

MASTER OF ARTS IN TEACHING (MULTIPLE SUBJECT)



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Tue, 27 Sep 2022 20:33:06 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:20:32 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 20:32:51 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Feb 7, 2020 by Stephanie Biagetti (sbiagetti)
2. Apr 11, 2022 by Deidre Sessoms (dsessoms)
3. Apr 12, 2022 by Janett Torset (torsetj)
4. Aug 8, 2022 by Ishita Dey (idey)
5. Aug 10, 2022 by 302822325

Date Submitted: Tue, 27 Sep 2022 18:26:28 GMT

Viewing: Master of Arts in Teaching (Multiple Subject)

Last approved: Wed, 10 Aug 2022 21:10:50 GMT

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Changes proposed by: Jenna Porter (201422342)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2023-2024 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

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Type of Program Proposal:

Major

Program Change Type:

Substantive

Is this a pilot program?

No

Pilot program as of:

NA

Is this a Fast Track program?

Yes

Title of the Program:

Master of Arts in Teaching (Multiple Subject)

Designation: (degree terminology)

Master of Arts in Teaching

Briefly describe the program proposal (new or change) and provide a justification:

The Learning Outcomes are rearranged so that the MAT degree learning outcomes are separated and at the top; the multiple subject outcomes are listed at the bottom. In the Program Requirements table (that lists all courses), the MAT courses are at the top and credential courses are at the bottom, to make it clearer to students how many units are required for the MAT. This is at the request of Academic Services. All admission and program description updated to align with requested changes.

Due to Executive Order (EO) 1077, two changes to admission requirements have been made to align to the EO- (1) Instead of requiring 45 hours of field experience, it is now recommended, (2) the minimum cumulative gpa is now 2.5 for admission to the program instead of 2.67.

Because a limited number of courses are offered online only, we are requesting the MAT degree program be approved as a hybrid program; therefore program description is updated.

University Learning Goals**Graduate (Masters) Learning Goals:**

Critical thinking/analysis
 Communication
 Information literacy
 Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism
 Research (optional)

Program Learning Outcomes**Program Learning Outcomes****Learning Outcome**

MASTER OF ARTS IN TEACHING (MAT) LEARNING OUTCOMES

1. Critically analyze and apply Teacher Action Research approaches and designs;
2. Complete a review of literature to analyze and synthesize main themes in educational research related to a topic of inquiry;
3. Describe and analyze data collection tools and methods used to conduct the Teacher Action Research;
4. Explain how data is used to inform teaching, curriculum development, and educational policy and systemic practices;
5. Apply critical and independent thinking to orally present research question, literature related to the research, data collection methods and tools, analysis and implications of results;

6. Compose an APA formatted paper with proper references and citations including a description of the Teacher Action Research question, literature review, description of data collection methods utilized to conduct the research, analysis and implications of results;

7. Produce written and oral responses that demonstrate mastery of the subject matter.

MULTIPLE SUBJECT LEARNING OUTCOMES

8. Differentiate and adapt assessment and instruction using a variety of evidence-based strategies.

9. Integrate an understanding of systems change to improve inclusive practices in the classroom.

10. Gather, evaluate, and apply important contextual qualitative and quantitative data, including data about students' linguistic backgrounds, as a means for understanding and enhancing each learner's academic, social, and physical context.

11. Analyze and apply assessment data collected during the cycle of teaching to improve their teaching and their students' learning.

12. Critically analyze historical and contemporary purposes, roles, and functions of education in American society.

13. Identify historical origins and principles of educational equity and critically analyze the implementation of these principles in schools.

14. Apply major concepts, principles, theories, and research related to the cognitive, social, and cultural development of children and adolescents in planning and implementing instruction.

15. Critically reflect on own attitudes and biases regarding gender, sexuality, race, social class, language, and diverse families, schools, and communities

16. Compare and contrast, and critically reflect upon the outcomes related to using different instructional models including direct instruction and cooperative group instruction.

17. Create curriculum that integrates knowledge of English Language Development standards and best practices to support English learners to learn and apply protocols for academic language and relationship skills (active listening, questioning, clarifying, negotiating, etc.) across content areas

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

N/A

Is this change in response to program or unit assessment activities?

No

Will this program introduce any new or changes to program assessments?

No

Please attach a Comprehensive Program Assessment Plan (required)

MAT with MS Assessment Plan.docx

Please attach a Curriculum Map Matrix (required)

Matrix for MAT (MS).pdf

Please attach a five-year budget projection (required)

MAT with MS Form B fiscal impact.pdf

Catalog Description:

Program Description

The MA in Teaching (Multiple Subject) blends a teacher preparation program with a Master of Arts in Teaching (MAT). The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools. This credential embeds the English Learner Authorization (ELA), which prepares candidates to work with second language learners.

