

**Master of Arts in Teaching (MAT)
Program
Graduate Student Handbook**

2026-2027

Master of Arts in Teaching (MAT) Program

Graduate Student Handbook

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Program Overview

Multiple Subject

The MA in Teaching with Multiple Subject Teaching Credential program 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 coursework 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.

Program Overview

Single Subject

The MA in Teaching with Single Subject Teaching Credential program blends a teacher preparation program with a Master of Arts in Teaching (MAT). The Single Subject Teaching Credential authorizes the holder to provide instruction in approved subject areas in a departmentalized classroom. Almost all junior and senior high school teachers hold the single subject credential.

Single Subject Teaching Credentials can be obtained in the areas of American Sign Language (ASL), Art, Biology, Chemistry, English/Language Arts, French, Geoscience, General Science, German, Health Science, Home Economics, Mathematics, Music, Physical Education, Physics, History/Social Science, and Spanish. 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 Single Subject Teaching Credential coursework, program candidates may complete an additional sequence of five Master of Arts in Teaching (MAT) courses if they want to complete the MAT after finishing the credential. Throughout the MAT coursework, 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 degree at the end of the program.

Program Requirements

ADMISSION REQUIREMENTS

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

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.

REQUIRED COURSEWORK (30 UNITS FOR DEGREE)

Master of Arts in Teaching—Core Coursework (17 units)

EDMS 241	Action Research in Multicultural Settings (5)
EDMS 242	Critical Perspectives in Classroom Inquiry (3)
EDMS 243	Data Collection for Action Research in Multicultural Settings (3)
EDSS 244	Sociocultural & Sociopolitical Contexts of Data Analysis (3)
EDSS 500	Classroom Inquiry Project (3)

and

Concentration in Multiple Subject (13 units)

EDMS 232	Assessment Center Laboratory for Multiple Subject Candidates (2)
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 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)
EDMS 272	Methods for Teaching Second Language Learners (3)
EDMS 293	Strategies for an Inclusive Classroom: Multiple Subject (3)

or

Concentration in Single Subject (13 units)

EDSS 279A	Methods & Materials for Teaching Secondary English Learners A (1.5)
EDSS 279B	Methods & Materials for Teaching Secondary English Learners B (1.5)
EDSS 264/264L	Critical Multiculturalism for Racial/Social Justice Education - Secondary (3)
EDSS 265	Advanced Fundamentals of Teaching (2)
EDSS 266B/L	Single Subject Seminar, B (2)
EDSS 293	Strategies for Inclusive Classrooms: Single Subject (3)

Program Expectations

Welcome to Graduate Studies!

Compared to most Undergraduate and Post-Baccalaureate programs, Graduate programs require **more rigorous coursework, higher expectations, and independent student initiative**. Graduate students spend more time reading and conducting individual research than the average Undergraduate and Post-Baccalaureate student. Coursework also tends to be more specialized and includes more in-depth interaction with the topics covered. Moreover, the MAT courses are delivered in a seminar format. It is expected that students complete the required readings and any assigned activities prior to class. MAT students can expect to play an active role in facilitating class discussions and engaging with the content covered throughout the program.

Expectations for MAT Student Conduct

In addition to individual course expectations, MAT students are expected to adhere to the following:

1. Participate fully in a Teacher Action Research cycle that includes, but is not limited to: the identification of an area of professional and personal growth related to individual teaching practices, researching the sociopolitical and sociocultural contexts of the stated need, creating an action plan, implementing the action plan, and engaging in self-reflection throughout the process, especially as it pertains to antiracist and inclusive pedagogies.
2. The MAT Program is hybrid with course sessions delivered in-person (on campus), synchronously, and asynchronously. Students are expected to read and follow the course calendars for individual courses and make note of the dates for the in-person class sessions. Failure to meet course attendance policies may result in a failing grade for the course.
3. MAT courses are delivered in a seminar format. It is expected that candidates come to class prepared to engage in seminar type discussions of readings and other course materials. Students must also be prepared to facilitate class discussions and take an active role in learning and sharing the topics and ideas presented throughout the MAT coursework.
4. During all class discussions, students are expected to be respectful of the opinions of others and conduct themselves in a professional manner.
5. Course assignments must be turned in on the due date specified in course syllabi to be considered on time. **All work must be of graduate level quality and meet wordcount requirements.** All assignments must be double spaced, typed, and use an approved font from the 7th Edition of the APA Publication Manual. Written assignments should follow guidelines from the 7th Edition of the APA Publication Manual. Spelling and grammatical errors can affect assignment grades.
6. Students are expected to read, review, and use instructor comments on written assignments to revise and refine signature course assignments. Final assignment submissions that do not reflect revisions or that still include track changes and previous comments from course instructors will not be accepted. **Students must download and save all instructor comments on signature assignments throughout the program. Revisions to signature assignments are required throughout the program and must be completed in order to meet requirements for the MAT Culminating Experience.**
7. Students are required to have a CSUS email account. CSUS provides free accounts to all students. Email must be checked daily. **Students are responsible for reading email and completing all directions in a timely manner. Failure to do so can result in missing important deadlines, which can delay completion of the MAT Program.**

