



SANTA CLARA UNIVERSITY – SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY

Catholic Master of Arts in Teaching (CatMAT) Program

Handbook, 2020-2021

Introduction

Santa Clara University's School of Education and Counseling Psychology (ECP) espouses the Jesuit value of *magis*—the commitment to continually seek to do more in service of the Church, our society, and humanity more broadly. *Magis* inspires faculty and staff of ECP to find new ways to extend learning opportunities to neighbors, to conduct research in collaboration with local organizations, and to open other resources to those who might benefit from them. In this spirit of *magis*, ECP serves teacher education efforts of the Diocese by offering its Catholic Masters of Arts in Teaching (CatMAT) course of studies.

The CatMAT program is oriented toward three goals: to provide recently hired (and current) Catholic school teachers academic preparation and development for the classroom; to offer a pathway toward earning a credential and Master of Arts in Teaching; and to create opportunities for fellowship to develop among these educators. Members of CatMAT enter the program in a cohort of teachers (n~15), with whom they would take the majority of their courses over the two years of degree completion. To support the growth of professional fellowship (which is so important to the identity development and learning of new teachers), CatMAT members are invited to attend regular cohort-based community and spirituality events sponsored by ECP.

Course Work for the CatMAT Program

The coursework CatMAT members will encounter at ECP has been sequenced and designed responsively to their Catholic school teaching contexts. Because CatMAT members teach full-time during the school year, the bulk of their ECP courses will be taken over the summer months when these teachers have more time to dedicate to their graduate studies (see course sequence maps below). In their first summer, CatMAT members will take introductory courses that provide practical knowledge essential to establishing and managing a welcoming, learning-centered classroom environment. In their second summer, CatMAT members take foundational courses that offer the theoretical knowledge necessary for addressing students' social and psychological needs in the classroom. Courses taught across both summers will consist exclusively of Catholic school teachers and will offer a distinctively Catholic perspective on this pedagogical content. For example, EDUC 221M: Effective Teaching for Students with Disabilities—a course offered in the first summer—is grounded in the Church's teachings on welcoming people with disabilities and will explore practical ways in which Catholic teachers can include and meet the needs of their students with disability.

**CATMAT – MULTIPLE SUBJECT
Two-Year Curriculum Sequence Chart**

Year 1						Year 2					
Summer Presess.	Summer I	Summer II	Fall	Winter	Spring	Summer Presess.	Summer I	Summer II	Fall	Winter	Spring
EDUC 250 Ethics, Diversity, and Reflection: Intro to K- 12 Teach. (2 units)	EDUC 258 Elem. Classrm Mngmt (3 units)	EDUC 231E Practicum (2 units)	EDUC 261 Teach. Read. in Elem. (3 units)	EDUC 262 Teach. Lang. Arts Elem. (3 units)	EDUC 264 Elem. Methods Science, Health, PE (3 units)		EDUC 257 Eng. Lang. Dev. Elm. (3 units)		EDUC 251 Tech for Teach. (3 units)	EDUC 259B Elm. Math. Methods (3 units)	EDUC 263 Elem. Methods for Soc. St. & Art (3 units)
	EDUC 221M Eff. Teach. For Stu. w/ Dis. in TK-12 (3 units)		EDUC 259A Elm. Math. Methods (3 units)	EDUC 231E Practicum (2 units)	EDUC 231E Practicum (5 units)		EDUC 253 Dev. & Learn. In Ed. TK-12 (2 units)				EDUC 601 Health Ed. For Teach. (0 units)
	EDUC 265 Assess. Elem. Stu. Learn. (2 units)		EDUC 231E Practicum (2 units)				EDUC 252 Social Found. TK-12 (2 units)				
	EDUC 231E External Practicum (2 units)						EDUC 2XX Catechesis (3 units)	*EDUC 231E Practicum (2 units)* Optional	*EDUC 231E Practicum (2 units)* Optional	*EDUC 231E Practicum (2 units)* Optional	*EDUC 231E Practicum (2 units)* Optional
2 units	10 units	2 units	8 units	5 units	5 units	0 units	10 units	0/2 units	3/5 units	3/5 units	3+/5+ units

