

The Master of Arts in Education/Elementary Education with an Early Childhood Education Specialization (MAED/TEDEE) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDEE 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. The early childhood specialization focuses on the area of early childhood education including development of care, public policy, program models, and theories. It also includes an early childhood practicum to apply the learning theories and practices best suited for early childhood students.

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.

58% of students who completed this program during the most recent federal award year did so within normal time.¹

Related occupations²

Elementary School Teachers, Except Special Education #25-2021.00

Program costs ³		Median graduate debt ⁴	
Tuition and fees	\$19,390 to \$29,025	Federal	\$41,254
Includes cost per credit, application fee, and fees for resources (books/eResources) for students completing the program in normal time.		Private	\$0
		Institutional	\$0

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)

MTE 501 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: MTE 507 and COM 516

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.

Master of Arts in Education/ Elementary Teacher Education with Early Middle Level

MTE 506 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) Prerequisite: COM 516

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: MTE 506

MTE 562 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 formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored. (3 credits) Prerequisite: COM 516

ECH 506 Introduction to Early Childhood Education

This course provides an overview of early childhood education for children, birth through age eight. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs. (3 credits)

ECH 542 Early Childhood Play Theories

This course is designed to increase the understanding of children's play and how it may be used effectively in early childhood academic programs. Theories of children's play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, language, and social and emotional development of young children. (3 credits)

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: MTE 508

MTE 553 Instruction and Assessment of English Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English. (3 credits)

SPE 514 Survey of Special Populations

This course provides an overview of the categories of exceptional-ity 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)

MTE 520 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)

MTE 531 Curriculum Constructs and Assessment: History and 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)

Master of Arts in Education/ Elementary Teacher Education with Early Middle Level

MTE 532 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)

MTE 534 Curriculum Constructs and Assessment: 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)

MTE 537 Curriculum Constructs and Assessment: 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 scope, sequence, and 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)

MTE 598 Student Teaching Part A

This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences. (4 credits) Prerequisite: 37 credits

MTE 599 Student Teaching Part B

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined. (4 credits) Prerequisite: MTE 598