

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program's curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific-course content. Documentation will be maintained in the student's electronic portfolio. Students' field experiences are designed to prepare them for student teaching.

Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. 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 teacher.

The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student's area of professional responsibilities and interest.

## Required Course of Study

### MTE 507 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)

### 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)

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.

19% of students who completed this program during the most recent federal award year did so within normal time.<sup>1</sup>

#### Related occupations<sup>2</sup>

Special Ed Teachers, Preschool #25-2051.00

Special Ed Teachers, Kindergarten and Elementary School #25-2052.00

Special Ed Teachers, Secondary School #25-2054.00

Special Ed Teachers, Middle School #25-2053.00

Adapted Physical Education Specialists #25-2059.01

#### Program costs<sup>3</sup>

**Tuition and fees** \$15,485 to \$28,220

Includes cost per credit, application fee, and fees for resources (books/eResources) for students completing the program in normal time.

#### Median graduate debt<sup>4</sup>

**Federal** \$39,952

**Private** \$0

**Institutional** \$0

<sup>1</sup> 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.

<sup>2</sup> Graduates of this program will be educationally qualified to enter the occupations listed. Visit [onetonline.org](http://onetonline.org) for job descriptions.

<sup>3</sup> 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.

<sup>4</sup> 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.

# Master of Arts in Education/ Special Education

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## **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)  
Prerequisites: COM 516 and MTE 507

## **MTE 508 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) 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) Prerequisites: SPE 513 and MTE 508

## **SEI 500 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 EL Learners acquire English. (3 credits)

## **SPE 512 Special Education Assessment and 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 and 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 and 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 and 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 530 Curriculum Constructs and Assessment: 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) Prerequisite: SPE 512

# Master of Arts in Education/ Special Education

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## **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)

## **SEI 503 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) Prerequisite: SEI 500

## **SPE 588 Special Education 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) Prerequisite: 35 credits

## **SPE 589 Special Education 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 resumés 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) Prerequisite: SPE 588