Total Units: 51/ 59

CATMAT – SINGLE SUBJECT
Two-Year Curriculum Sequence Chart

Year 1						Year 2					
Summer Presess.	Summer I	Summer II	Fall	Winter	Spring	Summer Presess.	Summer I	Summer II	Fall	Winter	Spring
EDUC 296 Ethics, Diversity, and Reflection: Intro to K-12 Teach. (2 units)	EDUC 283 Sec. Classrm Mngtmt (3 units)	EDUC 231E Practicum (2 units)	EDUC 28XA Content Methods I (3 units)	EDUC 294A Adol. Lit. Dev. (3 units)	EDUC 294B Adol. Lit. Dev. (3 units)		EDUC 282 Eng. Lang. Dev. Sec. (3 units)		EDUC 276 Tech for Teach. (3 units)	EDUC 28XB Content Methods II (3 units)	EDUC 601 Health Ed. For Teach. (0 units)
	EDUC 221M Eff. Teach. For Stu. w/ Dis. in TK-12 (3 units)		EDUC 231E Practicum (2 units)	EDUC 231E Practicum (2 units)	EDUC 231E Practicum (2 units)		EDUC 278 Dev. & Learn. In Ed. TK-12 (2 units)				
	EDUC 296 Assess. Sec. Stu. Learn. (2 units)						EDUC 277 Social Found. TK-12 (2 units)				
	EDUC 231E External Practicum (2 units)						EDUC 2XX Ignatian Pedagogy (3 units)	*EDUC 231E Practicum (2 units)* Optional	*EDUC 231E Practicum (2 units)* Optional	*EDUC 231E Practicum (2 units)* Optional	*EDUC 231E Practicum (2 units)* Optional
2 units	10 units	2 units	5 units	5 units	5 units	0 units	10 units	0/2 units	3/5 units	3/5 units	0/2+ units

Total Units: 45/53

Fellowship within CatMAT

As mentioned previously, the CatMAT program aims not only to develop members' pedagogical knowledge and skills toward earning a Master's degree and credential, but also to strengthen their professional identities and sense of vocation by building fellowship among Catholic school teachers. Toward this end, CatMAT students admitted in the same year are organized into a cohort, which would meet for community-building events each quarter throughout the school year. Additionally, during the summer, when students are around campus so frequently for courses, CatMAT members are invited to attend weekday Masses together at the Mission and to share lunch with one another on campus.

Breakdown of CatMAT Program

Time Period	Teacher Formation Courses & Activities
Summer 1	<ul style="list-style-type: none">• Students take courses in introduction to teaching, classroom management, teaching students with disabilities, assessing student learning, and practicum (1-2x)• Weekly Masses and/or lunches as a cohort throughout summer to build community
School Year 1	<ul style="list-style-type: none">• Multiple-subject teachers: Reading methods, language arts methods, math methods 1, social studies methods, and practicum (2-3x)• Single-subject teachers: Content methods 1, adolescent literacy 1 & 2, & practicum (3x)• Quarterly community events (off-site)
Summer 2	<ul style="list-style-type: none">• Students take courses in social foundations, cognitive development, teaching English learners, and catechesis (multiple-subject teachers) or Ignatian pedagogy (single-subject teachers)• Weekly Masses and/or lunches as a cohort throughout summer
School Year 2	<ul style="list-style-type: none">• Multiple-subject teachers: Tech for teachers, math methods 2, & science methods• Single-subject teachers: Tech for teachers, content methods 2, practicum (1x)• Quarterly community events (off-site)

Financials of CatMAT

Given CatMAT's multiple aims—to provide academic preparation for the classroom, to offer coursework toward a California teaching credential and MAT, and to build community among novice teachers—the program comes with substantial associated costs. As part of its mission to supporting Catholic education, SCU offers a 50% tuition reduction for each student. Even with this tuition reduction, however, CatMAT students often need to apply for financial aid (particularly student loans) to pay for tuition, particularly in the summer when students enroll in such a high number of course units. Prior to beginning the program, CatMAT students are encouraged to consider if they'll need financial assistance to cover their remaining tuition costs, and if so, to reach out to SCU's One Stop office (<https://www.scu.edu/onestop/>) for guidance in how to apply for that assistance

CatMAT's Commitment to Equity-Oriented Teaching through Quality Teacher Preparation and Development

CatMAT is committed to helping the Diocese of San Jose or Diocese of Monterey prepare and develop professional educators who are engaged in the pursuit of educational equity, which entails multiple facets:

