



## Program of Study: Master of Arts in Teaching (MAT)

(Not Eligible for Credential)

### Program Description

The Master of Arts in Teaching (MAT) (Not Eligible for Credential) program is designed for certified elementary and secondary teachers interested in advanced studies in education. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of instructional leadership, technology enhanced instruction design, curriculum and assessment for school improvement and legal issues. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guides students through observational and practice based experiences. Students must have access to a K-12 classroom to complete the program assignments. Graduates of this program are prepared to become informed educators who meet the needs of schools and student populations.

Course Number	Course Title	Course Description	Credits
EDU 529	Foundations and Framework	This course orients students to the program, the field, and the National Board for Professional Teaching Standards (NBPTS) guiding them. It includes an introduction to creating a professional portfolio.	3
EDU 519	The Engaged Mind	To better understand thinking, an educator must research current knowledge of the human mind and learn to assess a student's ability to think. This course addresses all five core propositions of the National Board for Professional Teaching Standards (NBPTS).	3
EDU 520	Classroom Management	Various models of classroom management are examined, and techniques for assessing current classroom management practices at school are explored. Emphasis is given to planning, implementing, and assessing classroom management practices at the local school followed by designing, conducting, and evaluating an in-service teacher workshop based on identified needs.	3
EDU 521	Current Classroom Methods and Strategies	A growing body of research shows that teacher effectiveness is the single most important school-based influence on student achievement. Today's educator responds to complex and diverse needs of students in each classroom. This course provides the foundations for instructional design along with the tools for instructional planning. The alignment of curriculum standards to instruction and assessment is a major focus in this course. Upon completion of this course, the student will have established a wide repertoire of methods and strategies that are research-based and easily modified to today's complex classroom.	3
EDU 590	Educational Action Research	This course is designed to provide the theoretical foundation and framework of action research. Special emphasis is placed on an examination of the basic principles of qualitative research methodologies, which will lead to the design and implementation of a peer-supported action research project.	3
EDU 530	Instructional Leadership	Teachers should possess a repertoire of skills that will enable them to function comfortably and effectively in a changing learning environment. The course will provide teachers with an understanding of the complexity of being a leader in times of change. Teachers will develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.	3

EDU 550	Technology Enhanced Instructional Design	This course is to introduce students to the theoretical foundations of technology enhanced instructional design and the designing and planning of technology enhanced instruction. This course meets International Society for Technology in Education (ISTE) Standards and the National Board of Professional Teaching Standards (NBPTS).	3
EDU 583	Teaching Reading in the Content Areas	This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, and electronic texts are explored with a focus on strategies that are relevant in every content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4.	3
EDU 532	Legal Issues in Education	Teachers need to recognize potential legal issues, make informed judgments and decisions, and seek administrative and legal counsel when necessary. This course provides teachers with a basic understanding of the legal principles directing the American school system, along with the legal case origins determining current classroom guidelines.	3
EDU 560	Curriculum and Assessment for School Improvement	Upon completion of this course, teachers will possess the skills to direct, guide, stimulate and put into effect curriculum changes and alignment. Educators will also understand the variety of components necessary to build a strong curriculum that will be flexible enough to adapt to a constantly changing world and will withstand personal biases. This course responds to the National Board Professional Teaching Standard (NBPTS).	3

*Total Masters of Arts in Teaching (Not Eligible for Credential) Credits: 30*