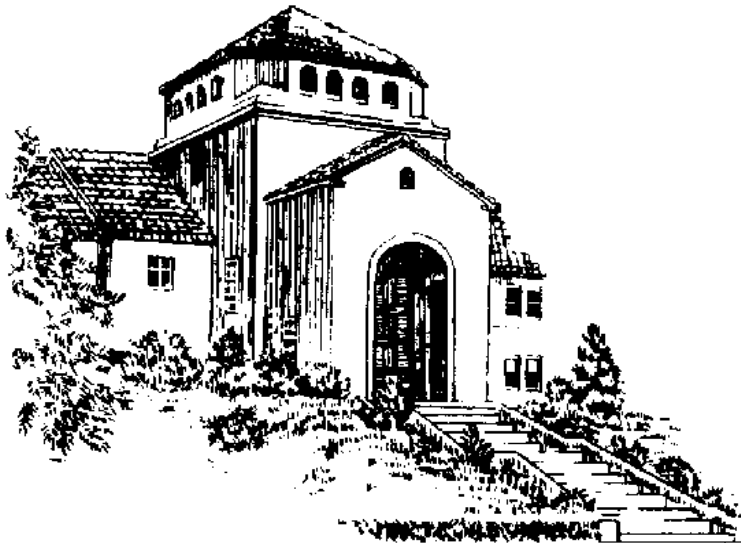




School of Education Master of Arts In Education



Vision Statement

The Master of Arts in Education program is based on the belief....that social betterment is engendered out of democratic and rigorous educational processes that support the learning and development of educators and the students with whom they work.”

The graduate program in education is designed to prepare students to “explore the intellectual rigor inherent in the discipline.

Admission Guide

Introduction

Set between redwood groves and the Pacific Ocean, 270 miles north of San Francisco, Humboldt State University offers an intimate, naturally beautiful setting for your graduate studies. HSU has a strong reputation for academic excellence and educational value. The school has a long tradition of teacher education, dating back to 1914, when it first opened as a Normal School. Over the years, HSU has prepared most of the educators in this region while developing a reputation for quality innovation and close cooperation with local school districts. The School of Education's small cohorts of graduate students enjoy personalized support from a dedicated faculty and staff while developing strong collegial relationships with their professors and peers.

Program Philosophy

The faculty of the School of Education at Humboldt State University believes that it is possible to achieve an ethic of teaching which fosters all young people's passion for learning, their persistence as they seek insights into their questions and concerns, and their creativity. This ethic of teaching depends on communities of educators who reflect and inquire collaboratively about their professional experiences. Within such a community, educators can learn to broaden and deepen their understanding of the theoretical and methodological aspects of pedagogy by articulating what they know, asking meaningful questions about their practice, and providing numerous opportunities for assessment of both students' learning and their own teaching.

We place a high value upon the professional experiences, ideas, and questions of our Master's candidates. These, we believe, when combined with inquiry and reflection, are the source of powerful new ideas and practices concerning teaching, learning, and the creation of community in our schools. We believe that supporting educators in reflecting and inquiring collaboratively on their professional experiences is an effective means to assist them in achieving increased understanding of their profession and to practice with greater ingenuity, vitality, and joy. Thus, it is central to our philosophy that our degree program will help to prepare our students to be able to assume an enhanced and more focused leadership role in their own schools and communities.

We believe an essential component in this educational process is our collaboration with colleagues in departments across the University. Through this collaboration, we seek to integrate ideas across disciplines, identify generative topics as the basis for curricula, consider a variety of approaches to inquiry, and explore connections between our students' interests and ideas across disciplines. We hold as a central tenet of this program that social betterment is engendered out of democratic and rigorous educational processes that support the learning and development of educators and the students with whom they work. Thus, we will seek to fulfill the public mission of our program by preparing our Master's candidates to strengthen the role of educators in our society so that they are better able to meet the challenges inherent in the processes.

Within the M.A. in Education program we assist candidates to explore the intellectual rigor inherent in the discipline and discover possibilities for the students' learning and development by assuring strong connections between students' lives and learning and between learning and social concerns.

Admission Requirements

Deadline for applying for fall admission is February 15th

The deadline for applying for Fall is February 15th. Following faculty review, applicants will be notified concerning their admission status by April 1st.

Applicants for admission to the M.A. Ed. Program must show satisfactory preparation for the proposed course of study and meet general requirements for admission.

Applicants must:

- Hold a baccalaureate degree from a regionally-accredited institution (or equivalent academic preparation).
- Be in good academic standing at the last university attended.
- Have a GPA of at least 3.0 in the last 60 semester units attempted (90 quarter units). Those who do not meet this requirement may file a Petition to Appeal Low GPA with the Graduate Coordinator.
- Score at least 550 on the Test of English as a Foreign Language (TOEFL) If the bachelor's degree is from a postsecondary institution where English is not the principal language of instruction.

Students may be admitted to the graduate program in one of the two categories: Graduate Conditionally Classified and Graduate Classified. Those students who have some deficiencies that can be remedied through additional academic preparation may be conditionally admitted to the program. Students who meet all professional, personal, scholastic, and other standards may be fully admitted.

Application Guidelines

To apply, please submit a complete application, and prepare a statement of purpose. The statement of purpose weighs heavily in the selection process. The selection committee view it as a writing sample and an indication of the candidate's ability to think critically. The statement should thoughtfully address each of the following:

1. rationale for pursuing graduate work in education;
2. overview of and reflection on experiences in education; and
3. philosophy of education.

