



Master of Arts in Teaching

Course Title, # of Units, Term Offered	Course Description
MAIT 401 Introduction to Inquiry (1) (Summer)	This course prepares students for inquiry-based learning and completing the master's program. Students reflect individually and collaboratively on areas of their professional preparation that they would like to improve and/or investigate more deeply. After choosing a subject area for further investigation, students generate a list of guiding questions on content and pedagogy in that area. Students learn how to extract and summarize essential information from research articles and primary content sources, and how to use the library and library databases to access this material. Students write a reflection on their existing teaching knowledge and their personal goals for the MAT.
MAIT 402 Content Knowledge (3) (Summer)	In this course, students expand and develop their disciplinary expertise as a teacher. Students conduct an investigation in which they seek answers to a set of guiding questions focusing on content knowledge, by collecting, analyzing, sharing and reflecting on three types of subject- specific resources (primary, secondary, and experiential) to be used in their future work as classroom teachers. In addition, students read and discuss analyses of contemporary issues in education and situate their inquiry within the broader educational community. As an element of their electronic portfolio, students create an annotated online collection of content resources for teaching in their subject area.
MAIT 403 Pedagogical Knowledge (3) (Summer, Fall)	In this course, students engage in a deep examination of how pupils learn and how to teach specific K -12 subjects. The course includes readings in contemporary and classic learning theory as well as library research into subject-specific learning and teaching. During the course, students focus on investigating their guiding questions related specifically to pedagogy, through reading, observation of teaching, and interviewing experienced teachers. They also apply educational research and learning theory to the analysis of classroom teaching. Students begin the process of designing their Capstone Project, and add to their e-portfolio a full academic Literature Review within their chosen subject area.
MAIT 404 Capstone Project (2) (Spring, Summer & Fall)	During this course, students complete a Capstone Project of their own design, and present this project as well as their reflections on meeting the guiding questions developed at the beginning of the program. The Capstone Project should synthesize the knowledge gained in the areas of educational theory, research, content knowledge and pedagogical content knowledge. It could be a curriculum unit, a multimedia project, a professional development experience, or another project approved by the student's instructor. The Final Presentation addresses the student's progress during the program as well as highlights from the Capstone Project. Students finalize their e-portfolios by adding the Capstone Project to the other elements (Course Reflections, Content Resource Collection, and Literature Review).
MAIT Electives (3) (Summer, Fall & Spring)	Rotating topics including MAIT 410 Special Topics in Education (for current topics contact the Program Assistant or see list of electives)