

DOCTOR OF ARTS, HIGHER EDUCATION PROGRAM PORTFOLIO: serves as the Comprehensive Examination in the following Knowledge Area: Higher Education Administration/Leadership

I. PURPOSE

Students complete a Higher Education Program Portfolio as the second comprehensive examination for the knowledge areas mentioned above. The portfolio is an organized, selective collection of documents designed to facilitate a student's academic and professional development, and to provide a basis for evaluating degree progress. The portfolio represents the scope and depth of a student's goals, plans, and accomplishments in coursework, independent study, research, internships, and other advanced learning activities. The portfolio thus provides both a vehicle for self-reflection and a comprehensive record of a doctoral student's experiences and ongoing progress toward academic and professional goals.

Students use the portfolio to:

- Define and clarify academic and professional goals
- Formulate specific plans to achieve discipline related research, and field-based activities
- Reflect upon the process and results of their learning activities
- Reflect upon self-evaluation and feedback from faculty
- Demonstrate readiness to proceed to the dissertation phase of the doctoral program

II. CONTENTS OF THE HEP PORTFOLIO

Cover page
Current Vita/Resume

Sections:

I. Goals Descriptions

- A. Copy of original goals statement (from application)
- B. Current Goals Statement: Academic, Research, and Professional Goals

II Coursework Experiences and Plans

A. Approved program of study (copy)

B. Description of Higher Education Program coursework (titles of courses and course catalog descriptions)

C. All transcripts (undergrad, graduate, unofficial transcript)

D. Explanation of Incomplete Grades or Grades of "C" or lower

E. Explanation of Credits Earned Elsewhere

III. Research Experiences and Plans

- Description of Research Courses taken during graduate studies
- Explanation of key Higher Education Administration research theories and designs (CTCH 621, CTCH 604, Leadership course, Qualitative Research course, etc.) that impact your own ways of constructing knowledge
- Description of Future Research Activities and how you plan to incorporate above theories, methods (e.g., dissertation)

IV. Professional Experiences and Plans

A. Description of Previous & Current Teaching,

Counseling, Leadership Activities

B. List of Competencies for additional preparation of the dissertation

C. Description of Planned Future Professional Activities

D. List of Significant Professional Products (e.g.: syllabi, publications, presentations, assessments, survey instruments, etc.

V. Evidence of Analytical and Integrative Knowledge

1. Includes, but is not limited to, outstanding course papers, documents relating to research activities, documents relating to professional activities and accomplishments, documents providing evidence of analytical/integrative thinking.
2. Theoretical Framework: Take into account your graduate work over the last several years and explain the theories and research designs that impacted your studies, and how these elements of your graduate work can serve as a rationale for the upcoming proposal and dissertation steps.

VI. Outline of Proposal for Future Dissertation Research: This final portion of the portfolio includes a working problem statement, potential research questions, and annotated bibliography of at least 10 sources on the topic.

III. PROCEDURES

While preparing the portfolio, the student meets with the *program's* Director or Academic Director to ensure that the document is developed appropriately, reflects the student's academic advancement. When the portfolio is completed, the student submits the document to two faculty members of the program to review and assess.

These faculty members can be part of the student's future dissertation committee.

All University Policies will be in effect. The university makes every reasonable accommodation to enable students or employees with disabilities to undertake work or study for which they qualify.