8. Students must conduct themselves professionally at all times, particularly when engaging in research-related activities in the field. Students are representatives of CSUS College of Education.
9. Students may use AI programs to help generate ideas, brainstorm, and outline topics. Note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic and must be carefully reviewed/vetted by verifying it with accurate sources of information. AI used to format reference lists must also be closely reviewed to ensure that it is correct. Students must follow the guidelines in the 7th Edition of the APA Publication Manual when citing material generated by AI.
10. Students are expected to use in-text citations in written assignments. All references cited in candidate work must be vetted and included on assignment reference lists. MAT instructors will verify references as needed. Students must follow the 7th edition APA guidelines for formatting reference lists and using in-text citations. Failure to do so can result in dismissal from the MAT Program.
11. Submitting written work (signature assignments, reading responses, etc.) generated by an AI program is not allowed and is considered plagiarism. Submitting written work generated by AI can result in dismissal from the MAT Program.

Responsibilities of MAT Faculty

Unlike traditional Master's Programs, MAT students do not work with a single faculty advisor. Instead, course instructors support students as they complete signature assignments and design/implement their Culminating Classroom Inquiry Project.

Responsibilities of MAT Faculty include:

1. Provide timely feedback and comments on submitted assignments and support students with the revision process.
2. Explain and model, as appropriate, the Teacher Action Research process. Faculty will additionally provide space during course discussions for MAT students to share their own interpretations of Teacher Action Research as well as how this process applies to their own work.
3. Support students with the development and implementation of their Classroom Inquiry Project, specifically as it relates to antiracist and inclusive teaching practices.
4. Share campus resources and any opportunities for professional development (workshops, conferences, etc.) with students.
5. Serve as Faculty Reviewers during MAT Candidates' Oral Defense at the annual Master of Arts in Teaching Poster Symposium held in the spring semester.

University & Program Policies

Advising

Students completing their Multiple or Single Subject credential programs and planning to begin the MAT coursework should attend the **Mandatory MAT Program Orientation** scheduled at the end of Spring semester. MAT students are advised by individual course instructors throughout their MAT coursework. Additional advising is provided by the MAT Program Coordinator, Dr. Jenna Porter (jimporter@csus.edu). MAT students are encouraged to utilize faculty office hours and schedule individual advising appointments with their course instructors or Dr. Porter, as needed.

Transfer Credits

Graduate transfer credit (with a grade of “B” or better) toward a doctoral or master’s degree at Sacramento State may be considered only if the coursework has not been used previously to complete another degree and the coursework must be current (within the time limit to complete the master or doctoral degree). A maximum of 6 units may be transferred as determined by appropriate campus authorities.

Graduate Writing Assessment Requirement

All students are required to complete a Graduate Writing Assessment Requirement (GWAR) **before Advancement to Candidacy**. To meet this requirement, students need to complete the MAT Special Education program’s Graduate Writing Intensive Course (GWI), EDMS 241: Action Research in Multicultural Settings with a grade of “B” or better.

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy by the deadline indicated by the Office of Graduate Studies during the semester prior to enrolling in EDSS 500. Students indicate a proposed program of study for the MAT with a Multiple or Single Subject Credential on the Advancement to Candidacy form. Advancement to Candidacy forms are available in OnBase, which can be accessed through MySacState. The Advancement to Candidacy form must be submitted to the MAT Program Coordinator and the Office of Graduate Studies for approval.

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.

Once the Advancement to Candidacy is submitted, changes to the student’s program of study are made by submitting a Petition for Exception Form available on the Office of Graduate Studies website or in OnBase.

Students must be advanced to candidacy prior to enrolling in EDSS 500. Incomplete forms or those with multiple errors will be returned to the student to correct and resubmit. Note that this could delay enrollment in the EDSS 500 course.

Academic Standing

Graduate courses are graded on a 4-point scale. Students must earn at least a grade of “B” in all coursework counted toward the 30 units of the MAT Degree. Graduate students whose Sacramento State and cumulative grade point average (GPA) is 3.0 or above are considered in good academic standing.

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).

