MAEd CORE COURSES
- EDU 5111 Enhancing Communication and Embracing Understanding
- EDU 5101 Learning Theories & Instruction
- EDU 5102 Assessment Strategies
- EDU 5103 Curriculum Development & Design
- EDU 5531 Today’s Learner
- EDU 5120 Action Research in the Classroom
- EDU 5049 Inclusion: Students with Exceptionalities

EDUCATION CONCENTRATION COURSES
A candidate chooses an MAEd concentration and completes 5 education concentration courses (15 credit hours) in the concentration.

EDU 5997 MAEd Portfolio
- In the MAEd program, a candidate may enroll in two courses per term. A candidate enrolls in EDU 5997 MAEd Portfolio which spans the two terms before graduation. EDU 5997 is considered a course toward degree completion. As a candidate nears the completion of the MAEd program and enrolls in EDU 5997, he or she may enroll in a maximum of one other course per term.
- Candidates enroll in EDU 5997 MAEd Portfolio (no credit/no cost) the semester before the intended graduation.
- EDU 5997 is located online through a Moodle shell.
- During the mandatory portfolio information meeting, the candidate meets with the program director for EDU 5997 information.
- Candidates submit the autobiography, course artifacts, course reflections, presentation, and the final program reflection through TaskStream before graduation and on the scheduled portfolio completion date.

TASKSTREAM (TS)
Each candidate enrolled in a Graduate School of Education (GSOE) program must have a TS account. (See TS information on separate document.) All MAEd portfolio requirements are submitted to TS: dispositions, program reflection, autobiography, course artifacts, course reflections, and the presentation.

DISPOSITIONS MASTER OF ARTS IN EDUCATION (MAED) PROGRAM PORTFOLIO
A candidate completes and submits two teaching and learning disposition rubrics to TS at different points in the MAEd program.
- By the completion of the candidate’s first course of the MAEd program, he or she submits his or her self-rating of dispositions to TS. At the completion of the MAEd program and before the submission of the portfolio for assessment, the candidate submits his or her last self-rating of the learning and teaching dispositions.
- The portfolio program reflection is a minimum two-page document that addresses the candidate’s growth in the dispositions because of the MAEd program content and experiences.

PROGRAM REFLECTION
- The focus of this minimum two-page program reflection is the two completed disposition documents and the candidate’s explanation of his or her growth in knowledge and understanding of the four teaching and learning dispositions. Included in this explanation is the effect on the candidate’s students because of his or her growth in the dispositions.

AUTOBIOGRAPHY
- The Professional Autobiography is more than a page and fewer than 4 pages in length. The purpose of the autobiography is to provide a word picture of you, including your educational background, when and where you have taught, and what brought you to Baker University GSOE’s MAEd program and your plans after completion of the MAEd program.

REQUIRED COURSE REFLECTIONS
- Each course in TS includes artifacts (common assessments for the required courses) and a reflection for each of the required courses. Each reflection addresses the work in the course and the contribution the artifact(s) and the course content make to the candidate’s increased understanding of the NBPTS Proposition(s) and Indicators (P & I), specific application in the classroom, and the candidate’s growth as an educator (See portfolio rubric).
- If your reflection focuses on the NBPTS P & I that the course covers, and the reflection also explains specific application in your classroom, each reflection is a minimum of 2 pages, usually a 4-6 page document (See portfolio rubric).
- A course reflection may not represent all the P & I, but all P & I are represented in the portfolio reflections

PRESENTATION
- A candidate’s presentation is focused on the candidate’s choice of concentration and the elective courses completed to meet the concentration requirement. He or she chooses a method for the presentation (slides, video, Prezi, etc.), includes an explanation of learning, shares specific application of learning and examples from his or her classroom, and submits the presentation to TaskStream. In other words, the presentation answers the following questions: "What did I learn? and "How is my understanding of the concentration content improved or increased learning for my students?"

An MAEd candidate’s portfolio must make a “Proficient” or “Distinguished” score on the portfolio rubric to complete his or her program.