Graduate Master of Arts in Education-Curriculum & Instruction



"I love working and teaching for Ottawa because we offer all of the big things - lots of programs, campuses and options...but we also have that hometown feel. It brings me so much joy to see my students blossom."

– Nancy Smith, Professor in School of Education

At Ottawa University

This program provides the skills and knowledge necessary to:

- Enhance teaching and services to students.
- Provide students with an engaging learning environment.
- Prepare and plan for change in the schools.
- Assist schools and the community to improve education for all students.
- Assess outcomes of school curricula, programs, services, and activities.
- Assume leadership roles in education.
- Engage in continued professional growth.

The concentration in curriculum and instruction is designed to broaden professional knowledge to enhance the curriculum development process. The program analyzes contemporary practices and theories to improve curricular design, institutional effectiveness and learner achievement related to knowledge acquisition.

Education and Qualifications

The traditional route to becoming a public school teacher involves completing a bachelor's degree from a teacher education program and then obtaining a certificate/license in a specific state. Those who have a college degree in other fields may meet state guidelines by completing a teacher certification/licensure program. For supervisory or other advanced education positions, a master's degree may be required.

Full Degree Courses Here

Ottawa University

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Graduate Master of Arts in Education-Curriculum & Instruction

Foundation Courses

EDF 7110 - Foundation of Learning Theory (3)

Evaluate key learning theories and environmental factors in relationship to student motivation; in order to advocate, nurture, and sustain the behavioral and academic success of students.

EDC 7210 - Foundation of Education (3)

Explore the historical and philosophical foundations of education in order to evaluate educational trends and create a personal philosophy of education while practicing the profession with intentionality.

EDC 7310 - Foundation of Exceptionality (3)

A comprehensive investigation concerning the identification, support, and resources necessary for supporting families and children/students with exceptionalities. Utilizing a team-based approach, candidates will construct strategies for creating programs that advocate for and sustain an instructional program conducive to student learning and staff professional growth.

EDC 7410 - Foundation of Educational Research and Assessment (3)

Evaluate the relevance of educational research to curriculum improvement, federal and state policies, systematic processes, and instructional and assessment strategies. Apply various methods within educational environments at multiple levels.

EDF 8503 - Master's Research Project (3)

Prepare major culminating scholarly project directly relevant to the program of study. Approved project proposal required.

Concentration Courses

EDC 7291 - Best Instructional Practices (3)

Explores challenges of teachers in evaluating the needs of individual students in the classroom. Learn to innovate possibilities for instruction to enhance learning for all students. Realize the benefits of personalized instruction.

EDC 7501 - Data Driven Instruction: Part I (3)

Students examine how school leaders can develop and maintain an atmosphere for improved student achievement based on data-driven systems. Topics include increased external accountability and data demands, as well as the ability to accurately interpret the data and implement positive learning opportunities based on the analysis of said data. Particular emphasis is placed on continuous improvement modeling.

EDC 7502 - Data-Driven Instruction: Part II (3)

Students investigate the background and current status of assessment principles, purposes, strategies, and procedures used to evaluate curriculum with attention given to school improvement planning through continuous improvement and gauging student progress. Emphasis on effective interpretation of evaluation data and methods of recording and reporting progress to stakeholders.

**Six Credits of electives from approved EDC courses. Contact Academic Advisor for approval.*

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Program requirements reflected herein are current at time of printing but are subject to change at the discretion of the university. Consult the catalog for any curriculum changes and additional requirements. Some required courses may be met through transfer credit as determined by the advisor in consultation with the registrar. www.ottawa.edu/coursecatalog

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