



## Program of Study: Master of Education (M.Ed.) in Special Education: Cross-Categorical (Eligible for Credential)

---

### Program Description

The Master of Education in Special Education (Eligible for Credential) is a cross-categorical program. It is designed for any individual interested in the education of children with special needs in the K-12 setting who wishes to seek a teaching certificate. 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 teacher 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 teacher candidates through observational and practice-based experiences. Teacher candidates must have access to a K-12 special education classroom to complete the program assignments. The classroom setting must have at least 3 of the 5 following disability categories represented: emotional disability, learning disability, mental retardation, physical impairment, and/or health impairment. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the teacher candidates' various learning needs. Teacher candidates must be prepared to complete a full-time 16 week student teaching component at the end of the program. This student teaching experience must be completed with a certified special education teacher. Teacher candidates/applicants are responsible for contacting their state department of education for certification requirements and program approval. The teacher candidate/applicant should consult the Grand Canyon University Catalog and their academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program.

Course Title	Course Title	Course Description	Credits
SPE 529N	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
EDU 520N	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
SPE 525N	Educating Learners with Diverse Needs	Emphasis will be placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom. Practicum hours – 15. Prerequisites: Fingerprint Clearance.	3

ESL 523N	SEI English Language Teaching: Foundations and Methodologies	This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for English language learners. It includes an examination of the role of culture in learning and instructional program models, with a focus on Structured English Immersion. Students will be instructed in immersion strategies and the use of assessment data. The content of this course correlates with the NBPTS English as a New Language Standards, Standard I: Knowledge of Students, Standard III: Knowledge of Culture and Diversity, Standard VIII: Learning Environment, Standard IX: Assessment, Standard XI: Linkages with Families. Practicum hours – 10. Prerequisites: Fingerprint Clearance.	3
ESL 533N	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 523N.	3
SPE 540N	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 552N	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 advanced 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 529N, and SPE 525N.	3
SPE 554N	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 advanced 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. Teacher candidates will teach lessons in a class for students with LD. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 529N, and SPE 525N.	3

SPE 556N	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 advanced 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 ED. Practicum hours – 15. Prerequisites: Fingerprint Clearance, SPE 529N, and SPE 525N.	3
SPE 571N	Educational Implications for Students with Physical and Health Impairments	This course provides teacher candidates 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 529N, and SPE 525N.	3
SPE 535N	Diagnosis and Assessment in Special Education	This capstone course in special education is designed to incorporate issues in collaboration and communication and to synthesize the special education process from assessment to delivery of instruction (i.e., evaluation, eligibility, placement, and instructional practice). Specific skill development includes assessing students with disabilities, completing special education forms, and conducting meetings and conferences with parents and school professionals. A school-based practicum provides participants with experiences in standardized testing and case studies, problem-solving meetings, cooperative team planning, and inclusion processes. Practicum hours – 15. Prerequisites: SPE 529N, SPE 525N, Characteristics and Strategies courses for MR, LD, or EBD.	3

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

SPE 548N	Student Teaching: Cross Categorical	Teacher candidates demonstrate mastery of the National Board for Professional Teaching Standards: Early Childhood through Young Adulthood/Exceptional Needs Specialist Standards, Council for Exceptional Children International Standards for Entry into Professional Practice, and Arizona Professional Teacher Standards in teaching students with disabilities for one semester. Under the direction of a certified special educator, teacher candidates will assess students with disabilities, plan and teach lessons, manage behavior, participate in IEP meetings, design and implement a behavior management program, and conduct a case study. The setting in which student teaching is conducted must have at least 3 of the following disability categories represented: emotional disability, learning disability, mental retardation, physical impairment, and/or health impairment.	12
----------	-------------------------------------	--	----

*Total Master of Education Special Education (Eligible for Credential) Credits: 45  
Total Practicum Hours: 115*

The Arizona Department of Education requires all individuals applying for a certification in the state of Arizona take the US/AZ Constitution and pass the subject knowledge for the Arizona Education Proficiency Assessment.

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
---------	----------------------------	---	---