

MASTER OF ARTS IN TEACHING (MULTIPLE SUBJECT)



SACRAMENTO STATE

In Workflow

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3. ED Dean (sarah.jouganatos@csus.edu)
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Approval Path

1. Thu, 22 Feb 2024 00:21:23 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 12 Sep 2024 22:26:09 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 12 Sep 2024 23:37:55 GMT
Greg Shaw (sac14077): 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 301127606
5. Aug 10, 2022 by 302822325
6. Feb 20, 2023 by Jenna Porter (jporter)
7. Mar 7, 2023 by 212408496
8. Apr 3, 2023 by Katie Hawke (katiedickson)

Date Submitted: Thu, 22 Feb 2024 00:17:40 GMT

Viewing: Master of Arts in Teaching (Multiple Subject)

Last approved: Mon, 03 Apr 2023 21:48:10 GMT

Last edit: Mon, 23 Sep 2024 16:39:46 GMT

Changes proposed by: Jenna Porter (201422342)

Academic Group: (College)

Education

Academic Organization: (Department)

Teaching Credentials

Catalog Year Effective:

2024-2025 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Jenna Porter	jimporter@csus.edu	9163977097

Type of Program Proposal:

Major

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Pilot program as of:

NA

Delivery Format:

Hybrid

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:

Previously, the preliminary teaching credential programs were "blended" with the Master of Arts in Teaching degree program, and so there was only one Form B that covered both. Now, however, the Chancellor's Office has asked that campuses have the credentials and MAT degrees listed separately in the catalog. Amy Wallace has asked that we therefore "unblend" the two programs in curriculum workflow. This will make it possible to track credential students separately from MAT degree students, which is required by the Chancellor's office.

Also indicating that this program is hybrid. This option didn't exist in workflow prior so we're now making it accurately reflect the modality of the program.

Also correcting the PLOs (program learning outcomes) so that they go back to being exactly what was approved by the Chancellor's Office. They had slightly changed but should not have.

We changed an admission requirement to remove the Basic Skills requirement because a Bachelor's degree now meets the requirement. This is not a change to curriculum- it's a change due to legislation- The state no longer requires Basic Skills. The Catalog and Admission are updated to reflect updates.

University Learning Goals

Graduate (Masters) Learning Goals:

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

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Demonstrate disciplinary knowledge of schooling in multicultural environments, especially in the area of teaching and learning, and apply the knowledge to confront problems of practice in their own classrooms and/or schools.
2. Communicate effectively and efficiently orally and in writing about schooling from both sociocultural and sociopolitical perspectives.
3. Think creatively, analytically, and critically to identify, contextualize, and confront problems of practice in culturally and linguistically diverse schools.
4. Use a variety of relevant resources to obtain, assess, and analyze information about schooling, teaching, learning, instructional practices, and student learning outcomes in the public schools.
5. Demonstrate professional integrity as they conduct teacher action research in their classrooms and/or schools and report on the research results.
6. Demonstrate relevant knowledge and application of multicultural perspectives of schooling, teaching, and learning and well as utilize a social justice lens for research grounded in equitable student outcomes in culturally and linguistically diverse schools.

Learning Outcomes Display

Course Code	PLO 1
EDMS 241	
EDMS 242	
EDMS 243	
EDMS 244	
EDMS 500	
EDMS 234A	
EDMS 234B	
EDMS 272	
EDMS 232	
EDMS 235A	
EDMS 235B	
EDSP 293	
EDMS 314	
EDMS 316	
EDMS 317	
EDMS 319A	
EDMS 330A	
EDMS 334C	
EDMS 434A	
EDMS 315	
EDMS 319B	

EDMS 330B	
EDMS 434B	

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

Catalog Description:

Program Description

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 a diverse educational setting. 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 culminating exam 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.

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

Admission as a classified graduate student in the MA in Teaching (Multiple Subject) program requires:

1. A Baccalaureate degree from a regionally accredited university;
2. A minimum GPA of 3.0 in the last 60 units attempted
3. Completion of a preliminary teaching credential in the corresponding concentration.

Students who have deficiencies in admissions requirements that can be removed by specified additional preparation may be admitted to the degree program with conditionally classified graduate status.

Admissions Procedures

1. For students completing the Sacramento State Multiple Subject credential program concurrently, an internal application process is required.
2. For returning students who have completed the Sacramento State Multiple Subject credential program within the last four years, a university application will need to be submitted that includes:
 - a. A graduate writing sample
 - b. Two references
3. To successfully complete this program, students must actively serve as the permit teacher or designated teacher of record in a classroom setting during the research phase. This requirement ensures the practical application and direct implementation of learned concepts in a real-world educational environment.

For applicants who have completed a Multiple Subject credential program at a university other than Sacramento State, please contact the College of Education at coe-cred@csus.edu prior to applying.

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: 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.

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.

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 	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	3
Total Units		30
Code	Title	Units
Additional Coursework for 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

Provide a fiscal analysis of the proposed changes:

n/a

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?

n/a

Key: 404