- CatMAT hold asset perspectives of students, meaning that they interpret the resources and experiences students bring to the classroom as assets to be built upon; they take primary responsibility for the success of students in the classroom; and they interpret moments of challenge as areas for their own personal growth and avoid blaming students for struggles.
- CatMAT teachers care deeply for their students, using the model of Christ’s patient love as a guiding light for the treatment of each child in their charge.
- CatMAT teachers seek to educate the “whole child” by developing close professional relationships with their students; leveraging these relationships to help students develop academically, socially, and spiritually; and promoting each student’s wellbeing every day.
- CatMAT teachers create culturally responsive and engaging learning opportunities in their classroom so that students from all backgrounds feel welcome, gain greater appreciation for one another, and find inspiration to learn about themselves, others, and society more generally.
- CatMAT teachers work tirelessly to provide differentiated learning opportunities that grant all students—regardless of differences in strengths, resources, learning preferences, funds of knowledge, and other resources—access to rigorous and engaging curriculum.
- CatMAT teachers hold high expectations for themselves, continually push themselves to learn and grow professionally, and seek opportunities for leadership in and outside of the classroom.
- CatMAT teachers understand that teaching is a “team sport” that requires continual collaboration; they seek out opportunities for cooperative professional reflection; and they demonstrate collegiality in their work with other professionals.
- CatMAT teachers have up-to-date knowledge about the state of educational technology and effectively utilize such tools in their instruction for the sole purpose of supporting student learning.

To develop into such equity-oriented teachers, CatMAT members engage in two years of intensive professional learning through Santa Clara’s School of Education and Counseling Psychology.

- CatMAT participants engage in a Catholic-school course of studies within Santa Clara’s teacher preparation track, the Master of Arts in Teaching and Teaching Credential (MATTC) program. Through the MATTC program, CatMAT members complete two years of courses, which meet the coursework requirements for a Master of Arts in Teaching (MAT), as well as a California state teaching credential. To fulfill the fieldwork component of the California state teaching credential, however, CatMAT students must accumulate three total years of teaching in a private or Catholic school. Thus, if a CatMAT student had completed one or more years as a teacher prior to joining CatMAT, he/she/they would be eligible for a credential upon completion of CatMAT. However, those CatMAT teachers who enter the program without having taught before must complete an additional third year (one year outside of and beyond the CatMAT program) to fulfill the fieldwork requirement of the credential process.
- To receive credit for a MATTC course, CatMAT members must earn at minimum a B-letter grade.

- To pass their coursework requirement for the MAT and credential, CatMAT members must maintain a 3.0 GPA across all MATTC courses.
- CatMAT teachers must take and pass all examinations required by the California Commission on Teacher Credentialing for their Preliminary Teaching Credential prior to applying for a credential.
- CatMAT teachers must abide by all policies set forth by the University Bulletin.
- The program director will serve as Academic Advisor for each CatMAT teacher. The director will meet with each teacher at least once per year and each quarter will communicate the candidate's progress toward the MAT and state credential and the candidate's courses for upcoming academic terms.
- CatMAT teachers are expected to participate in all scheduled Diocesan professional development and other professional development opportunities that will strengthen their teaching skills and does not interfere with their coursework or other commitments.
- CatMAT teachers must follow all guidelines, policies, and procedures of the Diocese and the school for which they work. CatMAT teachers must remain in good professional standing with their school and Diocese in order to continue in the CatMAT program.
- All CatMAT teachers must be fingerprinted, and provide the results of a TB test taken within the last three years and all necessary documents required by the Diocese of San Jose or Diocese of Monterey and school site for hiring. CatMAT teachers must also take an online training in child abuse reporting called *Virtus*.

Required Tests

For a Multiple Subjects Preliminary Credential the California Commission on Teacher Credentialing requires all teachers take and pass:

- CBEST – California Basic Educational Skills Test
- CSET – California Subject Examinations for Teachers
- RICA – Reading Instruction Competence Assessment (Multiple subject only)
- U.S. Constitution – or complete a course in the provisions and principles of the U.S. Constitution

See additional requirements listed in your MATTC Handbook

Office Information

The CatMAT office is located in the School of Education and Counseling Psychology at Santa Clara University, Guadalupe Hall, Room 242. The office mailing address is:

CatMAT Program
 Santa Clara University
 School of Education and Counseling Psychology
 500 El Camino Real, Guad 242
 Santa Clara, CA 95053-0215

The office phone number is 408-551-3525. The cell phone of the program director is 424-789-3375. You may email the director at jbeltramo@scu.edu.