The teacher preparation coursework focuses on preparing effective teachers for urban classrooms. Becoming an effective teacher for an urban setting, including a foundation in social justice and equity, is the focus of all activities, tasks and learning. The candidates

complete a program that requires full-time student status, with field experience and student teaching requirements in Sacramento Area districts as well as full-time coursework requirements. Upon completion of the Multiple Subject Teaching Credential coursework, program candidates will complete an additional sequence of five Master of Arts in Teaching (MAT) courses.

Throughout the MAT program candidates will learn how to critically examine the sociocultural and sociopolitical contexts related to the broad fields of educational research and schooling. Candidates will be expected to apply such analytical skills to develop and implement standards-based curriculum in diverse settings using best instructional and inclusive practices that positively impact the learning of all students including English Learners and students with disabilities. Candidates will also create an original Teacher Action Research Inquiry Project using practice-based methods in diverse educational settings. The materials and associated activities presented in the MAT coursework are highly integrated to support students with successful completion of the Master of Arts in Teaching degree at the end of the program.

The program is hybrid: blend of in-person courses and online courses.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Master of Arts in Teaching (Multiple Subject)

The California Commission on Teacher Credentialing (CTC) establishes admissions requirements for all preliminary teaching credential programs and the CSU Chancellor's Office further specifies admissions requirements. The requirements listed below may be subject to change, based on actions of these two governing bodies. Interested applicants are encouraged to contact the Academic and Program Services Office in Eureka Hall 401, (916) 278-6639, an advisor in the Student Success Center (<https://www.csus.edu/college/education/student-support/>), or the MAT with Credential program website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>) for the most current admissions requirements.

Program Admission Requirements

1. A Baccalaureate degree is required for admission to the MAT degree program.
2. Minimum of 45 hours of experience related to working with children or youth in a K-12 classroom or equivalent recommended.
3. Submit two references: one from a person who has observed the applicant's academic competence (current or former instructor) and the other from a person who has observed the applicant working with children or youth. **NOTE:** References from family members will not be accepted.
4. Submit a graduate writing sample.
5. Satisfy writing proficiency by meeting the Basic Skills Requirement.
6. Satisfy the Basic Skills Requirement. For more detailed information, visit the CTC website (<http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>). Example of ways to satisfy Basic Skills Requirement include:
 - a. Pass the California Basic Educational Skills Test (CBEST)
 - b. Pass the CSET Multiple Subjects plus Writing Skills examination
 - c. Pass the CSU Early Assessment Program (EAP) or the CSU Placement Examinations
 - d. Achieve qualifying score on the SAT or ACT (see the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)))
 - e. Score a 3 or above on specific AP examinations (see the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)))
 - f. Earn a grade of "B-" or better in specific college or university courses as detailed on the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)).
 - g. Applicants can "Mix and Match" options, as detailed on the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)).
7. Satisfy the Subject Matter Competence requirement. For more detailed information, visit the CTC website. Examples of ways to demonstrate subject matter competence: take and pass all subtests of any Multiple Subject CSET examination, complete a subject matter program, or complete an approved undergraduate major as detailed on the CTC website.
8. Grade Point Average (GPA) of at least 2.5 overall or 2.75 in last 60 semester or 90 quarter units as evidenced from official transcripts from every college/university attended.
9. Complete Credential Prerequisite Courses : EDUC 170, EDUC 100A, EDUC 100B, PUBH 136 (<https://catalog.csus.edu/search/?search=PUBH+136>) and KINS 172 (<https://catalog.csus.edu/search/?P=KINS%20172>) (equivalent workshop can be taken during the program). List of equivalent coursework is located on the Teaching Credentials website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).
10. Certificate of Clearance (COC) security clearance issued by the Commission on Teacher Credentialing: evidence of submitting the COC application and fingerprints must be submitted at application.
11. Participate in a Mandatory Interview.

Detailed descriptions of all admissions requirements are contained in the program's application instructions, which are available on the Teaching Credentials Application website (<https://www.csus.edu/college/education/teaching-credentials/apply.html>).

Applications Required

CSU Graduate School Application for the University

Sacramento State graduating seniors, Sacramento State students completing a master's degree or second bachelor's degree, and applicants not currently attending Sacramento State MUST apply for admission to graduate school through the Office of Graduate Studies (OGS) by completing and submitting the CSU application on-line: Cal State Apply. (<https://www2.calstate.edu/apply/>)

Supplemental Application

A separate Supplemental Application is only required for current undergraduate Sacramento State students who are applying to take first semester program coursework while still classified as an undergraduate. The application link is posted on the Teaching Credential website in October of the year prior to admission.

