

Teaching and Educational Studies

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Program Description	Type	Degree
Master of Arts in Teaching (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/martteaching/)	Degree	M.A.
Master of Education in Elementary Education (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/medelemedu/)	Degree	M.Ed.
Master of Education in Secondary Education (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/medsecondaryedu/)	Degree	M.Ed.
Master of Education in K-12 Education/Music Education (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/mek12teaching/)	Degree	M.Ed.
Master of Education in Special Education (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/mspecialeducation/)	Degree	M.Ed.
Master of Education in Literacy (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/medliteracy/)	Degree	M.Ed.
Master of Science in Deaf Education (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/msdeafstudies/)	Degree	M.S.
Mathematics Consulting Teacher Endorsement (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/mathconsultingendorsement/)	Endorsement	Endorsement
Online Teacher Leadership Certificate (https://coursecat.isu.edu/graduate/education/teachingandeducationalstudies/teacherleadershipcert/)	Certificate	Certificate

Master of Education in Elementary Education

The 30-credit (minimum) non-thesis master's degree in Elementary Education is a combination of pedagogy and content, designed for the elementary school teacher. This degree will permit the practicing teacher to acquire greater depth in STEM (or single-subject mathematics, geology, physical science, or biology), Mathematics Education, English/Language Arts, English as a Second Language (ESL), World Languages, History/Social Science, Instructional Technology,

Special Education, or another Idaho SBOE-approved elementary certification or endorsement area.

Mission

The Department of Teaching and Educational Studies seeks to graduate proficient and reflective educators who understand learners, content, and pedagogy.

Student Learning Outcomes

1. Demonstrate knowledge and application of critical concepts and principles to their field of preparation.
2. Develop and demonstrate skills/practices in the application of critical concepts and principles to their field of preparation.
3. Access and evaluate resources to advance their professional practice.
4. Evaluate their own progress in developing as advanced professional educators.

Preparation and Expectations

During the undergraduate program, candidates take several foundational content courses, general subject courses, and pedagogical courses for initial certification, some of which are unrelated to their major. Graduate coursework in our program, on the other hand, is highly specialized to develop experts in elementary education. The Master of Education in Elementary Education curriculum enhances candidates' expertise in grades K-8 by providing opportunities to develop as an instructional leader who influences the decision-making process in the candidate's educational context. Through sequenced coursework, this is done by enhancing skills in data literacy; use of research and research methodologies with the use of data analysis to develop supportive, diverse, equitable, and inclusive school environments; as well as further enhancing their knowledge of curriculum design and advanced assessment practices. Furthermore, candidates receive additional training for appropriate applications of technology. For the Master of Education in Elementary, candidates are expected to complete all coursework, collect appropriate artifacts for their culminating portfolio, and complete an Action Research capstone project, all of which leads to an oral defense of their portfolio demonstrating their ability to apply new knowledge acquired from the program and showing the alignment of this portfolio to program outcomes and national standards. The student must apply to and meet all criteria for admission to the Graduate School.

Master of Education in Secondary Education

The 30-credit (minimum) non-thesis master's degree in Secondary Education is a combination of pedagogy and content, designed for the secondary school teacher. This degree will permit the practicing teacher, or certified teacher with past experience teaching, to acquire greater depth in STEM (or single subject mathematics, geology, physical science, or biology), Mathematics Education, English/Language Arts, English as a Second Language (ESL), World Languages, History/Social Science, Instructional Technology, or another Idaho SBOE-approved secondary certification or endorsement area.

Mission

The Department of Teaching and Educational Studies seeks to graduate proficient and reflective educators who understand learners, content, and pedagogy.

Student Learning Outcomes

1. Demonstrate knowledge and application of critical concepts and principles to their field of preparation.
2. Develop and demonstrate skills/practices in the application of critical concepts and principles to their field of preparation.

3. Access and evaluate resources to advance their professional practice.
4. Evaluate their own progress in developing as advanced professional educators.

