



**Idaho State
University**

**College of
Education**

Advanced Candidate Handbook

Master's of Education Programs and Emphasis Areas

Elementary Education
ESL Emphasis
Literacy Education
Mathematics Consulting Emphasis
Secondary Education

Department of Teaching and Educational Studies
College of Education
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I. Introduction

This Handbook is a compendium of information about the Master's of Education advanced professionals degrees and emphasis areas offered by the faculty in the Department of Teaching and Educational Studies (TES). Information about policies, requirements, and resources relevant to all master's degree level students enrolled in

these programs and emphasis areas is provided in this document. This document is a dynamic reflection of faculty thinking. As new items are approved or revisions occur to a program, those changes will be reflected in this document. Information regarding the Master's of Arts in Teaching, the Master's in Special Education, and the Master's in Deaf Education degree programs appears in a different handbook.

About the College of Education at Idaho State University

By action of the 37th Idaho Legislature, the institution became Idaho State University on July 1, 1963. Today, Idaho State University is a broad-based regional public university providing a wide range of undergraduate and graduate academic programs. The College of Education (COE) consists of campuses in Pocatello, Twin Falls, Meridian, and Idaho Falls. Each campus is designed to meet the growing needs of Idaho's citizens. Many of our programs and courses are offered across the state using online delivery methods.

The College of Education is a regional public Doctoral/Research-Intensive University. Idaho State University meets the needs of a diverse population with certificate, associate, baccalaureate, master's, and doctoral degree offerings.

COE Mission and Vision Statements

Vision Statement

Building on a tradition of excellence, we will work continuously to improve the education we offer.

Mission Statement

Through excellence in teaching, scholarship and service:

- We foster professionalism in all that we do.
- We prepare and support professionals who are ethical and reflective and known for the quality of their work.
- We provide recognized leadership in the support of our students, professional partners and those who employ our graduates.
- We promote a culture of caring, respect and intellectual rigor within our college and beyond.
- We foster collaborative relationships with the schools, communities and professional organizations that we serve.
- We advance our understanding of the professions we serve and the application of that understanding in practice.

II. Conceptual Frameworks

Department of Teaching and Educational Studies Conceptual Framework

The College of Education conceptual framework guides the curriculum, instruction, and assessment for all initial and advanced professional education programs in the College of Education. This framework comprises a standards-driven, learner-centered, assessment-informed, collaborative approach through which teachers, administrators, and other school personnel develop the knowledge, dispositions, and skills deemed essential for effective professionals.

Programmatic Mission Statement and Relation to the COE and TES Conceptual Frameworks

Consistent with the TES Conceptual Framework, all candidates for the Master's of Education degrees offered by TES are expected to be reflective practitioners who demonstrate a commitment to professional standards, and who displays the beliefs, values, and behaviors that guide the ethical dimensions of professional practice.

All candidates are also expected to demonstrate proficiency with respect to the use of technology in their professional practice, and to understand and address issues of exceptionality and diversity in their professional practice. In addition to advancing advanced educators' competencies in these broad areas, the Master of Education degrees offered by TES are designed to advance the abilities of certificated and practicing teachers to meet identified program standards which are aligned with advanced teaching standards.

III. National and Other Programmatic Standards

Council for the Accreditation of Educator Preparation (CAEP) Standard for Advanced Levels (2021)

Standard RA.1. Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard RA.2. Clinical Partnerships and Practice The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Standard RA.3. Candidate Quality and Selectivity The provider demonstrates that the quality of advanced program candidates is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable

Standard RA.4. Satisfaction with Preparation The provider documents the satisfaction of its completers and their employers with the relevance and effectiveness of their preparation

Standard RA.5 Quality Assurance System and Continuous Improvement The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Standard RA.6 Fiscal and Administrative Capacity The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with Standard.6. If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of ST 6 in narrative supported by evidence.

COE Standards for Advanced Professionals

The **College of Education Standards for Advanced Professionals** address the knowledge, dispositions, and skills required for school personnel completing initial and advanced/ administrative preparation. These standards present the advanced professional as reflective, inquiry-oriented, cognizant of cultural diversity and individual differences, able to communicate effectively, aware of the research in his/her field, and able to assume leadership responsibilities.

Professional Studies and Research: The professional accesses, reads, and interprets the literature in his/her field and applies information from the research to professional practice.

Theoretical Foundations: The professional understands the theoretical foundations of the profession and applies knowledge of theoretical foundations to professional practice.

Professional Practice: The professional recognizes and addresses current issues in the profession, solves problems encountered in professional practice, and reflects on his/her professional practice and its effects.

