Portfolio Instructions
Master of Arts in Educational Leadership
Higher Education and Student Affairs (HESA) or
Administrative Leadership in Higher Education (ALHE)

The purpose of the Master of Arts Degree in Educational Leadership is to prepare educational leaders who understand theoretical underpinning and acquire practical experiences in the field of higher education. We prepare leaders who can excel in the administration of higher education organizations, have a wealth of knowledge about student characteristics, can apply ethical and legal frameworks, create positive human relations, foster diversity and equity, understand college and adult developmental theory, possess a global perspective, utilize research and assessment, and have mastered experiences across various higher education settings.

The Masters of Arts in Educational Leadership is designed with careful consideration of quality assurance by following the Council for the Advancement of Standards in Higher Education (CAS). Our curriculum is taught by skilled faculty and instructors with a deep understanding of the field of student affairs and is built around the knowledge base and best practices.

Portfolio Requirement

Students pursuing the master's degree in educational leadership will be expected to develop a professional portfolio **(Portfolio)**. The portfolio is the formal capstone experience used by the student and faculty to assess the student's overall learning. The portfolio represents an extensive record of the student's progress, knowledge, skills, and dispositions gained in the program.

Timeline of Portfolio

Understanding your Portfolio. Upon admission, students will schedule a meeting with their advisor to review the portfolio's purpose, design, and discuss the responsibilities of both the student and the faculty advisor. Students must save their work/projects/presentations beginning in their first semester and for the duration of their program in a secure location (e.g., flash drive, Drop Box, google drive, external drive)

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

Final Portfolio Review. During the final semester of coursework**, each student will contact their advisor** to schedule a date and time to present their portfolio (typically 25-40 min.) to

their advisor. This presentation of the portfolio will consist of a brief reflection about the artifacts contained in the portfolio, a discussion with faculty regarding the student's personal learning and growth, and reviewing constructive feedback related to your HESA / ALHE program experience. Students must contact their advisor to schedule this meeting **at least 30 days prior to the end of the academic term** when they expect to graduate. You must share your portfolio with your faculty advisor at least **seven (7) days** in advance of your scheduled appointment allowing faculty to review your portfolio.

Portfolio Components

The portfolio brings together a number of artifacts produced as an original work by the student. The main components of the portfolio are:

1. Personal and Professional Records

Resume describing education, qualifications and professional experiences

Credentials may include copies of certificates, awards, professional presentations, or documentation indicating involvement in professional organizations.

Personal Philosophy describes student's attitudes, beliefs, and values regarding educational leadership (minimum 250 words)

2. Artifacts and Reflections of Understanding

Artifacts are documents created by each student during the program. Artifacts can include course assignments, presentations, essays completed in a course, internship reflections, or any other document that can showcase understanding and mastery of program goals and curriculum. Artifacts should be organized under the **7 portfolio program goals** (see Portfolio Program Goals below) guiding our program.

Reflections of Understanding are written reflections describing why you selected a given artifact/s to showcase that you mastered a content area (7 portfolio program goals). Students will craft one document that includes all 7 reflections.

3. Professional Growth and Program Feedback

Reflection is a key part of the portfolio process. In the **professional growth section**, students will be asked to consider their journey as educational leaders and reflect about their growth during the program. In the **program feedback section**, students will have the opportunity to offer constructive feedback to continue to enhance program design and offerings.

Portfolio Program Goals

The portfolio is organized across 7 program goals. Students will use these goals to identify artifacts that demonstrate understanding and mastery of program goals and curriculum. Table 1 describes each of the goals and provides examples of courses that typically offer students opportunities to identify appropriate artifacts.

Table 1. Portfolio Program Goals	**Potential Courses where students can Identify artifacts**
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 550, 613, 622, 629, 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 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, 687
Goal 4 – To foster educational leaders who know and understand human relations, cultural diversity, and possess a global perspective (e.g. importance of diversity and equity in a democratic society; understanding human relations; role of education in sustaining a democratic society).	EDLD 509, 613, 629, 631, 655
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).	EDLD 551, 611, 655
Goal 6 – To foster educational leaders who know and understand the concepts of conducting research (e. g. research design/assessment/program evaluation).	EDLD 655, 590, 638,698 Graduate Research Fair, Conference Presentations
Goal 7 – To foster educational leaders who know and understand professional practice/development/personal growth (e.g. program planning and execution, advising; group dynamics, evaluation, staff training and supervision, policy development, planning and budgeting, and artifacts from internship (e.g.,presentations, projects, case study competition).	EDLD 631, 687, HESA organization, BEST Program

Completing Your Portfolio on Google Drive

Google Drive. Google Drive is a file storage and synchronization service developed by Google. Launched in 2012, Google Drive allows users to store files on their servers, synchronize files across devices, and share files. To use Google Drive:

a. Go to drive.google.com.
b. Log into your Google account with your username and password
c. Double-click a file
d. If you open a Google Doc, Sheet, Slides presentation, or Form it will open using that application
e. If you open a video, PDF, Microsoft Office file, audio file, or photo, it will open in Google Drive.

