



Program of Study: Bachelor of Science in Elementary/Special Education (Dual Major)

(Eligible for Credential)

Program Description

Grand Canyon University's Bachelor of Science in Elementary/Special Education (Dual Major) is a degree that leads to teaching in an elementary or a cross-categorical K-12 setting. It is designed for any individual who wishes to seek a elementary or cross-categorical teaching certificate to teach children with special needs in the K-12 setting. The format and courses of the state and regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the teaching candidate already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning, behavioral, and social needs. Teacher candidates must be prepared to complete a full-time, 16-week student teaching component at the end of the program. Eight weeks of student teaching is completed in a regular education setting and 8 weeks is completed in a resource room, self-contained class, or in a special school for students with disabilities. These special education settings must include at least 3 or more of the following disability categories: mental retardation, learning disabilities, emotional disabilities, physical/health impairments; and they must be completed with a certified special education teacher. Teacher candidates are responsible for contacting their state department of education for certification requirements and program approval. Teacher candidates should consult the Grand Canyon University Catalog and an academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program.

Course Number	Course Title	Course Description	Credits
UNV 101	University Success	This course provides positive re-enforcement of successful learning strategies and assistance with adaptation to the academic environment.	3
COM 101	Intro to Human Communication [^]	This course focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The course readings and discussions seek to increase understanding of relevant communication theories and their application in the practice of effective and ethical human communication in both personal and professional life.	3
ENG 101	Academic Writing	A course in writing academic prose, including various types of essays, arguments, and constructions. A writing intensive course. Prerequisite: UNV 105..	3

PSY 101	General Psychology [^]	A foundation course in the science of behavior. Includes a study of the origin and development of behavior patterns, motivation, emotional behavior sensory functions, perception, intelligent behavior, and adjustment. Simple experiments constitute a basic part of the course.	3
HIS 107	World Civilization Before 1500 [^]	A survey of the major events, personalities, movements, and ideas in world civilization from the prehistoric era to 1500 CE. This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization. Students will gain an understanding of the social forces and trends in social, religious, political, and philosophic thought that laid the foundations of the modern world.	3
ENG 102	Research Writing	A course exploring various types of research writing, with a focus on constructing essays, arguments, and research reports based on primary and secondary sources. A writing-intensive course. Prerequisite: ENG 101.	3
BIO 100	Biology Concepts [^]	A complete overview of the science of biology from a human perspective. Topics include cells, energetics, ecology, inheritance, evolution, embryology, anatomy, and physiology. This course does not apply toward the biology major.	3
BIO 100L	Biology Concepts Lab [^]	The one hour lab for BIO 100. Must be taken concurrently with BIO 101.	1
MAT 120	Intermediate Algebra	Topics from basic algebra: linear equations, polynomials, quadratic equations, systems of equations, and introductory conic sections. Prerequisite: MAT 100.	3

Choose one of the following courses:

INT 463	World Religions [^]	A study of the major contemporary religions of the world including both historical background and development, and current beliefs and practice with emphasis on basic religions: Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Islam, and Baha'i.	3
BIB 113	Old Testament History [^]	An introductory and historical survey of the Old Testament. Attention is given to the study of the Bible itself, its institutions, literature, and history of the national life of the Hebrew people from earliest times to close of the Old Testament period	3

Choose one of the following courses:

PHI 101	Introduction to Philosophy [^]	An introduction to the discipline of philosophy through a study of representative philosophic problems.	3
BIB 123	New Testament History [^]	A general historical survey of the New Testament, beginning with the inter-biblical period, with the main emphasis given to the Gospels and Acts.	3

UNV 200	Western Ideas and Aesthetics	An examination of ideas that shaped Western thought, and aesthetics. Students will have opportunities to identify and analyze instances of these ideas literature, film, and art.	4
CHM 101	Introduction to General, Organic and Biochemistry [^]	An introduction to the principles of chemistry; designed for students without a strong background in science. Topics covered include a survey of the chemical and physical properties of elements and compounds, chemical reactions, chemical energetics, acids and bases, and chemical bonding. An introduction to organic and biochemistry emphasizes the relationship between molecular structure and function.	3
CHM 101L	Introduction to General, Organic and Biochemistry Lab [^]	The one hour lab for CHM 101. Must be taken concurrently with CHM 101.	1

[^] Campus students may choose an alternative course from the Grand Experience. See the current Academic Catalog for details.

