

Master of Arts in Education

Vision

The vision of the Master of Arts in Education is to provide an education that prepares teacher leaders with a deep understanding of cultural and educational concepts, tools, of inquiry and structures of the discipline(s).

Mission

The mission of the Master of Arts in Education is to provide an opportunity for teachers to explore issues that directly affect students in California's culturally and linguistically diverse schools.

Goals

The Master of Arts in Education strives to advance the knowledge and skill of educators in curriculum development and instructional pedagogy in order to reduce the achievement gap in underprepared or underperforming students through extending and refining the instructional practices attained in their previous studies. The goals are to cultivate educators who:

- Embrace a professional ideal that includes educating students who respect people from all ethnic, linguistic, cultural, religious, and economic backgrounds as well as of various genders, sexual orientations, ages, and abilities.
- Enhance professional abilities through advanced knowledge, theory, research, and teaching practice.
- Compare changes in social conditions that affect educational success.
- Emphasize and promote individual empowerment through multiple ways of learning and understanding and through the enhancement of instruction skills.
- Emphasize critical teaching styles and reflective practice.
- Analyze and reflect on cross-cultural educational practices as they relate to student achievement and classroom instruction.
- Use research, data, and technology in teaching to guide instruction.

Completion Requirements

The Master of Arts in Education in Teaching and Learning requires 33 semester units of graduate work, with a maximum of 12 units in the 500-level of education courses (EDU). Courses taken in the 500 level may also be applied toward related credentials. Transfer and/or extension credits are only accepted when the credits are acceptable for Master's degree credit and when the objectives and requirements match the corresponding NHU 500-level courses. At least 18 units must be completed in residence. (Candidates are assigned to a cohort that meets weekly throughout the program.)

Candidates must maintain a GPA of 3.0 in all coursework. Only courses with A, B, or C grades are counted to satisfy requirements for the degree. Required courses with a grade of D or F must be repeated. Master's students must abide by satisfactory academic progress policies as stated in the NHU General Catalog.

Teaching and Learning Specialization

The specialization in Teaching and Learning prepares educators to become a leader in their field by helping to support diversity and equity in the classroom. With this program, educators can develop professional, specialized skills that can enhance their ability to address diversity and the achievement gap. Using current research on the needs of English learners as a foundation, the program is designed to help educators learn valuable techniques for improving teaching methods and student achievement in multicultural settings.

Educators will have the opportunity to gain insight on creating an environment of acceptance and equity in their classroom. They can benefit from the latest research on best teaching practices, lesson planning, and the design of educational activities, all with an emphasis on meeting the needs of a culturally diverse student population.

Special Education Specialization

The Specialization in Special Education is for experienced special educators who want to advance their professional skills and practice to better meet the needs of students with special needs.



This program incorporates the latest developments in the areas of neuroscience, assessment and scientifically-based interventions to help educators work more effectively with diverse groups of students.

Special educators will enhance their practice through an in-depth study of the impact of disabilities on learning and teaching, advanced behavioral interventions, and the most current instructional strategies in literacy and working with English language learners.

This program provides research-based practical strategies to help special educators:


- Design and implement curricula to facilitate the growth and learning of students with disabilities
- Assemble and evaluate data in order to make effective decisions related to special education programs
- Employ assistive technology to promote higher levels of student engagement and learning
- Establish and foster a culturally responsive classroom that supports diverse student learning at all levels
- Support student development through collaboration with general education teachers, families, school professionals and others in the educational community

Core Courses (18 units)

- EDU 508 Educational Foundations (3) 
- EDU 515 Cultural Diversity in the Classroom (3)
- EDU 520 Second Language Acquisition (3)
- EDU 567 Teaching English Learners (3) 
- EDU 699A Research in Education (3)
- EDU 699B Research in Educ. Project/Thesis Completion (3)

Teaching and Learning Courses (15 units)

- EDU 600 Teaching and Learning: Theory to Practice (3)
- EDU 601 Social Justice, Diversity, & Equity in the Classroom (3)

- EDU 602 Differentiated Instruction for Diverse Classrooms (3) 
- EDU 603 Using Data to Improve Teaching and Learning (3)
- EDU 604 Curriculum and Instruction for Increased Learning (3)

Special Education Specialization (15 units)

- SPED 604 The Impact on Disabilities on Learning and Teaching (3)
- SPED 605 Strategic Collaboration in Special Education (3)
- SPED 606 Advanced Instructional Strategies in Special Education (3)
- SPED 607 Literacy Interventions in Special Education (3)
- SPED 608 Advanced Behavioral Interventions in Special Education (3)

Program Data

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

Occupations - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit www.onetonline.org. In addition to this list, there are other career options that graduates of this program may choose to pursue.

| Occupation Name* | Occupation Code* |
|--|------------------|
| Education Teachers, Postsecondary | 25-1081 |
| Elementary School Teachers, Except Special Education | 25-2021 |
| Middle School Teachers, Except Special and Career/Technical Education | 25-2022 |
| Secondary School Teachers, Except Special and Career/Technical Education | 25-2031 |
| Teachers and Instructors, All Other | 25-3099 |
| Special Education Teachers, All Other | 25-2059 |

**The "occupation name" is a general job title. "Occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

Program Completion - The program completion rate for July 1, 2009, to June 30, 2010, is not available because this program was not yet offered.

Program Costs - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$12,085
- Books and Supplies..... \$1,700
- Room and Board..... Not applicable

Median Loan Debt - The Median Loan Debt for July 1, 2009, to June 30, 2010 is not available because this program was not yet offered.