DACCE Higher Education Portfolio

The portfolio documents your readiness to progress to the next stage of your scholarly career. It demonstrates your knowledge, aptitude and skill to “advance to candidacy” in one area of scholarly interest. It is also an opportunity to reflect upon and integrate your scholarly experience, professional identity, leading to your area of scholarly interest. The final portfolio will be reviewed by two HEP faculty members selected by you and approved by the Director of Academics. It will be assessed as satisfactory/unsatisfactory. Upon satisfactory completion of the portfolio, you will “advance to candidacy.”

1. Program of Study and Informal Transcript

2. Statement of Professional Practice and Scholarly Experience

A 1,500 word, self-reflective analysis of previous and current educational activities (including professional activities prior to entry into the DA program) and analysis of previous and current scholarly activities and accomplishments. For each activity, note the specific types of competence developed (e.g., curriculum development, classroom teaching experience, administrative experience, training in multicultural contexts, technological expertise, etc.) and how it relates to your scholarly interest. Consider the following questions:

   How has coursework shaped your aptitude and skill in your knowledge area, pedagogical practice, and scholarly plans?

   What about your coursework has challenged you to think more analytically about your field? How does this relate to your scholarly interests?

   What theories and research designs have helped you develop your analytic and integrative thinking?

   What topics and issues in your field most interest you, and why?

   What have you learned about yourself as a problem-solver—how do you go about identifying and shaping research that interests you? What competencies and skills do you anticipate developing while preparing for and creating your dissertation?

3. Revised Goals Statement

500-1,000 word description and analysis of your scholarly and professional goals. In your essay, give a sense of yourself and what matters to you as a professional educator. What values guide you as a professional? What are your short term and career goals? What future education and
professional development will help you achieve these goals? If appropriate, include your original goals statement from the admissions process and/or a statement of teaching philosophy.

4. Field Statement

The field statement is a review of your scholarly interest and texts in the field accompanied by an extensive bibliography of the relevant texts. The field statement includes: a review of the major issues, problems, and texts in the field accompanied by a bibliography of the relevant texts. The field statement itself should be approximately 25-35 pp. double-spaced, with additional pages for bibliography (approximately 50-75 references). Style sheet for preparation of bibliography and for citation within the field statements should be agreed upon by the student and his or her committee. Students are not expected to have fully-formed dissertation projects at this stage. However, it is expected that a student’s dissertation topic will likely emerge from the interaction of these broad areas of inquiry, and that a student will work craft field research with the dissertation in mind.

The field statement should have the following components:

- Statement of problem
- Significance of problem
- Review of relevant literature
- Critique of literature
- Possible methodologies for inquiry