Total Grand Experience Credits: 39

Introduction Courses:

POS 300	Arizona/Federal Government	A survey of Arizona History and Government, as well as American government. Meets the teacher certification requirement for Arizona Government and American government.	3
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Students will not be allowed to enroll in EDU 303 or their content area until GCU has received a copy of their fingerprint clearance.

EDU 303N	Foundations of Education	Students will study the historical, philosophical, and sociological influences which have shaped American education, the issues faced by educators today, and the challenges of the future which await persons now entering the teaching profession. The course is designed for students who have already committed themselves to a career in education or are exploring a career in education and includes a first phase observation in the K-12 classroom. No Fingerprint Clearance necessary.	3
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Special Education Major Courses:

SPE 329N	Special Education Foundations and Framework	This course orients teacher candidates to the field of special education. The National Board for Professional Teaching Standards and Council for Exceptional Children Standards, which guide special education research practices, are also discussed. It includes an introduction to creating a professional portfolio. No Fingerprint Clearance necessary.	3
SPE 340N	Special Education Litigation and Law	Participants examine legal issues, recent court decisions, and current law relating to special education. Special attention is given to compliance, student and parent rights, local state and district policies and procedures, and advocacy through community organizations.	3
SPE 352N	Characteristics of Mental Retardation and Strategies to Teach Individuals with MR	The focus of this course is to provide the teacher candidate in special education with knowledge of MR, including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies are addressed. Understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR will be emphasized. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329N, and SPE 325N.	3
SPE 354N	Characteristics of Learning Disabilities and Strategies to Teach Individuals with LD	The focus of this course is to provide the teacher candidate in special education with knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD investigated, and assessment techniques and effective teaching strategies are addressed. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329N, and SPE 325N.	3

SPE 356N	Characteristics of Emotional/ Behavioral Disabilities and Strategies to Teach Individuals with EBD	The focus of this course is to provide the special education teacher candidate with knowledge of EBD, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Teacher candidates will investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and secondary students with EBD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the behavior management plan necessary to meet the individual needs of students with EBD. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329N, and SPE 325N.	3
SPE 371N	Characteristics of Students with Physical and Health Impairments and Strategies to Teach Individuals with PHI	This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Teacher candidates investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 329N, and SPE 325N.	3
SPE 435N	Diagnosis and Assessment in Special Ed	This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of exceptional students. Practicum hours – 15. Prerequisites: SPE 325N, EDU 303N.	3

Total Special Education Major Credits: 21

Elementary Education Major Courses:

EDU 313N	Educational Psychology	This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored.	3
EDU 363N	Instructional Technology	Emphasis is given to the selection, separation, evaluation, and utilization of various simple media elements as well as computer networking, multimedia, interactive video, and the Internet.	3
SPE 325N	Educating Learners with Diverse Needs	This course is a survey of the unique learning needs of exceptional students. A Writing-Intensive course. Practicum hours – 15. Prerequisites: fingerprint clearance, PSY 101, and EDU 303.	3
ESL 423N	SEI English Language Teaching: Foundations and Methodologies	Through this course the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students are presented. The study of models, prototypes, and methodologies for ESL instruction is included. Practicum hours – 15 Prerequisites: fingerprint clearance.	3
ESL 433N	Advanced Methodologies of Structured English Instruction	In this course students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Instruction and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners. Practicum hours – 15 Prerequisites: fingerprint clearance and ESL 423N.	3
EDU 430N	Classroom Management	Designed to allow the prospective teacher the opportunity to learn techniques involved in the successful management of a learning environment. Major emphasis is given to the establishment of a realistic discipline plan to manage student behavior and management techniques and strategies to maximize instructional time, classroom procedures, and physical space.	3

