

Institution: Grand Canyon University
 Content Area: Learning Behavior Specialist I
 Grade Range: Kindergarten- Age 22
 Location: Out of State
 Mode of delivery: Online
 Approval Date: 4/26/2023

Learning Behavior Specialist I (LBSI) Approval:

	Department	Course #	Title	Description
Survey of Exceptional Child (One course required)		SPD-200	Survey of Special Education: Mild to Moderate Disabilities	Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 5. Fingerprint clearance not required.
		SPD200HN	Survey of Special Education: Mild to Moderate Disabilities	Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities.

				Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 5. Fingerprint clearance required.
		SPD-500	Survey of Special Education: Mild to Moderate Disabilities	Teacher candidates are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Teacher candidates will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Teacher candidates also survey the special education process involving the application of various laws and regulations. Practicum/field experience hours: 6. Fingerprint clearance not required.
		SPD-506	Survey of Moderate to Severe Special Education	Teacher candidates are introduced to the educational needs of students with moderate to severe exceptionalities including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Candidates define low-incidence disabilities and identify cognitive, linguistic, social, emotional and behavioral patterns of learning and development for individuals with moderate to severe exceptionalities.

				Practicum/field experience hours: 3. Fingerprint clearance not required. Prerequisite: SPD-501.
		SPD-5000TE	Survey of Special Populations: Mild to Moderate Disabilities	Participants are introduced to the educational needs of students with mild to moderate disabilities and their families, including the definitions, characteristics, prevalence, causes and educational approaches to these disabilities and disorders. Participants will identify cognitive, linguistic, social and emotional patterns of learning and development for students with mild to moderate disabilities. Participants also survey the special education process involving the application of various laws and regulations.
		+SPD-501	Foundations in Special Education Graduate Studies	Teacher candidates will survey the philosophical, historical, and sociological influences upon which special educational theories and practices are constructed, and explore a variety of the common issues, trends, and opportunities that professional special educators face in the field. Special Education Teacher candidates will prepare for the graduate learning experience at Grand Canyon University by developing and strengthening the skills necessary to succeed as graduate students in the College of Education. Practicum/field experience hours: 6. Fingerprint clearance not required.

LBS I (cross-categorical) Characteristics	College of Education	Graduate Course: SPD-5020TE:	Characteristics of Students with Mild to Moderate Exceptionalities (Online- 6 weeks, 3 credit hours)	Graduate Course: In this course, educators focus on the key characteristics of K-12 students with mild to moderate exceptionalities including specific learning disabilities, emotional and intellectual disabilities, Autism Spectrum Disorder, language, visual, hearing, orthopedic, and other health impairments, Traumatic Brain Injury, and multiple disabilities. Educators will learn the definition, causes, prevalence of, and potential effects that each exceptionality can have on students' learning. They will also identify research-based instructional and behavior management strategies that can be effective when working with students with these exceptionalities.
		SPD 512:	Characteristics of Exceptional Students: Mild to Moderate	This course explores key characteristics of K-12 students with exceptionalities ranging from mild to moderate. Educators will examine specific learning disabilities, emotional and intellectual disabilities, other health impairments, disorders, traumatic brain injuries, multiple disabilities, and all IDEA classifications they may experience when working as a professional in the field. The course will focus on definitions, causes, prevalence of, and effects that exceptionalities can have on students' development and learning. Research-based instructional and behavior management strategies will be introduced and explored to support working with students with these exceptionalities. Practicum/field experience hours: None. Fingerprint clearance required.

LBS I (cross-categorical) Methods (One course required)		SPD-550	Instructional and Transitional Planning for Students with Mild to Moderate	<p>Teacher candidates will examine how instructional planning advances the learning of students with mild to moderate disabilities by drawing upon knowledge of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas and a variety of specialized curricula. Teacher candidates build foundational knowledge about individualized education plans and transition plans for a wide range of settings and different learning experiences. Teacher candidates engage in organizing knowledge, integrating cross-disciplinary skills, and developing meaningful individualized learning progressions through drafting an IEP. Practicum/field experience hours: 9. Fingerprint clearance required. Prerequisite: SPD-510.</p>
		SPD-562	Moderate to Severe: Instructional Planning, Strategies, and Assessment	<p>Teacher candidates examine how instructional planning advances the learning of students with moderate to severe disabilities by creating a variety of specialized curricula aligned to content standards. Candidates are guided in designing engaging instruction that meets the needs documented in a student's</p>

				individualized education plan. Plans for accommodations, differentiated instruction, and strategies are identified in the lesson planning process. Formative and summative assessments are created to evaluate student progress and identify if instructional adjustments are necessary. Practicum/field experience hours: 10. Fingerprint clearance required. Prerequisite: SPD-558.
		SPD-5500TE	Instructional and Transitional Planning for Students with Mild to Moderate	Educators will examine how instructional planning advances the learning of students with mild to moderate disabilities by drawing upon knowledge of central concepts, structures of the discipline, and tools of inquiry of the academic subject-matter content areas and a variety of specialized curricula. Educators build foundational knowledge about individualized education plans and transition plans for a wide range of settings and different learning experiences. Educators engage in organizing knowledge, integrating cross-disciplinary skills, and developing meaningful individualized learning progressions through drafting an IEP.
		SPD-595	Methods of Education Learners with Diverse Needs	This course examines methods of educating learners with diverse needs. Emphasis is 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/field experience hours: 15. Fingerprint clearance required.
		SPD-5950TE	Methods of Educating Learners with Diverse Needs	Emphasis is 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.
Psychological Diagnosis (One course required)		SPD-320	Assessment and Eligibility in Special Education: Mild to Moderate Disabilities	Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and datasources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Practicum/field experience hours: 10. Fingerprint Clearance required. Prerequisite: SPD-200
		SPD-530	Assessment and Eligibility in Special	Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational

			Education: Mild to Moderate Disability	knowledge regarding the use of multiple methods of assessment and datasources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Practicum/field experience hours: 6. Fingerprint clearance not required. Prerequisite: SPD500.
		SPD-531	Assessment and Eligibility in Special Education: Mild to Moderate Disability	Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and datasources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Practicum/field experience hours: 6. Fingerprint clearance required. Prerequisite: SPD-500 or approved enrollment in the Graduate Certificate of Completion: Special Education, Mild to Moderate
		SPD-556	Assessment and Eligibility in Moderate to Severe Special Education	Teacher candidates investigate diagnostic and assessment tools for determining student eligibility and monitoring for progress. Foundational knowledge is built regarding the use of multiple methods of assessment and data sources for diagnostic and educational decisions for individuals with moderate to severe exceptionalities. Candidates analyze assessment data and develop an individualized education plan (IEP) for a student. Ongoing collaboration with IEP team members and external stakeholders

				is emphasized. Practicum/field experience hours: 10. Fingerprint clearance required.
		SPD-5300TE	Assessment and Eligibility in Special Education: Mild to Moderate	Educators will investigate diagnostic and assessment tools. Educators will build foundational knowledge regarding the use of multiple methods of assessment and data-sources for diagnostic and educational decisions for individuals with mild to moderate disabilities.