Exceptionality and Diversity: The professional addresses issues of exceptionality and cultural diversity in his/her professional practice.

Technology: The professional uses technology in his/her professional practice.

Assessment: The professional uses a variety of formal and informal assessments to evaluate his/her performance and the performance of others.

Management of the Work Environment: The professional creates and maintains a safe and productive work environment.

Leadership: The professional assumes leadership roles in the profession and shares knowledge and expertise with others in the profession and community.

Interpersonal Skills: The professional fosters and maintains positive work relationships and models effective oral and written communication.

Personal Characteristics: The professional displays the beliefs, values, and behaviors that guide the ethical dimensions of professional practice.

IV. Master's Degree and Emphasis Area Programs

The department of Teaching and Educational Studies (TES) offers a number of master's degree and emphasis area programs. At present, those include:

- Elementary Education
 - ESL Emphasis (K-12)
 - Mathematics Coaching Emphasis
- Literacy Education
- Secondary Education
 - ESL Emphasis (K-2)
 - Mathematics Coaching Emphasis

The MEd. degree and emphasis area programs offered by TES provide advanced educators opportunities to expand their knowledge and practice in planning, delivering and assessing instruction as well as advance their content expertise within a relevant subject matter discipline.

Additional programs, including Early Childhood Education and Deaf Education, are either in development or undergoing revisions at present.

Master's 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, or certified teacher with past experience teaching, to acquire greater depth in STEM (or single subject mathematics, geology, physical science, or biology), mathematics education, ESL, foreign language, English/language arts, history, history/social science, instructional technology, or another Idaho SBOE-approved Elementary certification or endorsement area.

1. The advanced Elementary education professional, through the core curriculum and other course work, is expected to meet the core standards for advanced professionals the CAEP standards for accreditation at the advanced level (See <http://caepnet.org/standards/standards-advanced-programs>).
2. The advanced Elementary education professional is expected to meet Idaho Core Teacher Standards and National Board for Professional Teaching Standards Core Propositions.
3. The advanced Elementary education professional is expected to extend her/his subject matter depth in STEM, (or single subject, such as mathematics, geology, physical science, or biology), mathematics education, ESL, foreign language, English/language arts, history/social science, or another Idaho SBOEapproved Elementary subject matter content certification or endorsement area.
4. The advanced Elementary education professional is expected to utilize the knowledge of subject area concentration in specific applications and assessments within the educational methods curriculum.

The M.Ed. degree in Elementary Education requires advanced candidates to take coursework in the Core (research and writing and learning theories). Educational Pedagogy (advanced teaching methods, advanced studies of K-12 curriculum, advanced studies of Elementary or Secondary education, and measurement and assessment), and a specific Subject Area (graduate electives in an approved content area).

Program of Study

Core Courses

EDUC 6601, Research and Writing
EDUC 6602, Theories of Learning
EDUC 6622, Educational Assessment and Evaluation

Pedagogy Courses

EDUC 6630, Advanced Elementary Methods
EDUC 6641, Advanced Studies in K-12 Curriculum
EDUC 6670, Seminar in Elementary Education

Content Courses:

12 graduate hours of credit earned in an approved emphasis area

Oral Defense in EDUC 6670

In the final course in the program of study, EDUC 6670, students will present their capstone project orally to a committee made up of departmental graduate faculty. Each committee member will assess the oral defense and the portfolios using CAEP Advanced Standard 1.

ESL Emphasis (English as a Second Language Endorsement)

The Master's of Education ESL emphasis is to prepare currently certified K-12 teachers who want to work with English language learners. Coursework for the emphasis can serve as 16 of the 30 credits required to earn a Master's Degree in Elementary or Secondary Education from the College of Education. Coursework may also be applied to the ESL endorsement.

Program of Study (Total credits: 30*)

Core Master's Courses, 6 credits

EDUC 6601 Research and Writing (3 credits)

EDUC 6602 Theories of Learning (3 credits)

Content Emphasis, 12 credits

Foundations of ESL - 3 credits

EDUC 5560 Foundations of ESL (3 credits)

Diversity - 3 credits

EDLA 6630 Education Equity and Ethics (3 credits)

*Or another approved course on diversity

English Language - 6 credits from the following

ENGL 6680 Introduction to Linguistics (3 credits)

ENGL 5588 Introduction to Sociolinguistics (3 credits)

ANTH 5550 Introduction to Sociolinguistics (3 credits)

ENGL 5581 Studies in Grammar (3 credits)

*Or another approved course on linguistic features of English language

Educational Pedagogy, 9 credits

EDUC 5563 ESL Methods (3 credits)