Students are placed on **academic probation** when the cumulative GPA falls below a 3.0 or for the following:

Grade Requirements

○ Incomplete Grades

“Incomplete” grades are allowed for unforeseen, but fully justified reasons that preclude the completion of a portion of the course requirements. It is the student’s responsibility to provide pertinent information to the instructor at the time that course work is impaired and to reach an agreement on the means of completing the course requirements. A final grade is assigned when the work agreed upon is completed and evaluated. Excessive absences alone do not constitute reason for a grade of Incomplete. At the maximum, students have up to one calendar year to complete a course. Failure to complete the work will automatically result in changing the “I” to “F.” Removal of “I” grade requires the approval of the instructor who awarded it. When an “I” has changed to “F”, removal requires the approval of the instructor and Department Chair. An Incomplete Petition must be filled out and approved prior to the incomplete grade being assigned.

○ Grade Change Policy

A change in letter can be made only in the case of a declared clerical error by the instructor. Except when the grade “I” is assigned, a grade change may **not** be made as a result of work completed or presented following the close of the grade period. Students have a 90-day period following the posting of an erroneous grade in which attention is to be brought to the error and the correction is made.

Continuous Enrollment

Students must maintain continuous enrollment to preserve their place in the MAT Program and maintain catalog rights. Continuous enrollment for classified students is maintained by enrolling in at least one course per semester. Students who have completed all required program coursework and have advanced to candidacy can maintain active degree status by enrolling in “continuous enrollment” (EDTE 599) units through the College of Continuing Education (CCE). No units toward the program are earned, but continuous enrollment is maintained. Fees equivalent to 1.0 unit are paid to participate in CCE. You cannot be enrolled in any other courses during continuous enrollment semesters. Instructions for how to complete the continuous enrollment process are available at <https://www.csus.edu/graduate-studies/current-students/forms.html>

Student completing their culminating experience are allowed a maximum of three (3) semesters past EDSS 500 enrollment to complete and submit the culminating experience. If not otherwise registered in at least one course during this period, students may enroll in CCE units (i.e., EDTE 599) to meet continuous enrollment requirements. Students who do not finish the culminating experience within the semester of original enrollment in EDSS 500 will receive a grade of "RP" provided satisfactory progress has been made toward completion of the culminating experience. The "RP" grade will remain as long as progress is made toward completion and "continuous enrollment" is maintained the following three semesters. Students who do not finish the culminating experience within the three semesters allotted, must re-enroll in EDSS 500 and pay regular fees before continuing in the MAT Program.

A student may take a leave of absence of one semester without losing enrollment status or catalog rights. This leave exempts students from the reapplication and fee an maintains classified status for graduate students. **(Exception: graduate students who have completed all their course work and have received an “RP” in EDSS 500 are required to enroll in Continuous Enrollment).** Once EDSS 500 is completed any lapses in enrollment will require reapplication to the program and loss of catalog rights. Aside from this one semester exception, any student not maintaining continuous enrollment must re-apply to the program.

Catalog Rights

Requirements for graduation from the MAT Program are based on the catalog that is current at the time the student is admitted to classified graduate status in the program. Should program requirements change, students have the option of adopting a more current program. They may not, however, mix program requirements from year to year.

Students maintain catalog rights provided they maintain continuous enrollment in the program. Otherwise, graduation requirements are based on the catalog current at the time of re- admission to the program.

Leaves of Absence

Per University policy, a student actively taking courses may take a leave of absence for any reason for a semester period without losing status in the program. There is no need to

complete forms or obtain approval for a one-leave. However, the student should inform their advisor and the MAT Program Coordinator if they plan to take a semester leave. Planned leaves of two or more semesters for personal, educational, medical, or military purposes are permitted when submitted and approved in advance. A leave of absence greater than one semester (e.g., one academic year) requires that a Request for Leave of Absence Request form be submitted. An approved planned leave preserves catalog rights for the student.

Seven-Year Deadline

Graduate students have seven years (from admission to the credential program), inclusive of the semester in which they took the earliest courses counted toward their degrees, to complete all requirements for the Master of Arts in Teaching Degree. The end of this seven-year period is determined by adding 14 semesters onto the term of the oldest course listed on the Advancement to Candidacy form. If a student exceeds the seven-year limit, those courses that are older than seven years are out of currency, and thus expire. At this point, the graduate student may repeat the expired course(s) or request an exception to the seven-year deadline using the Currency Petition form.

The Currency Petition form must be signed by the Graduate Coordinator declaring that the student has been tested and is current in the course content. Currency is extended on out-of-date courses for one semester only. In requesting currency, programs must sign the petition for currency and attach a copy of the documentation used to establish currency in course content. The Dean of the Graduate Studies must approve the petition. If approved, the Office of Graduate Studies would then regard the student as still current in the material for the expired course(s), and effectively retain degree credit for these courses. The Graduate Council has recommended that the Dean of Graduate Studies approve only one semester currency for up to a maximum of six units. Programs may refuse to reestablish currency for such courses and instead require that the student take replacement courses, or the Program may opt to declassify the student for lack of sufficient progress toward the degree.