Faculty will be rating each applicant's statement of purpose and letters of recommendation based on evidence of:

- A clearly articulated rationale for pursuing graduate work in education;
- Strong writing ability;
- Ability to critically reflect on experiences in education;
- A clearly articulated philosophy of education;
- Ability to conceptualize a broad vision for education;
- Strong interpersonal communication skills;
- Full-time teaching, administrative, and-or other professional experience in the field of education; and
- Strong potential for success in graduate study and for the contributions to the profession.

Applicants without a professional credential (Multiple Subjects, Single Subjects, Administrative Services, Special Education Level I) may still be accepted into the program. Note, however, that the M.A.Ed. is geared toward professionals in the field and is designed to use the strengths and knowledge base acquired while working with students in a educational setting.

Summary of Application Procedures

First, register online at www.csumentor.edu to complete an application. The application is due by February 15th.

Submit the following to Admissions:

1. Completed application for graduate admission. (CSUMENTOR.edu)
2. \$55 application fee
3. Official transcripts of college academic records.

By the same deadline, submit to the Coordinator's Assistant in the School of Education:

1. Your statement of purpose (rationale for pursuing graduate work in education; overview of and reflection on your experiences in education; and philosophy of education);
2. Photocopies of all teaching and specialist credentials earned; and
3. Three letters of recommendation from persons who can assess your potential for graduate work.

Requirements for the Master's Degree

Students within the program complete courses from within the MA core and specific areas of emphasis. The areas of emphasis are Curriculum and Instruction, Special Studies, Administrative Services and Special Education.

The MA core includes the following courses:

- EDUC 604 Education in Society (2 units)
- EDUC 633 Pedagogy: Practice and Research (2 units)
- EDUC 634 Academic Writing for Graduate Students (2 units)
- EDUC 650 Educational Psychology (2 units)
- EDUC 660 Assessment (3 units)
- EDUC 679 Qualitative Methods in Education (3 units)
- EDUC 681 Quantitative Educational Methods (3 units)
- EDUC 698 Educational Research (3 units)
- 6 units of thesis or project preparation (EDUC 690 or EDUC 692)

Note: Students must enroll in EDUC 690 or EDUC 692 every semester until the thesis or project is considered complete by the student's committee.

Area of Emphasis requirements

Curriculum and Instruction

Students accepted into the Master's degree program with an emphasis in Curriculum and instruction complete the MA core and 12 area of emphasis units in education-related subject matter disciplines such as mathematics, music, English, art, science, kinesiology, or history. Within this area, teachers and administrators consider the development of curriculum for programs, classrooms and schools.

EDUC 697, Research for Learning (3 units) is an elective course that can be used to meet this area's unit requirements

Special Studies

Under Special Studies emphasis area students complete the MA core and 12 additional units in education-related disciplines such as psychology, social work, American Indian Education, or child development.

EDUC 697, Research for Learning (3 units) is an elective course that can be used to meet this area's unit requirements.

To consider the Special Studies AIE emphasis area, please contact the Indian Teacher & Educational Personnel Program (ITEPP) at (707) 826-3672 for course descriptions and syllabi.

Electives (12 units) – Areas of Emphasis:

Administrative Services

For students earning a combined Master's in Education and an Administrative Services Credential, the following core courses must be completed in addition to all credential coursework.

- EDUC 634 Academic Writing (2 units)
- EDUC 698 Educational Research (3 units)
6 units of thesis or project preparation (EDUC 690 or EDUC 692)

One from:

- EDUC 679 Qualitative Methods in Education (3 units), or
- EDUC 681 Quantitative Educational Methods (3 units)

And one of the following selected in consultation with your advisor:

- EDUC 604 Education in Society (2 units)
- EDUC 633 Pedagogy: Practice and Research (2 units; prerequisite to all other Master's courses)
- EDUC 650 Educational Psychology (2 units)
- EDUC 660 Assessment (3 units)

Special Education

For students earning a combined Master's in Education and Level II Special Education Credential, the following courses must be completed in addition to all credential coursework:

- SPED 799 Single-subject Research Methods (3 units)
- EDUC 634 Academic Writing (2 units)
- EDUC 698 Educational Research (3 units)
- 6 units of thesis or project preparation (EDUC 690 or EDUC 692)

One from:

- EDUC 679 Qualitative Methods in Education (3 units), or
- EDUC 681 Quantitative Educational Methods (3 units)

And one of the following selected in consultation with your advisor:

- EDUC 604 Education in Society (2 units)
- EDUC 633 Pedagogy: Practice and Research (2 units; prerequisite to all other Master's courses)
- EDUC 650 Educational Psychology (2 units)
- EDUC 660 Assessment (3 units)

Other requirements exist in addition to the coursework and the thesis/project. Students must maintain good academic standing by maintaining an overall GPA of 3.0 in all coursework taken in the program.

Further Information

Education and Credentialing Office:
Harry Griffith Hall 202
Arcata, CA 95521

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Office of Enrollment Management
(707) 826-4101

Website: <http://www.humboldt.edu/~educ/>

Carmela Paradise, Waivers & Out-of-State Credentials
(707) 826-3729

For questions about
state credentialing requirements, contact:

The California Commission on Teacher Credentialing
PO Box 944270
Sacramento CA 94244-2700
(916) 445-7254
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