EED 323N	Curriculum and Methods: Science	This course is designed to acquaint the elementary teacher with the curriculum and effective techniques for the teaching of science. The student is involved in planning instruction, employing science programs that are currently being used in the public schools, and using instructional models. This course includes laboratory experiences. Practicum hours – 15 Prerequisites: fingerprint clearance, EDU 303N or EDU 313N, BIO course with a lab, and a CHM, GLG, or PHY course with a lab. EDU 363 is recommended.	3
EED 403N	Curriculum and Methods: Mathematics	The student is involved in the formulation of programs for the individual child to teach the theory and practice of elementary mathematics. Utilization of games in the classroom, manipulative materials, and mathematics curriculum in the elementary school are examined. Practicum hours – 15 Prerequisites: fingerprint clearance, EDU 303N, and EDU 313N.	3
EED 443N	Curriculum and Methods: Literacy: Reading/ Language Arts GR K-3	This is a school-centered practicum (to include decoding) designed to provide prospective teachers with teaching experience in reading over the length of one semester in a regular school classroom. This course will also focus on reading diagnostics, assessments, and strategies implemented with a single elementary student in a site-based reading lab. Practicum hours – 30 Prerequisites: fingerprint clearance and EDU 303N.	3
EED 463N	Curriculum and Methods: Social Studies	This course is designed to assist the elementary teacher with methods of instruction, unit and daily lesson plan construction, materials and resources available, and current developments in the field. Laboratory experiences will include multicultural classrooms. Practicum hours – 15 Prerequisites: fingerprint clearance, EDU 303N, EDU 313N, and three credits of history.	3
EED 473N	Curriculum and Methods: Literacy: Reading/ Language Arts GR 4-8	This course is designed to teach and develop a coherent approach to fostering literacy in the classroom. Emphasis is placed on planning lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. The course includes discourse theory as it pertains to the teaching of reading and writing. Laboratory experiences will include multicultural classrooms. Practicum hours – 30 Prerequisites: fingerprint clearance and EDU 303N.	3
EDU 460N	Dynamics of Data-Driven Pedagogy	This course will provide participants with a wide range of assessment strategies based on instructional outcomes. Emphasis will be given to alignment of educational objectives to standards and building both formative and summative assessments including rubrics to analyze student learning. Course content is strategically planned to enable participants to make informed educational decisions about student learning based on data. This course focuses on the principles and practices involved in various models of educational assessment, evaluation, and testing. Participants will develop and implement their own authentic assessments and evaluate results. Practicum hours – 15. Prerequisites: EDU 313N EDU 363N, SPE 325N, ESL 433N, any one methods course, and Fingerprint Clearance.	3

Total Elementary Major Credits: 42

Student teaching must be the last course a student takes in the program.

EED 480N	Student Teaching: Elementary School	The semester includes seminars in classroom management, assessment, and professional preparation. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Successful completion of all courses in POS and content area, senior status, a 2.8 GPA, and approval and placement by Office of Field Placement and Certification. All paperwork for student teaching must be submitted by the due date the semester prior to student teaching.	8
SPE 448N	Student Teaching in Special Education: Cross Categorical	Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in special education classrooms. The experience includes assessing, planning, and teaching lessons; managing behavior; and collaborating professionally. Prerequisites: Required special education courses for certificate, 2.50 GPA, and senior status.	8

Total Student Teaching Credits: 16
Total Grand Experience Credits: 39
Total Special Education Major Credits: 21
Total Elementary Major Credits: 42
Elective Credits: 2

Bachelor of Science in Elementary/Special Education (Dual Degree) (Eligible for Credential) Credits: 120
Total Practicum Hours: 200