



It has been widely understood that if the United States of America expects greater returns on its investments in education, we are going to need to put highly qualified, innovative minds in teaching and administrative positions. A Master of Arts in Education is a prerequisite for many education positions and is recognized by school districts as a valuable credential. A master's degree in education gives educators the knowledge and skills to inspire and encourage a love of learning and the techniques to handle diverse classrooms and learning styles. Master's degree programs in education prepare educators to utilize high-level teaching methodologies and provide the tools to make work in the field of education more effective and efficient.

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 educational leadership concentration is designed for teachers interested in becoming school administrators. This program is designed to meet the ISLCC standards (Interstate School Leaders Licensure Consortium) required for Kansas advanced licensure.

In Kansas, five years of teaching experience is needed to meet licensure requirements (verification required).

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.



Graduate Master of Arts in Education-Educational Leadership

Foundation Courses

The following represent foundation courses for the Educational Leadership concentration.

EDF 7110 Learning Theory

Evaluate key learning theories and environmental factors in relationship to student motivation, along with the behavioral and academic success of students.

EDF 7210 Foundation of Education

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.

EDF 7310 Foundation of Exceptionality

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.

EDF 7410 Foundation of Educational Research and Assessment

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

EDF 7500 Foundation of Ethical Practices in Education

Examines the ethical guidelines and professional educator standards. Analyze, engage in, and demonstrate aspects of reflective practice, critical perspectives, and making informed and ethical decisions. Candidates will learn about advocating for sound educational practices and policies.

EDF 8503 Master's Research Project

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

Concentration Courses

The following represent concentration courses that are required.

EDC 7501 Data-Driven Instruction: Part 1

Examines 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 2

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

EDC 7743 School Finance

Covers the economics of school finance relating to theories and principles of taxation, reimbursement, financial planning, and budgeting; governmental impact, court intervention and the effects on public and non-public schools. Practical applications using local school district situations are considered when possible.

EDC 7733 Principalship

Explores the principal's role and responsibilities as related to organizational development, information systems, faculty and staff selection, orientation supervision and evaluation, curriculum development and implementation, scheduling, budgeting, and plant/facilities use.

Field Experience Courses

The following represent the concentration electives. Six credits of EDF or EDC courses approved by program director or designee or the following credits are required.

EDC 8453 Field Experience 1

Individually designed course-offering opportunity to integrate course knowledge with practical experience in an educational setting. Approved written proposal required.

EDC 8473 Field Experience 2

Individually designed course-offering opportunity to integrate course knowledge with practical experience in an educational setting. Approved written proposal required.