Preparation and Expectations

During the undergraduate program, candidates take several foundational content courses, general subject courses, and pedagogical courses for initial certification, some of which are unrelated to their major. Graduate coursework in our program, on the other hand, is highly specialized to develop experts in secondary education. The Master of Education in Secondary Education curriculum enhances candidates' expertise in grades 6-12 by providing opportunities to develop as an instructional leader who influences the decision-making process in the candidate's educational context. Through sequenced coursework, this is done by enhancing skills in data literacy; use of research and research methodologies with the use of data analysis to develop supportive, diverse, equitable, and inclusive school environments; as well as further enhancing their knowledge of curriculum design and advanced assessment practices. Furthermore, candidates receive additional training for appropriate applications of technology. For the Master of Education in Secondary Education, candidates are expected to complete all coursework, collect appropriate artifacts for their culminating portfolio, and complete an Action Research capstone project, all of which leads to an oral defense of their portfolio demonstrating their ability to apply new knowledge acquired from the program and showing the alignment of this portfolio to program outcomes and national standards. The student must apply to and meet all criteria for admission to the Graduate School.

Master of Education in K-12 Education / Music Education

The Master of Education in Music Education is a degree program housed in the College of Education and presented in collaboration with the Department of Music. For admission into this program, apply first to the College of Education Department of Teaching and Educational Studies. The Master of Education in Music Education is designed to strengthen the student's understanding, knowledge, and skills in three major areas — Core Professional Studies, Specialty Studies, and Integrative Field Research studies — as they relate to music education. The program is designed to meet the needs of music education specialists who work in the public school system (K-12) or who aspire to further graduate study and teaching in music education.

Mission

The Department of Teaching and Educational Studies seeks to graduate proficient and reflective educators who understand learners, content, and pedagogy.

Student Learning Outcomes

1. Students will be exposed to the history and development of Music Education in America.
2. Students will develop best practices within the contexts of curriculum, pedagogy, and psychology of music and music teaching.
3. Students will have the opportunity to develop a thesis which can be used to advance knowledge of an individual area of research.
4. Students will be able to discuss current events in music education with emphasis on critical thinking and practice.

Preparation and Expectations

The student must apply to and meet all criteria for admission to the Graduate School. In addition, applicants for the Master of Education in K-12 Education must meet all college requirements for admission and retention.

Individuals applying for admission to the Master of Education in Music Education must meet the following admission requirements:

1. Bachelor's degree in music from a regionally accredited college or university.
2. It is expected that students will meet basic requirements for public school certification.
3. Completion of entrance examinations in music history and music theory. Students whose examinations indicate deficiencies will be granted Classified (w/PR) Status. Any course used to remove deficiencies does not count toward the degree. When deficiencies have been removed, the student may seek Classified Status.

Master of Education in Special Education

The Master of Education in Special Education is designed to strengthen the student's understanding, knowledge, and skills in three major areas — Professional Studies, Specialty Studies, and Integrative Field Research Studies — as they relate to special education.

Mission

The Department of Teaching and Educational Studies seeks to graduate proficient and reflective educators who understand learners, content, and pedagogy.

Student Learning Outcomes

1. Develop knowledge of important research and theories regarding special education and evidence-based practice to support inclusion.
2. Adapt a general curriculum by using a variety of instructional strategies and positive behavior interventions and supports (PBIS).
3. Develop the skills necessary to deliver Special Education Services to students within a self-contained and inclusive environment.
4. Examine psychological based practices that can be applied to special education.
5. Apply pedagogical approaches to consider assessment, diversity, and exceptionality to support equitable access to the curriculum.
6. Know and demonstrate advanced behavioral techniques and Applied Behavior Analysis interventions.

