

DEPARTMENT OF LEADERSHIP AND COUNSELING

Portfolio

Master's Degree in Education Leadership
Student Affairs or Higher Education emphasis

Portfolio Requirement

Students pursuing the Master's degree in educational leadership will be expected to develop a professional portfolio. The portfolio, when completed, will represent the formal capstone experience used by the student and educational leadership program faculty to assess the student's overall learning while a graduate student in the Master's degree program in educational leadership at Eastern Michigan University.

More specifically, the portfolio will represent an extensive record of the student's progress and growth, will be evidenced by a collection of well-documented papers and other artifacts produced as original work by the student, and will be combined with statements of personal philosophy and goals, and deep self-reflection.

Further, the portfolio is designed to link the acquisition of knowledge in the university setting with the application of knowledge in the work setting. Thus, the portfolio will seek evidence of the student's ability to apply the knowledge and skills they have gained in the program, by assessing a broad range of knowledge, skills, and dispositions including the application of knowledge to the improvement of practice.

Portfolio Process

Upon admission, students will schedule a meeting with their advisor who will describe the portfolio's purpose and design, and who will discuss the responsibilities of both the student and the faculty advisor.

After completing 18 hours of coursework, students should schedule a meeting with their advisor to discuss the progress of their portfolio.

During the final semester of coursework, the student will contact their advisor to schedule a date and time for the oral presentation of their portfolio. The presentation of the portfolio will consist of a brief oral description by the student of the written artifacts contained in the portfolio, followed by a discussion with faculty regarding the student's personal learning and growth, along with perceptions of the strengths and weaknesses of the overall program. You must submit a copy of your portfolio on LIVETEXT to your faculty advisor at least seven (7) days in advance of your presentation, so that faculty may have an opportunity to review your portfolio prior to your presentation.

LiveText

Your written work and other artifacts must be submitted using LiveText. Information on obtaining a LiveText subscription and the process for creating your portfolio in LiveText are attached to the end of this document.

Portfolio Components

1. A Current resume describing career objectives, experience, education and qualifications.
2. Credentials including copies of appropriate professional presentations, certificates of award or recognition, and membership in professional organizations.
3. Personal Philosophy including a statement of philosophy, which encompasses attitudes, beliefs, and values regarding educational leadership in student affairs or higher education administration.
4. Indicators of the student's understanding of the educational leadership elements embedded in the curriculum. Demonstrate understanding by using a class paper or an experience thru a graduate assistantship or conference participation as evidence to meet the goals.

The Educational Leadership program mission is to develop leaders with the knowledge, skills, and attitudes for helping to build learning communities within a culturally diverse society.

The purpose of the Master of Arts Degree in Educational Leadership in higher education (student affairs or general administration) is to foster educational leaders in higher education who know and understand administrative, leadership, and organizational theory, apply ethical and legal frameworks, create positive human relations, foster diversity and equity, understand college and adult developmental theory and student characteristics, utilize research, and experience various practices in higher education.

| Goals: | Courses |
|---|--|
| Goal 1 - To foster educational leaders who know and understand the leadership and administration of student affairs and higher education (e.g. purpose of post-secondary education; role of leadership and administration; governance; national and global issues affecting higher education). | EDLD 514, 550, 613, 622, 632 |
| Goal 2 - To foster educational leaders who know and understand the organization of higher education (e.g. history and philosophy of higher education; public policy; finance; assessment; political, social, cultural, and economic systems). | EDLD 510, 613, 622, 632, 633, 634, 635 |
| Goal 3 – To foster educational leaders who know and understand law and ethics (e.g., professional code of ethics; philosophy of higher education and/or student affairs; law related to student affairs and/or higher education). | EDLD 614, 636 |

