College of Education

Master Of Arts In Education/elementary Teacher Education

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's professional portfolio.

MAED/TED-E 07AZ Requirements

The Master Of Arts In Education/elementary Teacher Education requires a minimum of 44 credits, which may come from a combination of required and elective courses.

MTE507 Orientation To Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed. (0 credits)

MTE518 Models, Theories And Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan. (3 credits) Prerequisites: MTE506

MTE562 Assessment And Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
(3 credits) Prerequisites: COM516

RDG537 Curriculum Const And Assmt: Reading And Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements. (4 credits) Prerequisites: MTE518

RDG500 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)

SEI500 Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K–12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL acquire English. (3 credits)

For more information about this program, including important consumer disclosures, please visit http://www.phoenix.edu/programs/ge/maed-ted-e.html

SPE514 Survey Of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined. (2 credits)

MTE522 Maintaining An Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs. (3 credits)

MTE531 Curriculum Const & Assmt: History/social Science
This course defines and provides a context for teaching and assessing K-8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress. (2 credits)

MTE533 Curriculum Constructs And Assessment:science And Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. (4 credits)

MTE534 Curriculum Const & Assmt: Visual And Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum. (2 credits)

MTE537 Curriculum Const & Assmt: Physical Education And Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored. (2 credits)

SEI503 Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course. (3 credits) Prerequisites: SEI500

ELM598 Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences. (4 credits)

ELM599 Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences. (4 credits) Prerequisites: ELM598

Introductory Course

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COM516 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 credits)

Foundations of Education

The Master Of Arts In Education/elementary Teacher Education requires a minimum of 44 credits, which may come from a combination of required and elective courses.

MTE501 The Art And Science Of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
(2 credits) Prerequisites: COM516, MTE507

Human Development

The Master Of Arts In Education/elementary Teacher Education requires a minimum of 44 credits, which may come from a combination of required and elective courses.

MTE506 Child And Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K–12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined. (2 credits) Prerequisites: COM516

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Please note: A typical schedule, including progression and title of courses, may vary by location and modality. Please contact an Enrollment Advisor for more information.

A student seeking an Iowa educator license is advised that successful completion of this institution's program(s) of educator preparation does not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. A candidate seeking licensure in the State of Iowa must first be licensed/certified as an educator in the state in which preparation was completed. This institution shall assist a candidate in contacting the appropriate licensing board in the state in which the candidate's preparation was completed. This institution shall assist the candidate in understanding the requirements of the appropriate licensing board prior to the candidate's completion of this institution's program(s) of educator preparation. A candidate seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515/281-5849; http://www.boee.iowa.gov/) for licensure requirements in Iowa.