EDUC 6622 Educational Assessment and Evaluation (3 credits)

EDUC 6641 Advanced Studies in K-12 Curriculum (3 credits)

Field Project, 3 credits

EDUC 6670/6671 Seminar in Elementary/Secondary Education (3 credits)

**EDUC 5564, ESL Practicum (1 credit) (taken with ESL 5563) is not a requirement of the master's degree program. It is, however, required to earn the Idaho ESL endorsement. With the addition of this 1 credit course it is possible for a student to earn both the master's degree and the ESL endorsement at the same time.*

Oral Defense in EDUC 6670 or EDUC 6671

In the final course in the program of study, EDUC 6670, students will present their capstone project orally to a committee made up of departmental graduate faculty. Each committee member will assess the oral defense and the portfolios using CAEP Advanced Standard 1.

Master's of Education in Literacy Education

The Master of Education in Literacy Education is designed to strengthen the student's master candidate'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.

1. The literacy specialist understands the related nature of reading, writing, listening, speaking, and viewing and that literacy is a process of constructing meanings. These meanings begin with personal knowledge.
2. The literacy specialist understands that reading is a complex process involving multiple skills and systems of decoding, encoding, and constructing meaning.
3. The literacy specialist understands the importance of building on strengths of individual learners rather than emphasizing needs.
4. The literacy specialist is able to support and expand student expression in speaking, writing, and creative art forms across subject matter areas.
5. The literacy specialist is able to conduct assessment that involves multiple indicators of student progress and develop an instructional plan based on these indicators.
6. The literacy specialist understands the "science of reading," the importance of research, and utilizes research-based best practices.
7. The literacy specialist is prepared to serve as a literacy leader in the educational system.

General Requirements

Candidates must complete a minimum of 30 semester credit hours for the Master of Education in Literacy Education. They must complete [EDUC 4419](#) Developmental Literacy or the Idaho Comprehensive Literacy Course or Assessments prior to taking specialty studies courses.

All candidates completing a thesis or case study will orally defend the thesis or case study but will not complete written comprehensive examinations. All candidates not completing a thesis or case study will be required to pass both a written comprehensive examination and an oral examination.

Candidates seeking Idaho certification in the area of their training must meet any requirements of the State Board of Education for certification. It is recommended that students pursuing the Master of Education with Literacy Emphasis have professional experience in an educational context.

Program of Study

Core Courses

EDUC 6601, Research and Writing
EDUC 6602, Theories of Learning

Specialty Studies

EDUC 5524, Assessing Literacy Abilities
EDUC 5526, Remediation of Literacy Problems
EDUC 6632, Psychology of Literacy
EDUC 6633, Language Literacy and Neurology
EDUC 6634, Literacy Multicultural Views
EDUC 6635, Clinical Methods in Literacy

Capstone Course

EDUC 6652, Field Practicum in Education
EDUC 6651, Field Project or Case Study in Education

Mathematics Consulting Emphasis (Mathematics Consulting Teacher Endorsement)

The Mathematics Consulting Teacher Emphasis/Endorsement prepares currently certified K-12 teachers, with a minimum of three years of teaching, to provide technical and assistance to mathematics teachers and other staff in schools and school districts and become teacher leaders in mathematics. This assistance may include such things as the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students in mathematics. Coursework for the endorsement can serve as

21 of the 30 credits required to earn a Master's Degree in Elementary or Secondary Education from the College of Education.

Program of Study

Mathematics Teaching and Learning, 12 credits

EDMT 5570 Teaching Mathematical Thinking, Data Analysis and Statistics (3 credits)
EDMT 5571 Teaching Mathematical Thinking, Geometry and Measurement (3 credits)
EDMT 5572 Teaching Mathematical Thinking, Algebraic Reasoning (3 credits)
EDMT 5573 Teaching Mathematical Thinking, Number and Operations (3 credits)

Understanding Adults as Learners, 3 credits from the following

OLP 6621 Theories of Adult Learning (3 credits) OLP
5510 Principles of Change (3 credits)
or other approved course on adult learning

Pedagogical Knowledge, 3 credits from the following

EDUC 6614 Pedagogy and Content Knowledge (3 credits)
EDUC 6630/6631 Advanced Elementary/Secondary Methods (3 credits)
EDUC 6641 Advanced Studies in K-12 Curriculum (3 credits)

Field Project, 3 credits from the following

EDUC 6651 Field Project in Education (3 credits)
EDUC 6670/6671 Seminar in Elementary/secondary Education (3 credits)

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, ESL, foreign language, English/language arts, history, history/social science, instructional technology, or another Idaho SBOE-approved Secondary certification or endorsement area.