Preparation and Expectations

During the undergraduate program, candidates take several foundational content courses to address and meet needs of children in both special and inclusive classroom settings. Graduate coursework in our program, on the other hand, is highly specialized to develop experts in special education, behavioral and related fields by providing a unique curriculum. The main goal of the Master of Education in Special Education is preparing leaders and experts in the field to provide best evidence-based strategies to improve educational and behavioral outcomes of children with special needs in supportive, diverse, equitable, and inclusive school environments. Furthermore, candidates receive additional training for appropriate applications of high quality behavioral interventions based on Applied Behavioral Analysis (ABA) approach. In addition to being full-time teachers, candidates are expected to complete all coursework requirements associated with the Master of Education in Special Education including the action research capstone portfolio and oral defense. Students seeking Idaho certification in the area of their training must also meet the Idaho State Board of Education requirements for certification/licensure. The student must apply to and meet all criteria for admission to the Graduate School.

Coursework is sequenced, starting with the core courses that develop the candidate's learning theory and research skills, followed by pedagogical coursework. Specialized content course work is integrated across the program of study. Throughout the coursework, candidates collect artifacts for the capstone portfolio that demonstrate their ability to reflect on and apply new knowledge

acquired from the program. This program can also lead to an Idaho endorsement for a Special Education Generalist teacher.

Master of Education in Literacy

The Master of Education in Literacy is designed to strengthen the student's understanding, knowledge, and skills in three major areas — Core Professional Studies, Specialty Studies, and Integrative Field Research Studies — as they relate to literacy education.

Mission

The Department of Teaching and Educational Studies seeks to graduate proficient and reflective educators who understand learners, content, and pedagogy.

Student Learning Outcomes

1. The literacy specialist understands the "science of reading" and the importance of research, and utilizes evidence-based best practices.
2. The literacy specialist understands the related nature of reading, writing, listening, speaking, and viewing.
3. The literacy specialist understands that reading is a complex process involving multiple skills and systems of decoding, encoding, and constructing meaning.
4. The literacy specialist understands the importance of building on strengths of individual learners rather than emphasizing needs.
5. The literacy specialist demonstrates knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity.
6. The literacy specialist is able to support and expand student expression in speaking, writing, and creative language arts forms across subject matter areas.
7. The literacy specialist is able to conduct assessments that involve multiple indicators of student progress and develop instructional plans based on student performance.
8. The literacy specialist is prepared to serve as a literacy leader in the educational system.

Preparation and Expectations

During the undergraduate program, candidates take several foundational content courses, general subject courses, and pedagogical courses for initial certification. Graduate coursework in our program, on the other hand, is highly specialized to develop experts in literacy education. The Master of Education in Literacy enhances candidates' expertise in P-12 literacy by providing a curriculum that allows the candidates to develop in-depth understandings of the science of literacy and specialized skills in literacy instruction and assessment, as well as the opportunity to become literacy leaders who influence the decision-making process in their schools and districts. The program further enhances pedagogy and seeks to renew candidates' passion for teaching literacy and leading in literacy. In addition to most candidates being full-time teachers, all candidates are expected to complete all coursework requirements associated with the Master of Education in Literacy, including the capstone case study and oral defense. The student must apply to and meet all criteria for admission to the Graduate School.

Coursework includes core courses that develop the candidates' understandings of learning theories and research skills; specialized courses that develop candidates' literacy expertise; and integrative field research studies in which candidates complete a specialized literacy practicum and case study. Coursework is offered fully online (both synchronous and asynchronous courses).

Master of Science in Deaf Education

The Master of Science in Deaf Education is a (32 credit) program designed to provide candidates with research-based pedagogy and methodology to become change agents providing instruction to Deaf/hard-of-hearing (DHH) students

in diverse academic settings. This program is in alignment with Idaho State University's vision to ignite a passion for knowledge and discovery to create a better future for our students and the world.

Mission

The Department of Teaching and Educational Studies seeks to graduate proficient and reflective educators who understand learners, content, and pedagogy.

Student Learning Outcomes

1. Displays the dispositions of professional action and moral commitments that support Deaf/hard of hearing students' social, emotional, behavioral, language, and academic development.
2. Applies evidence-based professional and pedagogical knowledge that supports Deaf/hard of hearing students' signed language development.
3. Applies evidence-based professional and pedagogical knowledge that supports Deaf/hard of hearing students' literacy development.
4. Applies evidence-based professional and pedagogical knowledge that supports Deaf/hard of hearing students' spoken language development (Deaf-centric approach).

