



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 Arizona certification and Kansas advanced licensure.

In Arizona, three years of teaching experience is needed to meet certification requirements (verification required). 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 7163 Research: Assessment and Evaluation

Develop conceptual and analytical skills and knowledge to assess organizational needs and program effectiveness through the use of research methodologies.

EDF 7703 Data-Driven Leadership Practices

Course examines how school leaders can create 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.

EDF 7753 Human Relations for Leaders in Diverse Communities

Course examines skills and knowledge needed for a school leader to effectively work with others in the problem solving process within diverse populations. Topics include analysis and implementation of effective consensus-building as well as the exploration of one's own assumptions, beliefs, and practices. Analysis and development of effective lines of communication and partnerships with decision makers outside the school community are also explored.

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 7153 Education Law

Examination of federal and state statutes, agencies, and court decisions in education; including administrative and teacher rights, responsibilities, relationships, and liabilities.

EDC 7713 School and Community Relations

Examines the policies, practices, and strategies in school and community relations. Topics include public information techniques and procedures.

EDC 7723 Instructional Design & Evaluation

Surveys the field of curriculum theory and organizational frameworks for current practices in curriculum development and evaluation, as well as curriculum revision and change.

EDC 7733 The 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.

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 will be considered when possible.

EDC 8073 Clinical Supervision/Assessment

Topics include principles of supervision, supervision theory, models, techniques of supervision, philosophical conflicts, teacher evaluation schemes, and research on supervision.

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 in Education I

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

EDC 8473 Field Experience in Education II

Continuation of EDC 8453.

EDC 8453 and EDC 8473 are required for Arizona students

One field experience is recommended for Kansas students