

UNDERGRADUATE COURSES OF STUDY

SPECIAL EDUCATION

SPED 150.BASICS OF THERAPEUTIC HORSEMANSHIP

Students will be introduced to the challenges, routines, skills, and dispositions associated with therapeutic equine care and management. Students will learn riding basics and basic aids in communicating with a mounted, therapeutic horse. *Three credit hours.*

SPED 223.PREK-12 STUDENTS WITH DIVERSE LEARNING NEEDS

An introduction to the unique characteristics of students with diverse learning needs including those with high incidence exceptionalities from early childhood through adolescence. Issues associated with those from culturally and linguistically diverse backgrounds are explored. Special emphasis is placed on identification, interventions, and teaching strategies for PreK-12 classrooms. *Three credit hours.*

SPED 240.CHARACTERISTICS OF DIVERSE LEARNERS, P12

This course addresses the characteristics, nature and needs that distinguish individuals with mild to moderate disabilities from the general population. The focus is on definitions, associated learner characteristics, Individualized Education Programs (I.E.P.), and instructional provisions for individuals with intellectual, learning, and emotional disabilities as well as autism and traumatic brain injury. *Three credit hours.*

SPED 250.PRINCIPLES OF THERAPEUTIC HORSEMANSHIP

Students will be introduced to the history of therapeutic horsemanship, the organization, and administration of programs, choosing a rider population, special health issues, and learning special mounting procedures. Students will learn to conduct basic facility and equipment assessments and horse evaluations. *Three credit hours.*

SPED 260.THERAPEUTIC HORSE MOVEMENT

This course will impart a working knowledge of equine physiology and functional anatomy, and then relate these to current theories and practices in therapeutic horse husbandry. In addition, the course will teach problem-solving skills in the presentation of common equine diseases and the therapeutic options available for their treatment. *Three credit hours.*

SPED 270.THERAPEUTIC HORSEMANSHIP PROGRAM

This course will focus on the administration of the Therapeutic Horsemanship Program through hands on participation in a program. Students will have the opportunity to plan, teach, and evaluate in a therapeutic horsemanship program. Other topics will include working with volunteers and parents, public relations and marketing activities, organization of fund-raising events, and other administrative responsibilities. *Three credit hours.*

The following 300- and 400-level professional education courses are available only to students who have been formally admitted to a Teacher Education Program. Some courses have additional prerequisites.

SPED 321.ASSESSING AND TEACHING READING TO NEEDS

This course will provide students with an overview of research-based methods for assessing and teaching reading to students with and without exceptional learning needs from a variety of theoretical perspectives. Emphasis will be placed on the methods and techniques for teaching reading to individuals and groups with mild to moderate disabilities and speakers of a second language. This course meets the SC Read to Succeed requirements. Prerequisite: Admission to the Professional Program. Co-requisite: SPED 329, SPED 429 or ECED 429. *Three credit hours.*

SPED 329.SPECIAL EDUCATION CLINICAL EXPERIENCE

This clinical provides classroom instructional experiences with students with mild to moderate disabilities in early childhood or elementary special education settings utilizing research-based instructional practices. Teacher candidates prepare, teach, and assess individual lessons in special education and/or inclusive classrooms. Students are responsible for transportation to off-site placements. Prerequisite: Admission to the Professional Program. *Three credit hours.*

SPED 330.EXCEPTIONAL CHILDREN AND EARLY INTERVENTION

This course is the study of theoretical and practical approaches to working with young children with disabilities and/or developmental delays. Candidates are introduced to involving and supporting parents and families whose child or children have developmental delays or disabilities. Prerequisite: SPED 223, or instructor permission. *Three credit hours.*

SPED 341.INTEGRATED EARLY CHILDHOOD AND ELEMENTARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

The study of teaching methodologies utilized in the special education resource and self-contained classroom and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis will be placed on IEP development, classroom management and integrating standards-based curriculum in early childhood and elementary classrooms. Prerequisites: SPED 223. Admission to the Professional Program. Co-requisite: SPED 329. *Three credit hours.*

SPED 356.BEHAVIOR AND CLASSROOM MANAGEMENT

This course will provide students with (a) an understanding of the basic principles of behavior management for individuals and groups, and (b) the application of those principles for creating positive behavior supports and designing effective classroom management systems. It focuses on preparing reflective practitioners to apply systematic principles of behavior management in academic and social areas. The course is organized to prepare teachers who will be in general and special education settings with children of all ages. Prerequisite: SPED 223. *Three credit hours.*

SPED 423.ASSESSMENT OF DIVERSE LEARNERS, P-12

This course focuses on the use of formal and informal assessment of students with disabilities for eligibility determination and instructional purposes. This course examines diagnostic instruments, informal assessment measures and prescriptive approaches necessary for improving the teaching and learning of students with exceptional learning needs. Emphasis is placed on practical experiences in use and design of assessment for effective instruction and providing accommodations in P-12 classrooms. Prerequisite: SPED 240. *Three credit hours.*

SPED 429.SPECIAL EDUCATION CLINICAL EXPERIENCE

This clinical provides classroom instructional experiences with students with mild to moderate disabilities in middle or high school special education settings utilizing research-based instructional practices. Teacher candidates prepare, teach, and assess individual lessons in special education and/or inclusive classrooms. Students are responsible for transportation to off-site placements. Prerequisite: Candidate level status and successful completion of SPED 329 with a grade of "B" or better. Co-requisite: SPED 451. *One to eleven credit hours.*

SPED 434.COMMUNICATION AND COLLABORATIVE PRACTICES

This course provides a practical approach for working with teachers, families, and community resources concerned with students with mild to moderate disabilities. Included are issues related to working with individuals from diverse backgrounds and the use of augmentative/assertive technology. Major emphasis is placed on models of effective techniques for communication, co-teaching and collaboration. *Three credit hours.*

SPED 451.INTEGRATED SECONDARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

Study of teaching methodologies utilized in special education resources and self-contained classrooms and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis is placed on ITP development, classroom management and integrating standards-based curriculum in secondary settings. Prerequisite: Admission to the Professional Program. Co-requisite: SPED 429. *Three credit hours.*