

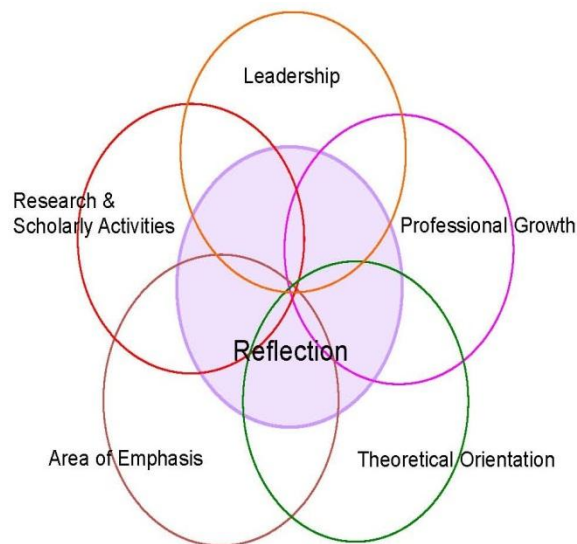
The portfolio, as a qualifying assessment, has been adopted by Marshall University GSEPD doctoral programs in education as a means to evaluate a candidate's aptitude for successful completion of independent, original research that will contribute to the knowledge base in the field. A candidate provides documentation as evidence of the ability to make clear connections between his/her unique doctoral program experiences and professional growth in six areas: *collaboration, depth of understanding, reflection, scholarship, communication, and research*. Through the process of developing a portfolio plan, assembling the portfolio artifacts, writing the reflection, and presenting the portfolio, the candidate provides a comprehensive view of his/her readiness to progress to the dissertation research phase of the program.

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Ed.D. Portfolio Framework



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The **PORTFOLIO:**
Qualifying Assessment
for Candidacy in
Doctoral Programs in
Education



*“Preparing the
Experienced Professional
as Specialist”*

PORTFOLIO/QUALIFYING ASSESSMENT

PREPARING YOUR PORTFOLIO

- Become familiar with the [portfolio/qualifying assessment requirements](#) and resources.
- Early in your doctoral career, work with your chair and/or advisor to establish a portfolio plan.
- Keep a learning journal reflecting on your coursework and related activities. Access to this information when it comes time to write your portfolio paper and prepare your presentation is very valuable.
- Network with fellow students and professors to learn about portfolio opportunities.
- Read your MU emails. Professors and administrators often send requests for papers, assistance with research projects, etc.
- Be proactive – seek out professors and opportunities to collaborate with them in fulfilling portfolio requirements.
- Refer to the [Resources page](#) on the website for a list of Upcoming Conferences, updated each term.

PRESENTING YOUR PORTFOLIO

- Attend a portfolio presentation before you present your own. Take advantage of the various portfolio presentations offered at the Doctoral Student/Faculty Seminar.
- Choose a format for your presentation - binder, CD or website.
- Make your PowerPoint presentation visually appealing.
- View [archived portfolio presentations](#), PowerPoint, and reflection paper.
- View hard copies of portfolios at the South Charleston Campus Library. Or, view the portfolios on display at the Doctoral Student/Faculty Seminar.
- Complete, sign and file the “[Request for Approval to Schedule Qualifying Assessment](#)” in the Office of Doctoral Programs in Education (ODPE) at least two weeks prior to the portfolio assessment date.

PROGRESSING BEYOND YOUR PORTFOLIO

- Passing your Qualifying Assessment results in your Admission to Candidacy*.
- Register for LS 765, Advanced Research - your chair's approval must be received in the ODPE prior to registration for this course.
- Maintain the peer support you established throughout your coursework. This support becomes vital during your writing stage. Keep in touch with your fellow candidates.
- Work with your chair and committee to set manageable goals for your writing.
- Doctoral program policy provides four years, following admission to candidacy, for the completion of your dissertation. Peer support, close work and communication with your chair and committee will help you reach this goal.

** completion of all requirements for the degree up to and including the qualifying assessment; the student is then said to be a candidate for the doctoral degree*