

Loyola University Chicago
School of Education
Program in Higher Education

M.Ed. Portfolio Instructions
For December 2011 and May/August 2012 Graduates

M.Ed. students planning to have their degree conferred either in December 2011 or in May/August 2012 must submit an electronic portfolio as a final requirement for degree conferral with major in Higher Education. Candidates for graduation are reminded that they need to submit to the School of Education by the application deadline date (August 1 for December degree conferral; December 1 for May/August degree conferral), a formal application both for the portfolio process and a separate application for graduation. You can download both of these applications from the School of Education website (click on 'forms'). The portfolio application is found under the M.Ed. Comprehensive Exam link. In this memo I provide key information and guidelines you will need for completion of the portfolio project.

Key Submission Dates for the Portfolio

December 2011 graduates: Due date is **October 28, 2011**

May/August 2012 graduates: Due date is **April 2, 2012**

The Portfolio

The Master's Portfolio is viewed as an educational tool for you to integrate your knowledge and understanding of various topics in higher education based on your formal coursework in the program and your internship experience(s). The portfolio is evaluated by faculty on a "Pass-Fail" basis to meet requirements of the School of Education. Please see the enclosed rubric utilized by faculty in their review of each portfolio. Due to the timing and number of portfolios reviewed by faculty, individual feedback on each portfolio will not be provided unless faculty expect the student to make revisions to the portfolio. If this should occur, you will be contacted by faculty. If no changes are needed, you will not be contacted.

Organization of Portfolio

Please include the following sections in your electronic portfolio:

- **Portfolio Cover Page and Separate Table of Contents**
- **Current Professional Resume**
- **Reflection on Professional Aspirations.** Referring back to the original statement of your reasons for entering the M.Ed. program in Higher Education at Loyola University Chicago (your personal statement written as part of your program application), you are asked to revisit your original goals for pursuing a M.Ed. in Higher Education. Have your reasons for choosing this degree, this program, and this profession changed in the course of your experience? Remained the same? Why? If asked by a future employer, "Why do you want to work as a professional in higher education," what might you say? Please limit your response to no more than 3 pages. Note: All students have the responsibility for maintaining a copy in your own personal file of their admission essay for use in preparing the final portfolio.

- **Integrative Reflection Essay.** In this reflection paper describe (1) how three selected artifacts (see next point below) illustrate fulfillment of the five sets of learning outcomes of the program (outcomes are found later in this document). Please note that each artifact may address several competencies, not just one. Your narrative should "make a persuasive case" for how you believe your artifacts provide evidence of your competency in these areas; (2) how you believe you have grown and developed (e.g., intellectually, socially, ethically) during your enrollment in the program; and (3) a statement that addresses how your developing competencies in the areas mentioned above will enhance your work as a professional in the Higher Education field. Please limit your response to 7 pages, double spaced.
- **Artifacts of Completed Work.** Submit three artifacts of your work completed during the program that collectively demonstrate your achievement of the five sets of learning outcomes of the M.Ed. program. These outcomes address the following: 1) Reflective Leadership, 2) Commitment to Social Justice, 3) Analytical Inquiry, 4) Research and Assessment Competence, and 5) Communication Skills. Artifacts may include research papers, independent research reports, class presentations, and/or other assignments for classes. Each artifact must be an item that has been evaluated previously by a Loyola University Chicago faculty member. Note: no more than 3 artifacts are to be submitted and do not attach artifacts that have faculty comments on them.

Method of Submission

Your portfolio may be submitted on a CD, and you should provide 1 copy of the CD for faculty review. Submit your CD directly to Wendy Johnson, Academic Program Coordinator, at wjohns7@luc.edu or at her 11th floor Lewis Towers mailbox on or before the deadline date.

Evaluation of Portfolio

Your portfolio will be reviewed by one or more Higher Education faculty using a portfolio rubric that can be found at the end of this document. Please consult this rubric in preparing your portfolio. Unless faculty recommend that you revise and resubmit your portfolio, students will not receive faculty feedback or a copy of the completed rubric due to the number of portfolio evaluations that must take place in the last few weeks of each semester. Please note that successful completion of the portfolio is required for degree conferral; and that this process is different from student participation in graduation ceremonies in May of each year. Students who are candidates for the M.Ed. degree may participate in May graduation ceremonies even though term course grades and approval of their portfolio have not gone through the final degree audit process typically conducted following the graduation ceremony.

Anticipated Learning Outcomes

- A. Reflective Leadership.** Graduates will demonstrate the following competencies germane to reflective leadership:
- The understanding of, and ability to reflect critically on, historical and contemporary issues within higher education and to relate these issues to leadership and professional practice;
 - An understanding of leadership theories, ethics, and constructs and their application in higher education settings;
 - The ability to make decisions that are based on ethically-sound principles;
 - The ability to listen, to lead, and to empower others to lead;
 - An appreciation for the role that reflective leadership should play in serving others and promoting a just and ethical society;
 - The development of attitudes and skills related to lifelong learning, including the ability to critically self-assess and analyze personal and professional strengths and weaknesses.
- B. Commitment to Social Justice.** Graduates will demonstrate the following competencies related to social justice and service:
- An understanding of the ethical dimensions of higher education's role in fostering social justice;
 - An understanding of, and ability to reflect critically on, historical and contemporary issues within higher education and to reflect on how U.S. colleges and universities can address these issues in a just society;
 - A personal and professional commitment to social justice;
 - An appreciation of and respect for diverse perspectives, cultures, lifestyles, ways of knowing, etc., and
 - A commitment to serving others.
- C. Analytical Inquiry.** Graduates will demonstrate the following competencies related to analytical inquiry.
- The ability to develop and support reasonable and logically sound interpretations;
 - The ability to analyze various organizational, curricular, fiscal, legal, cultural, and historical structures, models, policies, and professional practices from multiple points of view and theoretical perspectives;
 - The ability to use theoretical and empirical research to address and solve administrative and instructional problems in colleges and universities; and
 - The ability to continually assess and improve one's own analytical abilities.
- D. Research and Assessment Competence.** Graduates will demonstrate the following outcomes related to research and assessment competence:

- A thorough understanding of different paradigmatic assumptions and how they influence the research process;
- An understanding of a variety of research and assessment methodologies;
- An understanding of and appreciation for the ethical dimensions of research and assessment;
- The ability to read and critically review various types of research studies;
- The ability to design and implement assessments and program evaluations; and
- The ability to use technological tools to conduct research.

E. Communication Skills. Graduates will demonstrate the following communication competencies:

- Effective written communication skills that demonstrate high levels of clarity, comprehension, synthesis and critical thinking and analysis;
- Effective oral communication skills, including listening to diverse perspectives and presenting ideas, policies, and research findings to different audiences and constituencies;
- Effective interpersonal skills, including the ability to work collegially with diverse constituencies;
- The ability to facilitate effective intergroup and intragroup relations in professional settings; and
- The ability to use technology in administration, research, and instruction.

Portfolio Rubric on Next Page

**M.Ed. Portfolio Project
Evaluative Rubric**

Student Name: _____

Evaluator: _____

Date: _____

EVALUATIVE DIMENSION	EXEMPLARY	PASSING	DOES NOT MEET EXPECTATIONS
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Assignment is not completed or lacks complexity of thought required for graduate-level work
Appropriate Structure, APA Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors

___ Unconditional Pass

___ Revise/Resubmit