



Graduate Academic Learning Compact

Educ Leadership - Adv Tch Learn

Program Mission Statement

This concentration is intended for students who wish to engage in the advanced study of adult learning theory and practice leading to a master's degree in Educational Leadership to better prepare them to assume leadership roles at educational institutions, as teacher leaders in our K-12 educational system, for careers in training and development or in higher education, and are not seeking the Florida Educational Leadership Certification. Students are engaged in ongoing critical thinking and discussion with faculty, community leaders, and experts in their chosen field to be able to grasp and understand the complexities of some of the major issues confronting adult learning through various types of activities including case studies, critiques of current in-field journals, interviews and other forms of critical inquiry. Students are then required to share their findings and conclusions with colleagues and develop a sense of ownership and support for their positions. Upon completion of the program, individuals will be able to plan, develop and execute programs for adult learners in different discipline areas to meet the needs of individuals, organizations and the community to improve the quality of life for all constituents.

Student Learning Outcomes

Graduates will be able to:

Knowledge of Literature of Discipline (req)

- Students will identify and define the six characteristics needed for an effective leadership team, including the three essential and three enabling conditions. Students will also identify and define four different types of senior leadership teams. Students will then examine and analyze different senior leadership team scenarios and identify which kind of team(s) is/are most apparent in the scenario and applying the 3 different essential and 3 different enabling conditions, determine the effectiveness of the leadership team. Students will be required to conduct a case study on an organization of their choosing to serve as an observer or participant observer and describe the type(s) of teams most apparent and assess and evaluate whether or not the leadership team meets the six characteristics required for an effective leadership team.
- Based upon current literature, learners will study and become engaged in the different adult learning strategies and techniques and be able to articulate, differentiate and demonstrate these different approaches to effective adult teaching and learning as well as being able to identify the strengths and limitations of each approach. This is accomplished through class presentations, discussion and analysis of the more frequently used models; through conducting case studies of existing community adult learning programs, critical reviews and critiques of current in-field journals in adult and continuing education, interviews with appropriate institutional and community adult learning directors, and the development of a self assessment of their own understanding of adult learning and what it should be.
- Students will conduct a full literature review on a specific research topic as required for a research proposal or conduct a minimum of five journal critiques of peer reviewed journal articles in their chosen discipline.

Professional Skills (opt)

- Students will demonstrate the ability to analyze relevant data to plan for effective instructional leadership and the utilization of professional development to improve/enhance instructional capacity at a given school.

Critical Thinking (opt)

- Students will develop a research proposal, an action research project or a case study in an area of educational interest with a full literature review and will present their findings and outcomes to others in the learning environment.
- Students will analyze, evaluate and identify appropriate strategies for professional decision making in adult learning and/or leadership scenarios. This is accomplished through a review of successful programs in which key strategies and expected outcomes are reviewed, discussed and articulated and the assessment process is well established. Students would be able to provide relevant feedback regarding any program and provide new direction if needed.
- Students will demonstrate knowledge of the evaluator's responsibility for designing and implementing an evaluation, conducting data analysis, and reporting evaluation results. Emphasis is on the application of qualitative and quantitative methods for conducting an assessment of program implemental, outcome, and impact.

Assessment Approaches

Students' knowledge of the literature of the discipline is assessed by evaluating case studies they have created. In addition, students ability to conduct independent research and/or assume a practicum is evaluated and assessed considering the learner's area of interest and concentration and their own personal learning goals and desired outcomes. Focus is on the three domains in which people learn: the cognitive, the affective and the behavioral. These are achieved through lectures and discussions (cognitive) through values clarification exerises and consensus-seeking activities (affective) and role play, simulations and teach-backs (Behavioral). Assessments are established through the development of student portfolios, written examinations, project-based key assessments where learners are immersed into new and/or ongoing projects having identifiable outcomes, exploring and developing research initiatives through the collection and analysis data to answer specific questions relating to one's own area of interest , problem-based learning emphasizing collaborative learning, and other authentic tasks such as role-playing and simulations.