Student Conduct

Inappropriate conduct by students or by applicants for admission is subject to discipline (expulsion, suspension, probation or a lesser sanction) as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. This includes, but is not limited to, the following:

- Cheating or plagiarism in connection with an academic program at a campus.
- Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.
- Misrepresentation of oneself or of an organization to be an agent of a campus.
- Physical abuse on or off campus property of the person or property of any member of the campus community or of members of their family or the threat of such physical abuse.

Forms and Deadlines

Successful completion of the program requires that students complete several different forms and meet a number of deadlines. Information about these forms and deadlines is available through the websites for the MAT Program and the Office of Graduate Studies.

Students are responsible for tracking their own progress, meeting all deadlines, and for meeting with their course instructors and the MAT Program Coordinator as needed.

	MS or SS Credential		MA Coursework (Post-Credential)	
	Credential Program	Summer (10 Weeks)	Fall (16 Weeks)	Spring (16 Weeks)
Forms & Deadlines	<input type="checkbox"/> Submit MAT Program Commitment Survey (Spring prior to MAT coursework)	<input type="checkbox"/> Complete Human Subjects (CITI) Training	<input type="checkbox"/> Submit Advancement to Candidacy Form to Office of Grad. Studies by Oct. 1 st Deadline	<input type="checkbox"/> Submit Application for Graduation to Office of Grad Studies (fee payment required post-submission) by Feb. 1 st Deadline
Tasks	<input type="checkbox"/> Complete your MS or SS Credential Courses <input type="checkbox"/> Pass the EdTPA <input type="checkbox"/> Pass CSET, & Other Exams <input type="checkbox"/> Attend MAT Program Orientation (Spring prior to MAT coursework)	<input type="checkbox"/> Identify Potential Classroom Inquiry Project Topic	<input type="checkbox"/> Submit Institutional Review Board (IRB) Application to MAT Program Faculty	<input type="checkbox"/> Submit Final Written Classroom Inquiry Project to MAT Faculty (May) <input type="checkbox"/> Submit Final Poster & Executive Summary to MAT Faculty (May) <input type="checkbox"/> Complete Oral Defense at the MAT Poster Symposium (May) <input type="checkbox"/> Attend the College of Education's Hooding Ceremony (May) <input type="checkbox"/> Attend Sac State's Commencement Ceremony (May)
Coursework	Multiple Subject: EDMS 293, EDMS 232, EDMS 234 A&B, EDMS 235 A&B, EDMS 272 Single Subject:	EDMS 241: Action Research in Multicultural Settings (5 units, fulfills GWAR)	EDMS 242: Critical Perspectives in Classroom Inquiry (3 units) EDMS 243: Data Collection in Multicultural	EDSS 244: Sociocultural & Sociopolitical Contexts of Data Analysis (3 units) EDSS 500: Classroom Inquiry Project:

	EDSS 279 A&B, EDSS 264/264L, EDSS 265 C&D, EDSS 266B/L, EDSS 282		Settings (3 units)	Culminating Experience (3 units)
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Culminating Experience Policies and Procedures

Master of Arts programs at CSUS require completion of a “Culminating Experience.” In the Masters of Arts in Teaching Program, students can complete their Culminating Experience Requirement by completing the Classroom Inquiry Project.

MAT students complete their Classroom Inquiry Project throughout their MAT coursework. The main assignments needed to complete the Classroom Inquiry Project are as follows:

Course	Main Assignments
<u>EDMS 241</u> : Action Research in Multicultural Settings (Summer)	<ul style="list-style-type: none"> ○ Problem Statement ○ Annotated Bibliography ○ Action Research Methods ○ Classroom Inquiry Proposal
<u>EDMS 242</u> : Critical Perspectives in Classroom Inquiry (Fall)	<ul style="list-style-type: none"> ○ Literature Review ○ Classroom Inquiry Plan
<u>EDMS 243</u> : Data Collection for Action Research in Multicultural Settings (Fall)	<ul style="list-style-type: none"> ○ Data Collection Plan ○ IRB Proposal
<u>EDSS 244</u> : Sociocultural & Sociopolitical Aspects of Data Analysis (Spring)	<ul style="list-style-type: none"> ○ Data Analysis Outline ○ Data Analysis Report
<u>EDSS 500</u> : Classroom Inquiry Plan Culminating Experience (Spring)	<ul style="list-style-type: none"> ○ Complete Classroom Inquiry Plan ○ Oral Defense ○ MAT Poster Symposium

The signature assignments for MAT courses are designed to support the Culminating Experience (Classroom Inquiry Project) required to earn the MAT Degree.