1. The advanced Secondary education professional, through the core curriculum and other course work, is expected to meet the core standards for advanced

professionals the CAEP standards for accreditation at the advanced level (See <http://caepnet.org/standards/standards-advanced-programs>).

2. The advanced Secondary education professional is expected to meet Idaho Core Teacher Standards and National Board for Professional Teaching Standards Core Propositions.
3. The advanced Secondary education professional is expected to extend her/his subject matter depth in STEM, (or single subject, such as mathematics, geology, physical science, or biology), mathematics education, ESL, foreign language, English/language arts, history/social science, or another Idaho SBOE approved Secondary subject matter content certification or endorsement area.
4. The advanced Secondary education professional is expected to utilize the knowledge of subject area concentration in specific applications and assessments within the educational methods curriculum.

The M.Ed. degree in Secondary Education requires advanced candidates to take coursework in the Core (research and writing and learning theories). Educational Pedagogy (advanced teaching methods, advanced studies of K-12 curriculum, advanced studies of Elementary or Secondary education, and measurement and assessment), and a specific Subject Area (graduate electives in an approved content area).

Program of Study

Core Courses

EDUC 6601, Research and Writing
EDUC 6602, Theories of Learning
EDUC 6622, Educational Assessment and Evaluation

Pedagogy Courses

EDUC 6631, Advanced Secondary Methods
EDUC 6641, Advanced Studies in K-12 Curriculum
EDUC 6671, Seminar in Secondary Education

Content Courses:

12 graduate hours of credit earned in an approved emphasis area

Oral Defense in EDUC 6671

In the final course in the program of study, EDUC 6670, students will present their capstone project orally to a committee made up of departmental graduate faculty.

Each committee member will assess the oral defense and the portfolios using CAEP Advanced Standard 1.

IV. Program Level Assessments

As required by ISU, the college, and CAEP accreditation obligations, the master's degree programs engage in pre-, interim, and post-assessments of all candidates accepted into the program. Evidence is collected across each program by candidates and then shared in the form of an electronic portfolio.

The number of core and program assessments can range from 6 -8, with each aligned with one or more of the programmatic standards outlined earlier in this document.

Master's of Education in Elementary Education and Secondary Education

Description of Assessments

Admission to Program (n =3)	Interim (n = 4)	Completion of Program (n = 4)
	Pre-Dispositional Measure (EDUC 6602)	Post-Dispositional Measure (EDUC 6670 or EDUC 6671)
Undergraduate GPA	Theorizing Practices and Practicing Theories Paper (EDUC 6602)	Capstone Portfolio (ED 6670 or EDUC 66712)
Teacher Certification or documentation of previous teaching experience	Assessment Portfolio* (EDUC 6622)	Graduate GPA

GRE/MAT score (if required by the ISU Graduate School)	Instructional Sequence, Unit, or Module* (EDUC 6630/6631; EDUC 5563)	Graduate Student Exit Survey Employee Satisfaction Survey
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*Assessments revised 2019-2020.

Master’s of Education in Literacy Education

Description of Assessments

Admission to Program	Interim	Completion of Program
	Pre-Dispositional Measure (EDUC 6602)	Post-Dispositional Measure (EDUC 6670 or EDUC 6671)
Undergraduate GPA	Theorizing Practices and Practicing Theories Paper (EDUC 6602)	Capstone Portfolio (ED 6670 or EDUC 6671)
Teacher Certification or documentation of previous teaching experience	Assessment Portfolio* (EDUC 6622)	Graduate GPA

<p style="text-align: center;">GRE/MAT score (if required by the ISU Graduate School)</p>	<p style="text-align: center;">Instructional Sequence, Unit, or Module* (EDUC 6630/6631; EDUC 5563)</p>	<p style="text-align: center;">Graduate Student Exit Survey</p> <p style="text-align: center;">Employee Satisfaction Survey</p>
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*Assessments revised 2019-2020. Assessments revision in progress pending reinstatement of the program.

VI. Expected Candidate Outcomes

The Master's of Education and emphasis area programs offered by TES are designed to advance the abilities of certificated and other practicing teachers to meet both national and programmatic standards outlined earlier. Candidates create a capstone portfolio of evidence and orally defend this portfolio as a part of their final course in the program. The oral defense is organized by the department and follows ISU Graduate School guidelines for oral defenses.

