

Master of Arts in Education (Advanced Programs)—Assessment Framework

<i>Assessment Point</i>	<i>Evaluated by</i>	<i>Purpose/ Standards Focus</i>	<i>Instrument</i>	<i>Performance Level</i>	<i>Decision</i>
Admission into MAE Program	Office of Graduate and Special Programs	Bachelor's level competence	Undergraduate gpa	2.5 in last 64 hours of bachelor's program	<p>Regular: Meets all requirements.</p> <p>Provisional: With letters of recommendation, a student may be given provisional admission, but must achieve a gpa of 3.25 in the first 9 hours of graduate study, which may not be workshop credits.</p> <p>Denial: Success is unlikely. Candidate is denied admission.</p>
		Potential to succeed in a graduate program	Letters of recommendation	Waived if gpa is 3.0 or higher in last 64 hours of bachelor's program	
Leadership Assessment	EDUC 500 faculty	Examine and develop their own significant role as Educational leaders.	Leadership Portfolio includes: Emotional Awareness Personal Profile; Values Profile Questionnaire; Interpersonal styles assessment and analysis of a third party using Interpersonal Styles Normed Questionnaire; Ego States of Mind Profile Questionnaire; T-P	This is a developmental portfolio. Individuals identify their predominant style for specific focus areas and determine actions to improve their own areas of weakness or enhance areas of strength. EDUC 500 is	<p>Regular: Meets all requirements.</p> <p>Students must complete all requirements for individual courses and maintain a 3.0 gpa in their master's level coursework to continue in the program.</p> <p>Denial: Students who do not</p>

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			Leadership Profile; Factor to Factor Motivational Analysis Grid.	part of the required core and must be passed with a “B” or higher.	complete individual courses or maintain a gpa of 3.0 or higher are removed from the program. Regular: Meets all requirements. Students must complete all requirements for individual courses and maintain a 3.0 gpa in their master’s level coursework to continue in the program. Denial: Students who do not complete individual courses or maintain a gpa of 3.0 or higher are removed from the program.
	EDUC 541 faculty	Examine and develop their own significant role as Educational leaders. Note: EDUC 552 is divided into two parts. Two semester hours of the three-hour course is a capstone in leadership.	Leadership Portfolio includes: Change Agent Questionnaire; Managing Disagreement Profile; Self Image Assessment; Criticism; Management, Conflict Resolution Questionnaire; Your Negotiating Profile.	This is a developmental portfolio. Individuals identify their predominant style for specific focus areas and determine actions to improve their own areas of weakness or enhance areas of strength. EDUC 541 is part of the required core and must be passed with a “B” or higher.	
	EDUC 552 faculty		Leadership Portfolio includes: Leadership Decision Making Case Studies Assessment; Assessing Empowerment; Creativity Profile; Team Player Profile.	This is a developmental portfolio. Individuals identify their predominant style for specific focus areas and determine actions to improve their own areas of weakness or enhance areas of strength. EDUC 552 is	

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				part of the required core and must be passed with a “B” or higher.	
Interpersonal Skills, Leadership Skills and Change Management Skills	EDUC 500, 541 and 552 faculty.	Foster enhanced leadership skills, both on a formal and informal basis; develop interpersonal and presentational skills; and develop techniques for managing change.	Leadership Portfolio includes: Emotional Awareness Personal Profile; Values Profile Questionnaire; Interpersonal styles assessment and analysis of a third party using Interpersonal Styles Normed Questionnaire; Ego States of Mind Profile Questionnaire; T-P Leadership Profile; Factor to Factor Motivational Analysis Grid. Change Agent Questionnaire; Managing Disagreement Profile; Self Image Assessment: Criticism; Management, Conflict Resolution Questionnaire; Your Negotiating Profile Leadership Decision Making Case Studies Assessment; Assessing Empowerment; Creativity Profile; Team	This is a developmental portfolio. Individuals identify their predominant style for specific focus areas and determine actions to improve their own areas of weakness or enhance areas of strength.	Regular: Meets all requirements. Students must complete all requirements for individual courses and maintain a 3.0 gpa in their master’s level coursework to continue in the program. Denial: Students who do not complete individual courses or maintain a gpa of 3.0 or higher are removed from the program.

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			Player Profile. Note: It should be recognized that the content above is continuously referred to and revisited throughout the leadership core.		
Collaboration	EDUC 502 faculty.	Become aware of the variety of family, social service, community, and business resources available to educators.	Community Resource Manual	Grade by faculty member. EDUC 502 is part of the required core and must be passed with a “B” or higher.	<p>Regular: Meets all requirements.</p> <p>Students must complete all requirements for individual courses and maintain a 3.0 gpa in their master’s level coursework to continue in the program.</p> <p>Denial: Students who do not complete individual courses or maintain a gpa of 3.0 or higher are removed from the program.</p>
	EDUC 502 faculty.	Reflect on instructional trends, methods and models in a teaching area of choice, selecting those most appropriate for the needs of their student	Best Practices Training Project	Faculty, Peer, and Self-Evaluation. EDUC 502 is part of the required core and must be passed with a “B” or higher.	

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		population; and develop collaborative plans and/or training materials to provide for perceived needs.			
Research Skills	EDUC 505 faculty	Experience the role of EDUCator as researcher.	Research Paper includes: Literature Review, Statement of Problem, Research Question, Hypothesis, Research Design, Results, and Conclusions.	Grade by faculty member. EDUC 505 is part of the required core and must be passed with a “B” or higher.	<p>Regular: Meets all requirements.</p> <p>Students must complete all requirements for individual courses and maintain a 3.0 gpa in their master’s level coursework to continue in the program.</p> <p>Denial: Students who do not complete individual courses or maintain a gpa of 3.0 or higher are removed from the program.</p>
Professional Development Electives *Note: Candidates	College of Education Faculty	Experience professional development that is pertinent to individual	Candidates select elective courses in to meet their own professional needs. Possibilities include: reading, Educational technology, special	Faculty members teaching each class determine grades. Candidates must maintain a 3.0 gpa to complete the Master	<p>Regular: Meets all requirements.</p> <p>Students must complete all requirements for individual courses and maintain a 3.0</p>

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for the MAE who are not seeking additional endorsements or licensure will be considered to be majors in Curriculum and Instruction.		professional situations.	Education, early childhood, middle childhood, methods, pedagogy, human resource development, and advanced content. Candidates can transfer master's level courses from other institutions, including UF's Business Administration, TESOL/ Bilingual, Master of Arts in Liberal Studies, or Environmental Safety and Health programs.	of Arts in Education degree. Candidates may be required to have professional development courses approved by their Local Professional Development Committee.	gpa in their master's level coursework to continue in the program. Denial: Students who do not complete individual courses or maintain a gpa of 3.0 or higher are removed from the program.
Culminating Project	Chair of individual culminating project	Demonstrate leadership, research, and presentational skills.	There is a leadership capstone in EDUC 552. Each student also chooses a faculty member to work with on the culminating project. Each faculty member has a different type of project, from writing for publication or writing an in-depth thematic unit to completing a research, technology or leadership project.	Grade by faculty member. EDUC 552 is part of the required core and must be passed with a "B" or higher.	Regular: Meets all requirements. Students must complete all requirements for individual courses and maintain a 3.0 gpa in their master's level coursework to continue in the program. Denial: Students who do not complete individual courses or maintain a gpa of 3.0 or higher are removed from the program.