



SANTA CLARA UNIVERSITY – SCHOOL OF  
EDUCATION & COUNSELING PSYCHOLOGY



**Catholic Master of Arts in Teaching  
(CatMAT) Online 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 dioceses of California by offering its 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. 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 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 learners 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 second 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 Format**

All online CatMAT courses are offered remotely through a blended structure (with one exception - see "Residency" requirement below). While some classes may meet fully in an asynchronous format, the majority of class meetings will consist of some combination of live synchronous instruction via Zoom (or other video conferencing platform) and some asynchronous tasks, which might include independent or small-group assignments.

### **Admissions Requirements**

All CatMAT teachers must be employed as full-time teachers of record in a WCEA-accredited Catholic school setting where instruction is guided by the CA content standards and framework. They also must have earned a bachelor's degree from an accredited college or university.

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

Year 1						Year 2					
Summer Preress.	Summer I	Summer II	Fall	Winter	Spring	Summer Preress.	Summer I	Summer II	Fall	Winter	Spring
EDUC 250 Ethics, Diversity, and Reflection: Intro to K-12 Teach. (2 units)	EDUC 258E 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 221ME Eff. Teach. For Stu. w/ Dis. in TK-12 (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 295E Assess. Elem. Stu. Learn. (3 units)		EDUC 231E Practicum (2 units)	EDUC 231E Practicum (2 units)	EDUC 231E Practicum (2 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 257E Eng. Lang. Dev. Elem. (3 units)				
2 units	9 units	2 units	5 units	5 units	5 units	0 units	12 units	0/2 units	6 units	3 units	3+ units

**Total Units: 52 required**

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

Year 1						Year 2					
Summer Prepress.	Summer I	Summer II	Fall	Winter	Spring	Summ er Prepress.	Summer I	Summer II	Fall	Winter	Spring
EDUC 275E Ethics, Diversity, and Reflection: Intro to K-12 Teach. (2 units)	EDUC 283E Sec. Classrm Mngtmt (3 units)	EDUC 231E Practicum (2 units)	EDUC 28XA Content Methods I (3 units)	EDUC 28XB Content Methods II (3 units)	EDUC 601 Health Ed. For Teach. (0 units)		EDUC 282E 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 Catechesi s (3 units)		EDUC 231E Practicum (2 units)	EDUC 231E Practicum (2 units)	EDUC 231E Practicum (2 units)		EDUC 278E Dev. & Learn. In Ed. TK-12 (3 units)				
	EDUC 295E Assess. Sec. Stu. Learn. (3 units)						EDUC 277E 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

**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.

Based on the program plan for the Single Subject (46 units) and Multiple Subject (52 units) programs, in any given quarter, a student's award might total a little more or a little less than 40% of tuition, but the award overall will represent 40% of the tuition for the program.

If a student chooses to take fewer units in any given quarter than the normal program plan, their award per unit may appear higher (or lower), and they might receive more money upfront. This does not mean they've received extra funds overall. They should hold onto any excess scholarship funds to help cover costs in future terms.

If a student decides to add the Bilingual Authorization (9 units) to their program, their scholarship award will be adjusted accordingly. They should notify their advisor and Student Services as soon as possible if they decide to enroll in that program, as there is not an automatic change.

A student's second-year scholarship will be calculated at the next year tuition rate each fall. The CatMAT scholarship award is contingent upon a student's enrollment in good standing. Any changes to enrollment (e.g. requesting a Leave of Absence, discontinuing enrollment, or change in program) must be reported to [ecpscholarships@scu.edu](mailto:ecpscholarships@scu.edu).

### **Residency Requirement**

In their first summer of the program, all CatMAT students will take one course - EDUC 250E/275E Introduction to Catholic School Teaching - in-person on Santa Clara University's campus. This in-person course - or "residency" - will allow students to build community with one another before they begin taking the remainder of their coursework remotely. The residency consists of three days and two evenings during the first week of courses. Students are responsible for their own travel and accommodations around Santa Clara University.

### **CatMAT's Commitment to Justice through Equity-Oriented Teaching**

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

- CatMAT students 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 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 directors will serve as Academic Advisor for each CatMAT teacher.
- 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  
School of Education and Counseling Psychology  
500 El Camino Real, Guad 234  
Santa Clara, CA 95053-0215

The office phone number is 408-551-3525. You may email the directors at [karana@scu.edu](mailto:karana@scu.edu) or [jbeltramo@scu.edu](mailto:jbeltramo@scu.edu).