Additional Information

Certificate of Clearance (COC/Fingerprint Clearance)

All applicants must submit verification of having been issued a security clearance by the Commission on Teacher Credentialing (CTC) before they will be allowed to officially start the credential program.

EXCEPTION – it is not necessary to apply for the Certificate of Clearance if you can verify you hold a valid California certificate or credential such as an emergency permit for substitute teaching, Pre-intern certificate, PPS credential, Child Development Associate or Supervisor Permit, Adult Vocational Education credential or a valid Multiple or Single Subject credential.

NOTE: If you answered “YES” to any of the Personal and Professional Fitness questions on the Certificate of Clearance application, you will need to obtain the official arrest record and court paperwork regarding each incident. Refer to the CTC website (<http://www.ctc.ca.gov/educator-discipline/self-reporting.html>) for instructions, forms, and where to submit all additional paperwork. If you have arrests and/or convictions on your record, once you submit the additional documentation to CTC, the processing of your clearance application can take SIX MONTHS or longer. This means you may not be eligible to start the program if your clearance is not issued before the program begins. If you have any questions, contact the CTC directly via email (credentials@ctc.ca.gov).

Verification of Bachelor's Degree

All applicants must obtain a bachelor's degree from a regionally accredited college/university in the United States in order to be eligible for a credential. Proof can be obtained through official transcripts and listed as “Degree(s) Awarded” with the date the degree was awarded. To find out if your college/university is regionally accredited by one of the accrediting agencies approved by the California Commission on Teacher Credentialing (CTC), visit the CTC website (<http://www.ctc.ca.gov/credentials/accreditation-bodies.html>).

Foreign Transcript Evaluation

Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents prior to applying for a teaching credential program. This evaluation is required by the California Commission on Teacher Credentialing (CTC). It is recommended that credential program applicants have their documents evaluated by WES (<http://www.wes.org/students/>), since both the University Office of Graduate Studies and the Commission will accept the WES (<http://www.wes.org/students/>) evaluation. Applicants should select the **WES INTERNATIONAL CREDENTIAL ADVANTAGE PACKAGE (ICAP) Course by Course Evaluation**. For additional information on foreign transcript evaluations please visit the CTC website (<http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf>) and the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/future-students/applicants-with-foreign-documents.html>).

Verification of completing the United States Constitution Requirement

California Education Code, Section 44335, requires all candidates for Multiple Subject, Single Subject, and Education Specialist credentials to demonstrate knowledge of the United States Constitution by completing a college-level course with a “C” or equivalent grade or better, or pass a college-level examination in the subject, or verify AP exam credit for American History or American Government/Politics. While this is not a program admission requirement, this requirement must be completed before the credential can be granted at the end of the credential program. Most CSU graduates have met this requirement. More information can be found by contacting pre-credential advisors in the College of Education Student Success Center (<https://www.csus.edu/college/education/student-support/>).

Minimum Units and Grade Requirement for the MAT Degree

Units required for the MAT degree: 30

Minimum Cumulative GPA for the MAT degree: 3.0

Additional Information for All Admitted Program Candidates: Credential Coursework

Continued Enrollment: Continued enrollment in the MA in Teaching with Multiple Subject Teaching Credential Program is contingent upon candidates maintaining a GPA of 3.0 in all professional education courses. If incomplete grades or grades of “D”, “F”, and “NC” (No Credit) are received in professional education courses, the candidate must withdraw from the program unless a specific exception has been approved by the Credential Appeals Committee. Any student on academic probation is subject to automatic disqualification unless approved by the Credential Appeals Committee to continue.

Grade Requirement for the Credential: Any grade below C- in a required credential course must be retaken in order to meet credential requirements.

Delays: Candidates who have to delay progress in the MA in Teaching with Multiple Subject Teaching Credential Program will file a “Program Delay Petition” in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Appeal Process: A student who has been formally admitted to the program has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation, except for those policies set by the Commission on Teacher Credentialing or state education code. Appeals petitions and assistance are available in the Teaching Credentials Office.

Additional Information for All Admitted Program Candidates: MAT Degree

Grade Requirement for the Master's Degree: Courses required for the Master's Degree require a grade of B or better except for the following exception: up to 6 units or 2 courses (whichever is less) may count for the Master's degree with a grade of C or better. If a student receives below a C in any course required for the Master's degree beyond the exception outlined above, the course must be

successfully repeated with a grade of B or better in order to satisfy the requirements of the degree program (grades of C- or better will satisfy the requirements for the teaching credential).

