

School Psychology and Educational Leadership

Chair and Professor: John Curry

Director & Professor: Howard Fan

Professor: Joel Bocanegra; David Coffland

Associate Professors: Erika Coles; Sue Kater

Assistant Professor: Berenice Sánchez, Yi-Chih Chiang, Donald Hastings; Weijian Yan

Professor of Practice: Rick Wagoner

Professors Emeritus: Alan Frantz; Mark Neill

Program Description	Type	Degree
Ph.D. in Instructional Design	Degree	Ph.D.
Ed.D. in Educational Leadership	Degree	Ed.D.
Ed.S. in Education Administration	Degree	Ed.S.
Ed.S. in School Psychology	Degree	Ed.S.
M.Ed. in Educational Leadership	Degree	M.Ed.
M.Ed. in P-12 Educational Administration	Degree	M.Ed.
M.Ed. in Instructional Design & Technology	Degree	M.Ed.
M.Ed. in P-12 Educational Administration with Athletic Administration Emphasis	Degree	M.Ed.
M.Ed. in School Psychological Examiner	Degree	M.Ed.
Graduate Certificate in Instructional Design	Certificate	Certificate
Graduate Certificate in Multimedia and Design	Certificate	Certificate
Idaho K-12 Principal Endorsement	Endorsement	
Idaho Special Education Director Endorsement	Endorsement	

Doctor of Philosophy in Instructional Design

The Doctor of Philosophy (Ph.D.) in Instructional Design degree prepares students to assume positions of leadership in instructional design, research, measurement, or evaluation. Graduates direct instructional design, research, measurement or evaluation projects in private or public institutions, as individual instructional design consultants, or as faculty at colleges and universities. For more information regarding the Doctorate of Education in Educational Leadership with Concentration in Instructional Design and Technology please visit <https://coursecat.isu.edu/graduate/education/schoolpsychologyandeducationalleadership/deducationalleadership/>

Doctor of Education (Ed.D.) in Educational Leadership

The Doctor of Education (Ed.D.) in Educational Leadership is the College of Education's highest degree awarded in recognition of academic preparation for professional practice in educational leadership. Because students enter the program with substantial knowledge, skills, abilities, and experience, the doctoral degree in Educational Leadership seeks to support the development of education professionals as scholars, researchers, and practitioners. This three-part whole provides the grounding from which all benchmarks of the student's educational journey, from admissions to advancement to candidacy and ultimately program completion, are assessed.

Concentrations within the Doctor of Education in Educational Leadership include: Higher Education Administration, K-12 Education Administration, and Instructional Design and Technology. The doctorate in Educational Leadership

does not lead to certification as a superintendent (see Educational Specialist in Educational Administration below).

As scholars, Doctors of Educational Leadership demonstrate content mastery. As researchers, Doctors of Educational Leadership demonstrate the application of content mastery through scholarly contributions reflecting the necessary dispositions and skills to successfully conduct meaningful education research. Finally, through guided practicum experiences, Doctors of Educational Leadership demonstrate their ability to use acquired knowledge, dispositions, and skills as scholars and researchers in applied educational leadership settings.

Master of Education (M.Ed.) in Educational Leadership

The Master of Education (M.Ed.) in Educational Leadership is designed to help students develop the knowledge, skills, and dispositions necessary to engage in effective leadership practice at the post-secondary (higher-education) level. The curriculum in the Master of Education in Educational Leadership is designed to strengthen the student's understanding, knowledge, and skills in Core Professional Studies and Educational Leadership as they relate to successful leadership roles in educational settings, such as community colleges, vocational technical, schools, or other education agencies. (Note: this program does not lead to certification as a K-12 principal).