Goal

Provide equitable employment opportunities for all candidates in the Masters of Deaf Education program by providing comprehensive research based training with emphasis on multilingual and bimodal teaching strategies.

Preparation and Expectations

During the undergraduate program, candidates will take courses to obtain proficiency in sign language skills (B- or higher in target language courses) and complete foundational courses in the teacher preparation program in chosen areas of emphasis (early childhood education, K-12 education, special education). Candidates may complete undergraduate programs in related fields providing services to deaf/hard of hearing populations (social work, interpreting, etc.). This may require additional coursework including the completion of necessary Praxis II exam(s) for teachers of DHH students prior to their placement for student teaching.

The Master of Science in Deaf Education program will build on skills learned in undergraduate programs and provide research based knowledge in specialized content areas related to the DHH population utilizing critical pedagogy strategies, Universal Design for Learning (UDL), and Multi-Tiered Systems of Support (MTSS). Emphasis will be given to providing language-rich learning environments for students who are DHH in diverse educational settings. Candidates are responsible for knowing the requirements in their individual states to meet the standards set forth for teachers of DHH students. Candidates seeking Idaho certification in the area of their training must meet the Idaho State Board of Education requirement for certification/licensure.

The student must apply to and meet all criteria for admission to the Graduate School. Coursework is offered fully online (both synchronous and asynchronous courses). Specialized content coursework is integrated across the program of study with emphasis on multilingual/bimodal methodologies, language planning and critical pedagogy. Candidates complete a capstone project that includes action research, and present a defense regarding their findings and action plan. This program can also lead to an Idaho endorsement for a DHH teacher.

Master of Arts in Teaching

The Master of Arts in Teaching (MAT) is a non-thesis program designed to strengthen the pedagogical knowledge and skills of candidates seeking to leverage an existing bachelor's degree to become a K-12 teacher.

Mission

The Department of Teaching and Educational Studies seeks to graduate proficient and reflective educators who understand learners, content, and pedagogy.

Student Learning Outcomes

1. The Teacher Candidate applies evidence-based professional and pedagogical knowledge that supports students' social, emotional, behavioral and academic development.
2. The Teacher Candidate has a deep and flexible understanding of content that supports students' social, emotional, behavioral, and academic development in authentic learning environments.
3. The Teacher Candidate strategically uses assessment for instructional planning and evidence-based instructional practices to make goal-directed decisions that support students' social, emotional, behavioral, and academic development.
4. The Teacher Candidate displays the habits of professional action and moral commitments that support students' social, emotional, behavioral, and academic development.

Preparation and Expectations

During the undergraduate program, candidates take coursework in their content areas to address the content specialization for K-12 teaching. Graduate coursework provides candidates with specialization in pedagogical knowledge and pedagogical content knowledge necessary to meet certification standards and requirements set by the Idaho State Board of Education. In addition, candidates receive additional coursework to develop the candidate's learning theory and research skills.

Two different options are available leading to Idaho K-12 Teacher Certification, both requiring a bachelor's degree for admission. Neither requires any previous teaching experience.

1. Alternate Authorization: This option is for teachers in the state of Idaho who have been hired as a teacher of record without certification (emergency hires/alternative authorization). This option is completed within three years.
2. Traditional Option: This option is for candidates with a bachelor's degree who would like to pursue Idaho teacher certification without having yet been hired as a teacher of record. This option can be completed in as few as four semesters.

Candidates must apply to and meet all criteria for admission to the Graduate School.

Additional Requirements for Certification

All candidates applying for certification must also submit a background check to the State Department of Education, pass the Idaho Comprehensive Literacy Assessments, and pass the Praxis II exam(s) appropriate to their endorsement area prior to student teaching. Candidates seeking certification in Career and Technical Education have additional requirements for certification.