

Teaching and Educational Studies

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Program Description	Type	Degree
M.A. in Athletic Administration (https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/maaa/)	Degree	M.A.
M.A. in Teaching (https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/martteaching/)	Degree	M.A.
M.Ed. in Elementary Education (https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/medelemedu/)	Degree	M.Ed.
M.Ed. in K-12 Education/Music Education (https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/mek12teaching/)	Degree	M.Ed.
M.Ed. in Literacy (https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/medliteracy/)	Degree	M.Ed.
M.Ed. in Secondary Education (https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/medsecondaryedu/)	Degree	M.Ed.
M.Ed. in Special Education (https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/mspecialeducation/)	Degree	M.Ed.
M.S. in Deaf Education (https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/msdeafstudies/)	Degree	M.S.

Graduate Certificate in Teacher Leadership Certificate Certificate
(<https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/teacherleadershipcert/>)

Graduate Certificate in Career and Technical Education Certificate Certificate
([https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/ctecer/](https://coursecat.isu.edu/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/graduate/humanities-education-social-science/school-of-education/teachingandeducationalstudies/ctecer/))

M.A. in Athletic Administration

The Master of Arts in Athletic Administration program is aligned with the North American Society for Sport Management (NASSM) Standards. The NASSM standards for Master's Degree Programs in Sport Management address eight specific areas that include the following: Management, Leadership, and Organization in Sport; Research in Sport; Legal Aspects of Sport; Marketing in Sport; Sport Business in the Social Context; Financial Management in Sport; Ethics in Sport Management; and Field Experience in Sport Management.

Courses are offered at the Idaho State University – Pocatello campus. Additionally, all courses are available online for students outside of the Pocatello area.

Student Learning Outcomes (SLOs) for the MPE-Athletic Administration are:

SLO #1: Content Knowledge. Students will apply specific content knowledge to find solutions to complex organizational issues within the sport setting.

SLO #2: Application of Knowledge. Students will display the ability to synthesize information and devise viable solutions in complex organizational contexts within the sport setting.

SLO #3: Critical Thinking and Problem-Solving. Students will exhibit the ability to gather relevant information and critically examine the information through multiple analytical approaches.

SLO #4: Leadership. Students will demonstrate effective leadership skills which include professional ethics, flexibility in decision-making, and the ability to engage collaboratively with others to accomplish organizational goals.

SLO #5: Personal and Professional Growth. Students will develop self-awareness and adaptability, flexibility, and curiosity in pursuit of personal and professional growth.

SLO #6: Communication. Students will demonstrate exemplary communication both individually and in groups across written, oral, and technological platforms.

SLO #7: Ethical Behavior. Students will demonstrate socially responsible leadership grounded in the principles of diversity and inclusion, ethical decision-making, and sustainable business practices.

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.

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 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. The Master of Education in Literacy is a 30-credit, online graduate degree available to certified teachers in any US state.

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 their undergraduate programs, 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. 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. Candidates who are current teachers can complete the fieldwork and case study at their school. Coursework is offered fully online (mostly asynchronous courses with some required synchronous evening sessions). Candidates who hold Idaho elementary certification can qualify to add a K-3 Literacy endorsement to their certification upon program completion.

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 take courses to obtain proficiency in sign language skills (B- or higher in target undergraduate language courses required for admission) 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 builds on skills learned in undergraduate programs and provides 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 Education in K-12 Education / Music Education

This program is currently paused and not taking applications.

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.