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| <p>Goal 4 – To foster educational leaders who know and understand human relations and cultural diversity (e.g. importance of diversity and equity in a democratic society; understanding human relations; role of education in sustaining a democratic society).</p> | <p>EDLD 509, 613, 631, 655</p> |
| <p>Goal 5 – To foster educational leaders who know and understand college student development and student characteristics (e.g., college student and adult development; college student characteristics related to institutional practice).</p> | <p>EDLD 551, 611, 655</p> |
| <p>Goal 6 – To foster educational leaders who know and understand the concepts of conducting research (e. g. research design).</p> | <p>EDPS 677, Indept. Study, Graduate Research Fair</p> |
| <p>Goal 7 – To foster educational leaders who know and understand professional practice (e.g. program planning and execution, advising; group dynamics, evaluation, staff training and supervision, policy development, planning and budgeting, and artifacts from internship i.e. presentations, projects, case study competition).</p> | <p>COUN 689, 690, EDLD 687 Portfolio</p> |

To prepare leaders by

1. Delivering the complete Masters program on campus and at appropriate regional sites.
2. Assure quality assurance for the student affairs program by following the Council for the Advancement of Standards in Higher Education (CAS).
3. Linking students to the community through classroom experiences, internships/fieldbased experience, and at times, graduate assistantships.
4. Creating a curriculum that is built around the knowledge base and best practice.
5. Teaching in a way that reflects best practices and adult learning theory.
6. Assessing student learning through classroom assessments and internships, and the use of a professional portfolio as a culminating experience.

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| TO BE COMPLETED BY ADVISOR |
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Student Name: _____ Student #: _____

Semester/Year: _____

A portfolio presentations was held on _____ at
 _____ a.m./p.m.

The student’s portfolio was evaluated as follows (PLEASE CHECK ONE):

- Pass
- Pass with major/minor revisions by _____
- No Pass

| <input type="checkbox"/> Exceeds Standards | <input type="checkbox"/> Meets Standards | <input type="checkbox"/> Does Not Meet Standards |
|---|---|---|
| The quality of the Portfolio writing and content is superior and provides substantial evidence that the student has met each of the program standards. Through reflection, the student documents personal growth and demonstrates the ability to synthesize learning experiences into a coherent theory of action to guide professional practice. | The quality of the Portfolio writing and content is acceptable and provides sufficient evidence that the student has met each of the program standards. Through reflection, the student demonstrates an understanding of the connection between course work and practice and documents personal growth. | The quality of the Portfolio writing and content is substandard or does not provide sufficient evidence that the student has met each of the program standards. Or, the student is unable to adequately articulate connections between course work and practice or document personal growth as a leader. The student will be asked to revise and re-submit their portfolio. |

Signature of faculty advisor: _____ Date: _____

** Advisors – Upon completion please e-mail Earl Roggeman at earl.roggeman@emich.edu noting the students’ name and ID number and successful completion. Or you may return this form to the Rose for processing.

LIVETEXT

LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum."

If you have not obtained a LiveText subscription for other classes you have taken in your Educational Leadership Program you will need to purchase a subscription.

To purchase a LiveText subscription go to the following website:

http://www.emich.edu/coe/livetext/students/how/obtain_keycode.html

Select the: "For **EMU Student** LiveText information, click here." When you select "Click here" you will be taken to a help page. This page contains information on how to use LiveText. To obtain information on how to purchase a subscription select "Getting you LiveText keycode and account." This page will provide you instructions on how to set up your LiveText account.

If you have questions about acquiring your LiveText account you can email:

coe.livetext@emich.edu

Creating Your Portfolio on LiveText

1. Log into to your LiveText account.
2. Select "New Document"
3. When the dialogue box opens:
 - a. Choose a Folder: Select EDLD
 - b. Choose a Templates: Select EDLD K-12 Master's Portfolio
 - c. Title: LName, FName, Semester, Year, Portfolio
4. Select "Save as New Document"
5. When the document opens follow the instructions on the first page of the document.
Important: You only need to create the document once. To add additional items after closing the document, go to MY WORK and select the portfolio document
6. To share the portfolio with your advisor, open the document and select "Send for Review." In the dialogue box type in your advisors name, click on their username when it appears, and then select "submit for review."