for supporting the education of students with disabilities and for effective management of paraprofessionals will be studied. Prerequisites: EXED 200 and special education non-teaching minors only.

EXED 460. Differentiation of Instruction and Academic Collaboration. 3 credits.
This course assists preservice teachers in using their understanding of exceptional learners and learning to accommodate the diversity of students in the general education classroom. In addition, preservice teachers will explore the roles of teachers and how general and special education teachers collaborate to meet the needs of exceptional students. Teaching education students only.

EXED 465. Perspectives of Early Childhood Special Education. 3 credits.
This course is designed to provide the student with an overview of educational programming and service delivery for children with developmental delays and/or disabilities, ages 0 to 5. Particular attention is given to federal legislation, historical perspective and current recommended practice in programming educational services for young children with delays and/or disabilities.

EXED 474. Assessment and Evaluation for Management of Instruction and Behavior. 4 credits.
This course was designed to provide study and application of the foundations of assessment and evaluation related to management of instruction and behavior of individuals with ELNs. The course emphasizes issues and skills in selection, administration, interpretation and use of a variety of tools and techniques in all stages of the decision-making process for instruction and behavior management. Application of this new knowledge and skill will be through case-studies and direct assessment. Prerequisites: EXED 200, EXED 341, PSYC 270. Corequisite: EXED 476.

EXED 475. Building Instructional Programs and Plans for Learners with Disabilities. 3 credits.
Designed for exploration of practical skills and strategies in development and use of programming to meet the academic and behavioral needs of students with disabilities accessing the K-12 general curriculum. Skills will be applicable in a variety of settings and service delivery models. Includes purposes and procedures involved in the development of IEPs and the selection or design of CBA to plan and evaluate instruction in academics, social behaviors, and life skills. Prerequisites: EXED 200 and EXED 341.

EXED 476. Practicum in Assessment and Instructional Planning. 2 credits.
This practicum is designed to provide a structured supervised experience assessing learning, planning and delivery of instruction to students with disabilities accessing the general education curriculum, and gathering data to make decisions about the effectiveness of instruction. Application of skills in planning direct instruction, creating instructional materials, collecting performance data, managing behavior and developing social skills will be emphasized. Prerequisites: EXED 303, EXED 341, READ 430, MAED 430.

EXED 484. Instructional Methods for Learners with Disabilities. 3 credits.
This course is designed to teach specialized methods for teaching academic skills to individuals with disabilities accessing the K-12 general curriculum. Emphasis is on evidence-based instructional approaches that are effective for persons with disabilities. Focus is on specific remedial methods for reading, math, and writing appropriate for the cognitive level of the learner and parallel to the supports and scaffolds used in the general curriculum. Prerequisite: EXED 474. Corequisite: EXED 486.

EXED 485. Systematic Behavioral Support and Interventions. 3 credits.
Designed for application and evaluation of group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills. Systematic behavioral interventions to support the behavior and learning of individuals with disabilities accessing the general education curriculum (positive behavioral supports, functional assessments of behavior, teaching social skills) are studied. Data collection procedures to inform practice are examined. Prerequisites: EXED 303 or EXED 440, EXED 341.

EXED 486. Supervised Clinical Practice with Methods and Individualized Behavior Support. 3 credits.
This practicum provides a structured supervised experience in seeking 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. Prerequisites: EXED 303 or EXED 440, EXED 341, EXED 474. Corequisites: EXED 484.

EXED 490. Special Studies in Special Education. 1-3 credits each semester.
Designed to allow the student to complete independent study under faculty supervision. Prerequisite: Permission of the department head.

EXED 499. Honors. 5 credits.
See catalog section “Graduation with Honors.”

Family Studies

FAM 133. The Contemporary Family. 3 credits.
Concepts of variations in forms and lifestyles of families. Consideration is given to the family life cycle and the interdependency between the family and society.

FAM 300. Child Development. 3 credits.
A study of the factors influencing the physical, cognitive, social and emotional growth of the young child. Emphasis is given to the importance of family relations and development of observational skills. Prerequisite: PSYC 101, PSYC 180 or equivalent.

FAM 335. Parent-Child Relationships Across the Lifespan. 3 credits.
Focuses on intergenerational caregiving and interactions across the lifespan and generations. Uses a developmental framework to explore family life as the territory in which people fulfill relational responsibilities to children and parents while simultaneously attending to independent life stage challenges. Prerequisite: FAM 133 or SOCI 276.

FAM/GERN/NPS/SOWK 375. Grant Writing for Agencies. 3 credits.
Emphasizing active learning, this course teaches the basics of grant and proposal writing. Efficient research, persuasive prose and the importance of relationships are stressed. Private and corporate philanthropy and government grants are examined.

FAM/SOWK 386. Youth Empowerment Strategies (YES). 3 credits.
Students learn to use group activities that include the creative arts, low ropes and self-discovery in youth empowerment. The goal is to help youth build life skills and make informed decisions. Prior to beginning work with youth, students complete 25 hours of training.

FAM 400. Issues and Applications. 3 credits.
This seminar is designed to integrate and apply knowledge from the student’s major and the family issues minor. A substantial, in-depth Individualized project will strengthen the student’s capabilities in research, information access and self-directed learning. Prerequisites: FAM 133 or SOCI 276, three additional courses in the family studies minor, and junior or senior standing.

FAM 487. Special Topics in Family Studies. 3 credits.
Examination of selected topics that are of current importance to family studies. Course may be repeated for credit. Prerequisite: FAM 133 or SOCI 276.

FAM 490. Special Studies in Family Studies. 1-3 credits.
The course is designed to give capable students in family studies an opportunity to complete independent study under faculty supervision. Course may be repeated for credit. Prerequisites: FAM 133 or SOCI 276 and two additional courses in the family studies minor or permission of the instructor.

Finance

FIN 250. Introduction to Quantitative Finance. 3 credits. Spring only.
The purpose of this course is to provide a broad introduction to the markets and instruments of engineered finance. The focus of the course is to expose students to the properties and uses of the array of non-traditional financial instruments that are increasingly trading in both the exchange and over-the-counter markets. Prerequisites: Minimum grade of “C” in MATH 235, MATH 236, ECON 201 and ECON 200.

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