Master of Education (M.Ed.) and Educational Specialist (Ed.S.) in Education Administration

Program Description

a. Mission

The education administration programs seek to prepare effective educational leaders to act as agents of continuous improvement and foster a supportive system to enhance all students' academic growth and well-being. The professional preparation for the education administration programs is founded on research and best practices in the field of educational leadership. The program adheres to national and state standards for the preparation of school administrators. The standards provide a framework for program content and field experiences.

b. Goals/Outcomes

The education administration programs are designed to prepare aspiring education leaders to use data to improve learning outcomes for all students by creating an educational culture that sustains ongoing improvement efforts, advances teacher professional capacity, promotes stakeholder involvement, and effectively manages the operational systems.

c. Preparation and Expectations

The Master of Education (M.Ed.) requires the completion of 31 credits (9 credits in "core" professional studies courses, 18 credits in Educational Administration emphasis courses, 3 credits of internship, and 1 credit of case study). The Education Specialist (Ed.S.) requires 30 credits (21 credits in Educational Administration emphasis courses, 3 credits of practicum, and 6 credits of electives).

Program completers produce evidence of meeting national and state standards to be eligible for state certification in school administration.

Master of Education (M.Ed.) in Education Administration with Athletic Administration Emphasis

The Master of Education (M.Ed.) in Education Administration with Athletic Administration Emphasis combines existing coursework and current programs in Educational Administration and Athletic Administration. This emphasis will provide school districts, which typically hire assistant principals and assign them athletic administrator responsibilities, with principals who are well-qualified to assume athletic administrator duties. This emphasis will provide education specifically designed to address the needs of current and future athletic administrators at the secondary school level. Candidates can select from existing course options in Educational Administration and Athletic Administration.

Master of Education (M.Ed.) and Educational Specialist (Ed.S.) in School Psychology

Program Description

a. Mission

The School Psychology and Educational Leadership Department seeks to prepare effective leaders to act as agents of continuous improvement and foster a supportive system to promote all learners' professional achievements and well-being. The training requirements for the School Psychology Program are founded on a philosophical, research, and practical understanding of the role and function of what a psychologist is expected to perform within educational settings. They are fundamentally adhering to research-based training and practices promulgated by the National Association of School Psychologists (NASP) standards in an integrated and comprehensive model.

b. Goals/Outcomes

The training requirements of the School Psychology Program are closely aligned with NASP standards. Our primary goal is to prepare future school psychologists to advance effective practices for children's learning and well-being so they can thrive in school, at home, and throughout life. Our graduates are competent members of school teams that support students' abilities to learn and build the capacity of teachers to serve. They apply expertise in mental health, learning, and behavior to help students succeed academically, behaviorally, and social-emotionally.

c. Preparation and Expectations

The School Psychology Program offers two degrees: M.Ed. School Psychological Examiner (31 credits) and Ed.S. in School Psychology (33 credits). Students admitted are expected to complete the full 64-hour sequence of integrated program courses over a three-year period, which fulfills the certification requirements as a school psychologist in Idaho and as a Nationally Certified School Psychologist (NCSP) through the NASP certification board, pending the attainment of a passing score on the Praxis II Exam in School Psychology.

Master of Education in Instructional Design & Technology

The Master of Education in Instructional Design & Technology (MEd-ID&T) prepares instructional designers and educators with the knowledge, skills, and abilities for designing, developing, implementing, and evaluating technology-based solutions to instructional problems. Graduates of the MEd-ID&T degree practice in K-12 and post-secondary education, business, industry, and performance learning environments and may also prepare for doctoral study. Candidates in the MEd-ID&T degree pursue advanced study in Instructional Technology core, specialty, and field studies.

Idaho K-12 Principal Endorsement

Individuals who currently hold an educationally-related master's degree can complete a sequence of courses to be eligible for an Institutional Recommendation toward the Idaho K-12 principal endorsement from the State Department of Education. This administrative certificate program includes 18 credits of coursework aligned to the Idaho Standards for the Preparation of School Principals, 3 credits of Internship (a state requirement), and 1 credit of Case Study (taken in last semester of the certificate program).

Idaho Special Education Director Endorsement

Individuals with a master's degree in K-12 educational administration can complete a sequence of courses to be eligible for an Institutional Recommendation from the College of Education to add the Special Education Director endorsement as an administrative certificate from the State Department of Education.