Ed.M. College Student Affairs - Culminating Project
Learning Narrative, Supporting Documentation, Presentation

Spring 2012

ACTION DEADLINES:

January 17, 2012:  First Draft submitted to Adviser (1st day of classes)
March 1, 2012:  Last day to submit Final Draft to Adviser
March 9, 2012:  Last day to submit Approved Culminating Project to Panel
March 29, 2012:  Presentations of Culminating Project (date pending availability of space)
TBD:  Spring Reception

The culminating project for Ed.M. students in the College Student Affairs Program involves two sequential tasks: (1) the creation of a Learning Narrative with Supporting Documentation in accordance with the guidelines provided below, and (2) an oral Presentation of this project before a panel of faculty members and student affairs administrators and an audience of fellow students and guests, followed by dialogue with panel members. Assigned faculty advisors must approve the final versions of students’ Learning Narratives and Supporting Documentation prior to release. The narrative and documentation must be distributed to designated panel members by the date noted above. Culminating Projects not approved by that date will not be submitted to the panel and students in that situation will not present on the scheduled date. CSA Faculty will grade the culminating projects (“pass” or “no pass”).

Students are responsible for working closely with their assigned faculty advisers on preliminary deadlines and reviews during the fall semester that will foster their abilities to meet the spring culminating project deadlines as specified above.

Learning Narrative with Supporting Documentation: Five Elements

1. Learning Narrative
2. Statement of Professional Philosophy
3. Statement of Professional and Career Goals
4. Current Resume
5. Artifacts and Documentation of Learning

Learning Narrative (25 page double-spaced paper, APA style)

As students reflect on their cumulative experiences in the CSA Ed.M. program - including coursework, graduate internships, field experiences, leadership, service, conference attendance and presentations, and community engagement - they will identify at least five learning outcomes representing achievement of or improvement in that area.
At least one, and the primary Learning Outcome, must be based on the academic content of a course with an explanation of how that course fostered good practice in one or more Internship or Field Experience settings. The narrative should demonstrate what was learned and how it was applied.

Additional Learning outcomes should focus on what was learned in that particular area and how it was applied in practice. Areas, in addition to the one based specifically on the academic content of a course as noted above, include but are not limited to*:

Clarification of Core Professional Values (e.g., social justice, care, respect, civility)
Communication - Written (formal)
Communication - Oral (public speaking, presenting)
Communication - Interpersonal (one-on-one, small groups)
Conflict Resolution or Mediation
Creativity and Innovation
Diversity and Inclusion
Expansion of Comfort Zone
Fostering Effective Teamwork (students and/or staff)
Knowledge of Self
Leadership
Problem-Solving
Professional Applications of Digital Technology or Social Media
Professional Ethics and Integrity
Professional Judgment and/or Acumen
Professional Knowledge Base (e.g., student development)
Professional Self-Efficacy, Confidence
Programming for Student Learning
Project Management
Research and/or Assessment
Training and/or Supervision
Student Organizational Development

*Additional learning outcomes of a student’s choosing may be proposed to the assigned faculty advisor for approval. Instrumental learning outcomes (e.g., mastery of APA style, Excel or Word expertise) are outside the scope of (i.e., too narrow) the culminating project.

With reference to collected artifacts and documents selected to represent each student’s range of experiences as summarized above, students will discuss their learning within the five selected area(s) and reference evidence of this learning. Caution: Although students will almost certainly note within the Learning Narrative things that they DID or WROTE or EXPERIENCED, the principal focus of the paper must remain on what they - individually - LEARNED from doing or writing or experiencing these things across their two years in the CSA M.Ed. program.

Supporting Documentation
**Statement of Professional Philosophy** (one double-spaced page)
Students will describe and briefly discuss: (1) your aims as a student affairs professional (e.g., the priorities or focuses that tend to inform your work), (2) the significance and importance that you attach to those aims, (3) the predominant methods through which you are prepared to pursue these aims (e.g., programming, policy development, mentoring, etc.), and (4) your plans for assessing and evaluating your progress and effectiveness.

**Statement of Professional and Career Goals** (one double-spaced page)
Students will describe and discuss: (1) their immediate and longer-range goals for a career in student affairs, (2) the ways in which the learning discussed in the narrative will help them achieve these goals, and (3) their plans for further professional development and education (e.g., conferences, institutes, additional academic work).

**Current Resume** (self-explanatory, two to three pages)

**Artifacts and Documentation of Learning**
Students will be required to post all final documents on a Sakai site. To that end, the program will seek to arrange for a tutorial session(s) with Sakai staff to discuss issues ranging from how to create a site to how to post documents that may be unusual (e.g. videos).

On his or her individual Sakai site, students should create an outline of the Culminating Project and a method for identifying each section along with its accompanying artifacts (e.g. folders) so that panel members can easily follow narratives and connected documentation.

**Presentation**
Each student will create and deliver a (maximum) 15-minute presentation that highlights his or her progress on the five selected learning outcomes plus a summary of professional and career goals. Students will deliver their presentations to a panel of graduate faculty members and student affairs professionals (for whom they have not previously worked or served a field experience) and engage in a 20-minute period of Q&A and discussion with panel members.

All presentations will be delivered during an event that will be held during the latter half of the spring semester. Presentations will be scheduled in 40-45 minute session blocks with approximately five presentations happening concurrently.

The presentations are open sessions. All first and second year CSA students are particularly invited to attend the Presentations.