Each committee is made up of two to three graduate faculty members from the Department of Teaching and Learning:

Committee Chair (TES graduate faculty member)
TES Committee member

VII. Academic Policy Statements

ISU Graduate School Policies

Formal Complaints

Formal complaints are handled in a manner consistent with university policy (See the Idaho State University Student Handbook at

<https://www.isu.edu/media/libraries/student-affairs/Student-Handbook.pdf>).

Specific university offices have been designated for the receipt of formal candidate complaints. Records of all formal complaints and their resolution are maintained according to the applicable university policy. University policies are in place for allegations of sexual harassment, allegations of discrimination based on race, color, sex, national origin, religion, age, sexual orientation, or disability, scholastic grade appeals, and code of conduct appeals. University policy also advises reporting violations of university conduct/discipline policies to appropriate university authorities and advises reporting violations of law to appropriate law enforcement agencies. Procedures for informal and formal complaints are also outlined in the College of Education Candidate Informal and Formal Complaints Process (posted to the intranet). This document is available to candidates from the College of Education Advising Center. In accordance with this policy, records are not kept for informal complaints or their resolutions.

See the ISU Graduate Catalog for information on other policies, including admission, transfer credits, enrollment status, maximum course loads, graduation deadlines, etc. The catalog is available [here](#).

COE Policies

Retention in College of Education Graduate Programs

Students must meet university, college, and department standards for grades, residency, time limits, and continuing registration (refer to the General Information section at the front of the Graduate Catalog and program descriptions that follow).

Grading

A fair and consistent grading policy will be established by the instructor and stated on the course syllabus. Follow this [link](#) to review the ISU grading policy.

Incompletes

Program instructors will state their policy regarding the grading of incompletes on their syllabi.

Retention

Students must meet university, college, and program standards for grades, residency, time limits, and continuous enrollment.

Departmental and Program Policy Statements

TES Grading Policy Statement

INCOMPLETE GRADES

- Assigned only when the student has been in attendance [in person] or has completed assignments by posted deadlines [online courses] and has done passing work up to a time within three weeks of the close of the semester, or within one week of the close of the summer session.
- Indicates the student was unable to complete the course for a legitimate reason (such as accident or illness) after having completed a substantial portion of the required work. In the Department of Teaching and Educational Studies, "substantial" is defined by the faculty as 80% or more of course work submitted with a passing score or higher.
- A written contract between the student and the instructor indicates the work still to be done and the deadline for its completion (within 12 months).
- All incomplete (I) courses must be completed prior to student teaching.

Additionally, learners are expected to successfully complete all assignments on or before stated deadlines (See the Calendar document in Moodle for specific dates). Provided rubrics should be used by students to check their work before it is submitted for grading. In some cases, learners will be given an opportunity to redo an assignment or quiz, if submitted before the deadline, until a successful grade is obtained.

Curriculum Guides

All core classes use curriculum guides to ensure that faculty teaching the courses maintain consistency across sections, across campuses, and across delivery methods. Curriculum guides are on file in the TES departmental office.

Continuous Enrollment

Both programs follow the guidelines established by the ISU Graduate School for continuous enrollment. Check the graduate catalog for more information regarding this policy.

Departmental Admission Requirements

At the time of application, the applicant must specify a single Master's of Education program area to which admission is requested (i.e., Elementary Education, Secondary Education, Literacy, K-12 Education/Music Education Emphasis, Child and Family Studies, or Special Education). Should a student wish to change his/her program area, he/she must reapply to the Graduate School and to the new program area for admission.

The following are required for admission by all Master's of Education program areas:

- The student must apply to and meet all criteria for admission to the Graduate School.
- Bachelor's degree from a college or university accredited in the United States or its equivalent from a school in another country.
- Grade point average of 3.0 or higher for all upper division credits taken at the undergraduate level.
- Fulfill any additional requirements of the proposed master's program area (e.g., successful completion of an admission interview with the master's program faculty).

No more than 9 credits of unclassified graduate coursework may be applied to the student's program. The student is responsible for meeting the requirements of, and being admitted to the program as a classified student before taking additional coursework.

VII. Terminology

The following terminology is utilized by the College of Education at Idaho State University.

Candidates

ISU college students, including graduates, who are enrolled in the Teacher Education Programs are considered candidates for graduation.

Clinical Practice

In the case of masters degree programs in teacher education, clinical practice is intended to refer to the practicing teacher's classroom. Clinical practice in these

programs involve the practicing teacher designing, implementing, and assessing a curriculum and other projects in his or her K-12 classroom. It is the responsibility of each candidate to obtain school or district approval when doing so, if or as needed. Candidates not currently teaching and/or assigned to a classroom must arrange, in coordination with a school, a classroom for use.