Delays: Candidates who have to delay progress in the MA in Teaching with Multiple Subject Teaching Credential Program will file a "Program Delay Petition" in the Teaching Credentials Office. A student returning after a delay may be accommodated on a space available basis. Candidates must return and complete the program within the seven-year limit for graduate programs.

Advancement to Candidacy Procedures: Each student working toward a Master of Arts in Teaching degree must file an application for Advancement to Candidacy for the degree. The purpose of this application is to provide certification to the Office of Graduate Studies that the student will complete the necessary requirements and coursework for the Master's degree. The student must be advanced to candidacy the semester prior to enrolling in EDMS 500.

This procedure should begin as soon as the classified graduate student has:

- Completed 15 units in the graduate program with a minimum 3.0 GPA; and
- Met the Graduate Writing Requirement through completion of the Graduate Writing Intensive (GWI) course, EDMS 241, with a B grade or better.

Advancement to Candidacy forms are available online through the Office of Graduate Studies. The student should complete the form in consultation with the MAT Program Coordinator. The form must be submitted online with the Office of Graduate Studies for approval.

Continuous Enrollment in the Master's Degree: Enrollment in EDMS 500 for the culminating experience is for one semester. The expectation is that students will complete the culminating experience during EDMS 500. Up to three semesters of continuous enrollment (EDMS 599) are allowed if the Culminating Experience advisor deems a reasonable amount of progress has been made and assigns a grade of "RP" for EDMS 500. If students fail to make adequate progress while enrolled in EDMS 500 and there are no mitigating circumstances (e.g., illness), a grade of "no credit" is given, and the student must re-enroll in EDMS 500.

Bilingual Authorization (BA)

The BA is a specialized authorization that authorizes the credential holder to provide instruction in the primary language to candidates with limited English proficiency. This option is available concurrently for all program candidates with oral and written fluency as well as cultural/historical knowledge of the target group (currently approved languages include Spanish or Hmong; other languages are in the process of being approved). Candidates can complete additional requirements to add the Bilingual Authorization in Spanish or Hmong. For additional information on the BA option, contact the College of Education Equity Coordinator (<https://www.csus.edu/college/education/student-support/equity-office.html>) for an advising appointment to review your transcripts.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Master of Arts in Teaching Courses (17 Units)		
EDMS/EDSS 241	Action Research in Multicultural Settings ¹	5
EDMS/EDSS 242	Critical Perspectives in Classroom Inquiry	3
EDMS/EDSS 243	Data Collection for Action Research in Multicultural Settings	3
EDMS/EDSS 244	Sociocultural & Sociopolitical Contexts of Data Analysis (EDSS 244)	3
EDMS/EDSS 500	Classroom Inquiry Project: Culminating Experience	3
Multiple Subject Concentration Courses (13 Units)		
EDMS 234A	Foundations of Teaching in a Diverse K-8 Classroom - A	1
EDMS 234B	Foundations of Teaching in a Diverse K-8 classroom - B	2
EDMS 272	Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE)	3
EDMS 232	Assessment Center Laboratory for Multiple Subject Candidates	2
EDMS 235A	Advanced Principles of Teaching in a Diverse K-8 Classroom - A	1
EDMS 235B	Advanced Principles of Teaching in a Diverse K-8 Classroom - B	1
EDSP 293	Strategies for Inclusive Classrooms: Education Specialist	3
Total Units		30

¹ Taken during the summer after credential coursework complete

Code	Title	Units
Multiple Subject Credential Courses (33 Units)		
EDMS 314	Mathematics Curriculum and Instruction for the Diverse K-8 Classroom	3
EDMS 316	Science Curriculum and Instruction for the Diverse K-8 Classroom	3
EDMS 317	Visual and Performing Arts Methods for the Diverse K-8 Classroom	1
EDMS 319A	Language and Literacy I for the Diverse K-8 Classroom	3
EDMS 330A	Educational Technology Lab I	1

EDMS 334C	Fundamentals of Teaching in a Diverse K-8 Classroom	2
EDMS 434A	Field Experience for Elementary Teachers	6
EDMS 315	History-Social Science Curriculum and Instruction for the Diverse K-8 Classroom	3
EDMS 319B	Language and Literacy II for the Diverse K-8 Classroom	2
EDMS 330B	Educational Technology Lab II	1
EDMS 434B	Student Teaching for Elementary Teachers	8
Total Units		33

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

n/a: There are no undergraduate education programs at Sacramento State. The Teacher Preparation programs draw from a variety of majors with steady and increasing numbers

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

N/A this will have no fiscal impact on other units' programs.

Provide a fiscal analysis of the proposed changes:

There will be no fiscal impact

How will the above changes be accommodated within the department/College existing fiscal resources?

N/A

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

None

Estimate the cost and indicate how these resource needs will be accommodated:

N/A

Key: 404