Steps to Create Your Portfolio

Step 1. **Access and Download Portfolio Template**

The program has created a **Portfolio Folder Template** in Google Drive. To access the template, please click on the link below. You must be logged in into your GMAIL account with your **emich email credentials**. If you have issues accessing this template via the link below, please contact your academic advisor.

https://drive.google.com/open?id=1Cl18liAKeytGDrVbs7RFIqL_sWKtJx1v

After accessing the link, students must **download** the **Portfolio Folder Template** to their own computer. You need to download the entire folder to be able to upload artifacts and include the requested reflections. To download the folder:

a. Click on the **HESA ALHE Portfolio Folder Template** to display the menu bar.
b. Scroll down to the bottom of the menu bar and select **Download** (you can download it to your desktop or any other folder on your computer).
c. Once downloaded, please rename your portfolio folder.

Folder Name: LastName_FirstName_SemesterYearGraduation_HESAorALHEPortfolio

Folder Name: Davis_Allison_Winter2020_HESAPortfolio

Step 2. Upload and Complete Portfolio Content

The portfolio folder contains **sub-folders** organized around portfolio components. Each sub-folder has templates to upload/complete the portfolio. Documents uploaded can include MS Word, PDF, or Power Point documents. It is recommended that students back up their files in more than one place (e.g., flash drive, external hard drive, google drive folder, dropbox) until the portfolio submission is completed

Sub-Folder 1: Personal and Professional Records
a. Current Resume (one document)
b. Personal Philosophy (one document - minimum 250 words)
c. Professional Credentials (several documents - optional)

Sub-Folder 2: Artifacts and Reflections of Understanding

Artifacts are documents created by each student during the program. In this folder you must upload **at least one artifact** per each of the 7 portfolio goals. If needed, you can upload multiple artifacts per goal. Please follow the format below to name each artifact.

File Name: Goal1Artifact_FileName_Course
File Name: Goal1Artifact_Governance Literature Review_EDLD613

If you upload more than 1 artifact per goal, please clearly distinguish your documents:

File Name: Goal1Artifact_Debate Transcript_EDLD613
File Name: Goal1Artifact_Organizational Context Essay_EDLD622

Reflections of Understanding are written reflections describing why you selected a given artifact/s to showcase that you mastered each content area (7 portfolio program goals). Students will craft **one single document** that will include a total of 7 reflections (200 words max. per reflection) representing the 7 portfolio goals.

Sub-Folder 3: Professional Growth and Program Feedback

Professional Growth Section (max. 250 words per question)
This section of the portfolio allows students to reflect upon their growth as educational leaders. Please respond to the following prompts:

1. As you review the artifacts in your portfolio, in what areas have you grown significantly as an educational leader?

2. As you reflect upon your coursework, what themes, concepts, or ideas have helped you make sense of these experiences?

3. As a result of your work in this program, how have you changed as a leader?

4. During the program students read a number of books, articles, or essays. Please name two or three examples that are most memorable and share how they have shaped who you are as a leader?

Program Feedback Section

This section of the portfolio is one avenue to inform our decisions regarding the future of the program. Please share some highlights, constructive feedback and /or criticism.

1. Please describe what makes our program stand out? What areas, elements, characteristics, or components of could be described as strengths of the program?

2. Please reflect upon areas, elements, characteristics, or components of the program where we could improve? What would you recommend to help the program to move in that direction?

Step 3. Complete Portfolio Survey

The program relies on the responses that you provided on Subfolder 3 as one avenue to inform our decisions regarding the future of the program. To assure that your comments and feedback are considered, please add your responses in Subfolder 3 to the following survey. Please use your emich email credentials to access this survey. Please note the reporting of the survey in this form is anonymous. Email or student's names are not collected.

https://forms.gle/8E7MVw3P3cBV39gS8

Step 4. Share Portfolio Folder with Your Advisor

Once you have collected all documents and completed all reflections and prompts, you can share your portfolio with your academic advisor. To share it, please:

a. Upload your entire Portfolio Folder to google drive.

b. Share your portfolio by selecting the share command in the menu bar. Please add your advisor's email address (select appropriate sharing option in window tab to make sure your advisor has editing capabilities: **can organize, edit, and add**).

c. Please email your advisor to confirm that they have received your portfolio. Use this opportunity to request or confirm the date and time to **present your portfolio**.

Each student must contact their advisor to schedule this meeting **at least one month prior to the end of the academic term when they expect to graduate.** You must share your portfolio with your faculty advisor **at least seven (7) days in advance of your scheduled appointment** so that faculty may have an opportunity to review it.

Step 5. Final Oral Portfolio Review

Meet with your academic advisor to complete **Final Oral Portfolio Review.** After this meeting, each advisor will complete Portfolio Evaluation form (page 8) and share with EDLD program administrator (Hillary Lee). Program administrator will forward this information to College of Education Auditor and will place a copy of Portfolio Evaluation in student's file. This is the last step allowing students to receive their graduation audit.

YOU HAVE COMPLETED THE HESA / ALHE Portfolio SUBMISSION

TO BE COMPLETED BY ADVISOR

Portfolio Evaluation

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

▓   Fail

□ **Exceeds Standards**	□ **Meets Standards**	□ **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 share this form with Hillary Lee noting the students' name, ID# number and successful completion. Beginning Fall 2019 the College of Education auditor will be Laura Stimpson (lstimpso@emich.edu) for Graduate Master and Certificates