

Portfolio Requirement

Master of Arts in Higher Education & Student Affairs Administration

Overview

Students pursuing the Master's degree in Higher Education & Student Affairs Administration will be expected to develop a professional Portfolio. This Portfolio, when completed, will demonstrate the student's overall learning while a graduate student in the Master's degree program in Higher Education & Student Affairs Administration at Morgan State University. The Portfolio will represent a record of the student's progress and growth. Thus, the Portfolio will seek evidence of the student's ability to apply the knowledge and skills they have gained in the program.

Program Goals/Standards/Competencies

Recognizing the breadth of possible experiences and positions within student affairs, the MA program in Higher Education & Student Affairs Administration is developed around the competencies of ACPA and NASPA, the two primary student affairs professional associations, and conforms to the norms and standards found in *Council for the Advancement of Standards in Higher Education*. Program graduates are expected to demonstrate knowledge in a variety of standards. Specifically, students must be able to:

- Reference historical and current documents that state the philosophical foundations of the profession and to communicate the relevance of these documents to practice.
- Demonstrate the ability to use and critique appropriate theory to understand, support, and advocate for student learning and development by assessing needs and creating opportunities for learning and development.
- Demonstrate knowledge of how student learning and learning opportunities are influenced by student characteristics and by collegiate environments so that graduates can design and evaluate learning experiences for students.
- Demonstrate knowledge and skills necessary to design and evaluate effective interventions for individuals and groups.
- Identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their missions.
- Critique a study or evaluation and design, conduct, and report on a sound research study, assessment study, or program evaluation, all grounded in the appropriate literature.
- Use assessment results to inform and improve professional practice and student learning.

Portfolio Components

The final Portfolio will be composed of the following sections. Students should draw on their course materials as well as professional journals to frame essays/reflections as appropriate. All essays should follow APA style.

1. Resume

A current resume describing career objective, experience, education and qualifications.

2. Philosophy of Student Affairs

Each student will write their philosophy of student affairs. This section should be 5-6 pages in length. The Philosophy of Student Affairs statement should give your personal justification for the necessity of higher education within our culture and the specific role of student affairs within higher education. The philosophy statement should cover your personal beliefs regarding the importance of our profession and how you intend to apply your philosophy to practice. As part of your philosophy, you are to discuss what you believe the role of student development theory should be in student affairs practice. How can student affairs professionals use theory in their work with students? How might you use theory in your own work? Make sure you connect theory to practice, and practice to theory. Remember to use scholarship and research to frame your essay.

3. Learning Artifacts & Reflection of Learning

Students will submit at least 5 course “artifacts” (e.g., a final paper for a class, the final research project in the research course, etc.) to be included in their Portfolio. For each artifact presented, students should submit a short 2-page narrative discussing how this artifact relates to one of the core standards as listed above, what you learned in your coursework and through completing that paper/project, how it informed, shaped, or contributed to your personal and professional growth and development, etc.

4. Assessment of Practicum/Internship Experiences as Professional Development

Your final Portfolio component is based your practicum/internship experiences. For this section, you are to review your learning goals for each experience and your mid-term and final evaluations and to write a 3-5 page personal assessment of your overall professional growth and development while a student in the MA program. Your personal assessment should have as a foundation the ACPA/NASPA competencies list in the attached rubric guide. You should 1) review your learning goals and mid-term/final evaluations of each practicum/internship (these should be included with this component as well); 2) reflect on the narratives you wrote as part of #3 above; 3) review each ACPA/NASPA competency listed in the attached rubric; 4) decide whether your skill/knowledge is at a foundational, intermediate, or advanced level for each item listed; 5) write an overall personal assessment of what you believe your strengths to be as an emerging student affairs professional, what areas you need to continue to develop, and how you will continue your professional growth and development as a student affairs professional once you graduate.

Your portfolio should be completed and submitted by April 1. You will create and submit your work via a Google folder that you will create and share with the Program Coordinator. Each component should be a separate file within your folder, appropriately named. Your portfolio will be evaluated with the evaluation form on the following page.

**Portfolio Evaluation Form
To Be Completed by Program Coordinator**

Student Name: _____

Student ID#: _____

Semester/Year: _____

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

- Pass
- Pass with major/minor revisions; resubmissions due _____
- Does Not Pass

• 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 program standards. Through their artifacts and narratives, 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 program standards. Through artifacts and reflections, 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 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 is required to revise and re-submit their portfolio.

Signature of Program Coordinator: _____ **Date:** _____