



SANTA CLARA UNIVERSITY – SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY



**Catholic Master of Arts in Teaching
(CatMAT) In-Person Program**

Handbook, 2025-2026

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, education, and our society 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 of San José by offering its in-person Catholic Masters of Arts in Teaching (CatMAT) course of studies.

The mission of the CatMAT program is to prepare and develop Catholic school teachers who live out Christ's calling toward love and evangelization in their classrooms; who build community with one another, their students and families, and their colleagues in schools; and who pursue equity through asset-oriented teaching for all learners, especially those most marginalized in society.

The CatMAT program is oriented toward four central commitments:

- **Community:** Research underscores the idea that teachers find more meaning in their work, persist longer in the profession, and find more opportunities to develop pedagogically when they are supported by a strong professional community. Moreover, the Church's teaching on Catholic education implores educators to create cohesive communities with one another - spaces to belong and to grow spiritually. CatMAT embraces this guidance and holds that, before teachers can transform, they must feel safe and supported enough in community with one another to take risks and make changes in their pedagogy. Thus, each course meeting in the CatMAT program intentionally incorporates community-building activities so that members within the same CatMAT cohort can develop in professional fellowship. Moreover, in their first summer of the program, CatMAT members take a course dedicated to professional communication designed to help them not only participate in professional communities but start them in their schools. Because CatMAT centers community, we emphasize that CatMAT students are at SCU for two equal aims: (a) to support their own growth and (b) to support the growth of others in CatMAT.
- **Teaching:** As a Master of Arts in Teaching program, the course of studies offered through CatMAT provides its members with a practitioner-centered education. While theories are explored to some extent, all CatMAT courses are designed intentionally to equip members with the practical approaches, strategies, and techniques they'll need to support all K-12 learners in their respective classrooms. The goal of each class meeting is to give teachers practical tools they can apply in their classroom the next day of teaching. Although they do not have to complete a thesis or capstone project for CatMAT, all members take the courses required for a preliminary credential in California.
- **Faith:** All teachers deserve spiritual nourishment - the chance to deepen their individual relationships with God - as part of their own self-care. More than this, we believe that Catholic school teachers also benefit from opportunities to expand their repertoires of prayer, as well as their understanding about how to share and model the faith with their students. Toward this end, CatMAT students take a catechesis course, which teaches the methods of religious pedagogy, shows teachers how to incorporate faith development and

spirituality into subjects other than religion, and results in a catechetical certification. Additionally, all CatMAT courses begin with 10-20 minutes of prayerful reflection utilizing the rich traditions or prayer found in the Jesuit charism.

- **Justice:** All students deserve a good teacher, and CatMAT students seek to be good teachers for all students. The CatMAT course of studies aims to develop students so that they become excellent teachers especially for those students whose communities historically have been marginalized in U.S. schooling - students of color, students from low-income families, students with disabilities, and students from the LGBTQ community. CatMAT students learn how to center such students in their curriculum and instruction, ensuring that they are seen from an asset perspective, experience a sense of belonging in their classrooms, see themselves and their cultures represented in the curriculum, and benefit from differentiated instruction and multi-tiered systems of support. CatMAT students learn that efforts toward such educational equity are necessary toward fulfilling Catholic schools' mission of making society more "peaceful, fraternal, and communitarian" (Congregation for Catholic Education, 1982). (For more information about CatMAT's commitment to justice, see p.6)

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 more 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 221ME: 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.

Course Formats

As part of an in-person program of studies, the vast majority of meetings within CatMAT courses will meet in-person, either in Guadalupe Hall across the street from the University's main campus (455 El Camino Real, Santa Clara 95053) or at the University's East San José campus (14271 Story Rd, San Jose, CA 95127). A few meetings per course (no more than 3) may consist of remote instruction - through asynchronous tasks, synchronous video conferencing, or some combination of the two.

Admissions Requirements

All CatMAT teachers must be employed as full-time K-12 teachers of record in a WCEA-accredited Catholic school setting where instruction is guided by the CA content standards and framework.

**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 250E Ethics, Diversity, and Reflection: Intro to K-12 Teach. (2 units)	EDUC 258E Elem. Classrm Mngtmt (3 units)	EDUC 231E Practicum (2 units)	EDUC 261 Teach. Read. in Elm. (3 units)	EDUC 262 Teach. Lang. Arts Elem. (3 units)	EDUC 263 Elm. Methods for Soc. St. & Art (3 units)		EDUC 257E Eng. Lang. Dev. Elm. (3 units)		EDUC 251 Tech for Teach. (3 units)	EDUC 259B Elm. Math. Methods (3 units)	EDUC 264 Elm. Methods Science, Health, PE (3 units)
	EDUC 295E Assess. K-12 Stu. Learn. (3 unit)		EDUC 231E Practicum (2 units)	EDUC 231E Practicum (2 units)	EDUC 231E Practicum (5 units)		EDUC 253E Dev. & Learn. In Ed. TK-12 (3 units)		EDUC 259A Elm. Math. Methods (3 units)		EDUC 601 Health Ed. For Teach. (0 units)
	EDUC 251E Catechesis (3 units)						EDUC 252E Social Found. TK-12 (3 units)				
							EDUC 221ME Eff. Teach. For Stu. w/ Dis. in TK-12 (3 units)				
2 units	9 units	2 units	5 units	5 units	5 units	0 units	12 units	0 units	6 units	3 units	3 units

^The health class is required for a CA teaching credential but is not needed for the MAT, does not count toward units, and is offered at \$150.

Total Units: 52

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 275E Ethics, Diversity, and Reflection: Intro to K-12 Teach. (2 units)	EDUC 283E Sec. Classrm Mngmt (3 units)	EDUC 231E Practicum (2 units)	EDUC 28XA Content Methods I (3 units)	EDUC 28XB Content Methods II (3 units)	EDUC 231E Practicum (2 units)		EDUC 282 Eng. Lang. Dev. Sec. (3 units)		EDUC 276 Tech for Teach. (3 units)	EDUC 294A Adol. Lit. Dev. (3 units)	EDUC 294B Adol. Lit. Dev. (3 units)
	EDUC 251E Catechesis (3 units)		EDUC 231E Practicum (2 units)	EDUC 231E Practicum (2 units)	EDUC 601 Health Ed. For Teach. (0 units)^		EDUC 278 Dev. & Learn. In Ed. TK-12 (3 units)				
	EDUC 295E Assess. Sec. Stu. Learn. (3 units)						EDUC 277 Social Found. TK-12 (3 units)				
							EDUC 221ME Eff. Teach. For Stu. w/ Dis. in TK-12 (3 units)				
2 units	9 units	2 units	5 units	5 units	+2 units	0 units	12 units	0 units	3 units	3 units	3 units

^The health class is required for a CA teaching credential but is not needed for the MAT, does not count toward units, and is offered at \$150.

Total Units: 46 required

Financial Commitments and Demands 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 40% 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 Justice through Equity-Oriented Teaching

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

- CatMAT teachers 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 well-being every day.
- CatMAT teachers create culturally relevant 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 for equity by providing 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 must follow all guidelines, policies, and procedures of their 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.

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 teachers 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 234. The office mailing address is:

CatMAT Program
Santa Clara University
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The office phone number is 408-551-3525. You may email the directors at karana@scu.edu or jbeltramo@scu.edu.