

The Certificate in Special Education (CERT/SPE) prepares current certified teachers working in a K-12 regular education environment as special education teachers. This program is designed to provide them with the additional coursework required for certification as a K-12 special education generalist. Course work in this program includes special education methods, special education assessment and interpretation, characteristics of exceptionalities, transition planning for adolescents with disabilities as well as collaboration with families of students with disabilities. Throughout the program, students are required to complete a minimum of 25 hours of verifiable field experiences, covering a variety of special education settings.

Required Course of Study

MTE 500 Orientation to the Special Education Certification Program

This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program's components and completion requirements. Electronic resources, Field experience, and e-Portfolio will be discussed. (0 credits)

COM 516 Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the

purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes. (1 credit)

SPE 513 Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures. (3 credits)
Prerequisite: COM 516

SPE 511 Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered. (3 credits) Prerequisite: SPE 513

The U.S. Department of Education requires the University to provide the following information about each of our programs that lead to gainful employment in a recognized profession.

Because fewer than 10 students completed this program during the relevant award year, the Department of Education does not permit us to disclose the on-time completion rate.¹

Related occupations²

Special Ed Teachers, Preschool #25-2051.00	Special Ed Teachers, Kindergarten and Elementary School #25-2052.00
Special Ed Teachers, Middle School #25-2053.00	Adapted Physical Education Specialists #25-2059.01
Special Ed Teachers, Secondary School #25-2054.00	

Program costs³

Tuition and fees	\$13,150 to \$16,990
Includes cost per credit, application fee, and fees for resources (books/eResources) for students completing the program in normal time.	

Median graduate debt⁴

Federal	N/A
Private	N/A
Institutional	N/A

¹ The on-time completion rate identifies the percentage of students completing this program during the most recent federal award year who completed it within "normal time." The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes one course at a time, and successfully completes each attempted course. Students enrolled in this degree program are typically nontraditional students. Students may exceed "normal time" for a variety of reasons, including, but not limited to, internships, practicums, clinical rotations, student teaching or administrator experiences required for licensure.

² Graduates of this program will be educationally qualified to enter the occupations listed. Visit onetonline.org for job descriptions.

³ The range provided represents the sum of tuition and typical fees required to complete the program within normal time, based on the University's 2011/2012 tuition levels. The actual costs that will be incurred by a particular student to complete this program will depend upon factors specific to that student. Tuition rates for this program may vary due to factors such as: (i) geographic location of the student; (ii) modality of coursework; (iii) military service; and (iv) future changes in tuition rates. The number of credits required for a particular student to complete the program will be dependent upon various factors, including: (i) transfer credits available; (ii) repeated coursework; and (iii) completion of additional specializations within this program. Please contact an Enrollment Advisor for additional information.

⁴ The figure represents the median amount of debt incurred by students who completed the program during the relevant federal award year. The actual amount of debt a particular student will incur to complete this program is dependent on various factors specific to the student. Please contact an Enrollment Advisor for additional information. Because fewer than 10 students completed this program during the most recent federal award year, we are not permitted to disclose this information.

Special Education Certificate

SPE 512 Special Education Assessment & Interpretation

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed. (3 credits) Prerequisite: SPE 511

SPE 537 Characteristics of Learning Disabilities

This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored. (3 credits) Prerequisite: SPE 512

SPE 531 Characteristics of MR & Developmental Disabilities

This course examines issues related to the instruction of students with mental retardation and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with mental retardation and developmental disabilities. (3 credits) Prerequisite: SPE 512

SPE 544 Characteristics of Emotional & Behavioral Disorders

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices. (3 credits) Prerequisite: SPE 512

SPE 556 Characteristics of Physical & Health Disabilities

This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed. (3 credits) Prerequisite: SPE 512

RDG 500 Scientifically Based Reading Instruction

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness,

phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized. (3 credits)

MTH 506 Methods of Teaching Mathematics

This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management. (3 credits)

SPE 575 Inclusion Strategies of the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities. (3 credits)