

Educational Leadership and Policy Master's Degree with an Emphasis in Student Affairs

Integrative Paper and Poster Session

Spring 2013

In addition to serving students and improving educational conditions on campuses, student affairs professionals have an obligation to further the development of the field. One way to achieve this goal is through critical thinking about issues and integrating knowledge about new findings, strategies, and best practices related to the work we are doing.

To that end, the integrative paper serves as a tool for assessing students' preparation for the profession. The integrative paper is a critical review and analysis of a body of literature related to a particular problem area/issue in student affairs and discussion of the implications of this literature for student affairs. The paper should demonstrate the student's ability to conduct independent scholarly work, to conceptualize an area of study, to analyze and critique existing material related to the topic of choice, and to pursue original thinking. Students will consider the three classes that most influenced their learning and practice as a student affairs professional addressing this issue. Evidence of how these three courses influence and how theory informs the students' practice will be necessary. Students may consult the higher education faculty on topics and expectations for the paper, since the paper will also be read by higher education faculty and presented at the Integrative Poster Session Competition.

In preparing their papers, students are expected to conform to the University of Utah's policies regarding academic integrity as well as the highest personal and professional standards. Any violation of the University of Utah standards for academic dishonesty (written work, research, etc.) will be processed through campus protocol.

Papers must conform to the guidelines and reference format specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be word processed or typewritten, double-spaced, using 12-point Times New Roman font. Length of the paper should be 20 pages of text and a minimum of 20 scholarly references. Tables, figures and appendices can also be included.

Specific guidelines for the format and focus of the paper are included. The paper will be due no later than 5:00 p.m. on Wednesday, January 30. The paper will be reviewed by higher education faculty and returned to students by Friday, February 22. Any rewrites of papers will be due at 5:00 pm on Monday, March 25. All students will participate in an Integrative Poster Session Competition on Friday, March 22 from 12:30 – 2:00.

Please note that each student will, upon successful completion of this paper, submit an abstract of between 150 to 250 words to be posted on the ELP website.

Integrative Paper Grading Standards

ELP higher education faculty members will grade Integrative Papers; there are three possible outcomes under the scoring rubric below:

1. High Mastery - Pass with Distinction
2. Adequate Mastery - Pass
3. Developing Mastery – Fail. Students who receive a grade of fail will make suggested revisions and re-submit their paper one time. Students who receive a fail will be able to participate in the Poster Session Competition.

Rating Criteria for Paper (see attached rubric)

High Mastery - Pass with Distinction

Overall Writing Quality and APA. Limited grammatical errors, avoids passive voice, strong logical progression of thought, advances discussion concisely and convincingly, appropriate use of headings and subheadings, meets appropriate paper length.

Depth of Inquiry. Refers to relevant peer-reviewed resources to advance argument, creatively critiques extant body of research, and appropriately integrates key concepts and perspectives from courses.

Critical Examination and Synthesis. Creative and thorough discussion of literature themes. Author demonstrates capacity to clarify complex issues through evaluation, analysis, synthesis, and application of extant literature.

Conclusion/Implications and Future Research. Conclusions are appropriate, supported by the literature, and clearly articulated.

Adequate Mastery – Pass

Overall Writing Quality and APA. Limited grammatical errors, logical progression of thought could be tightened; structure of paper could be enhanced with headings and subheadings, meets appropriate paper length but does not take full advantage of space.

Depth of Inquiry. Supported by peer-reviewed material but relevance of some sources is unclear, limited critique of extant body of research, key concepts and courses are integrated but could be enhanced.

Critical Examination and Synthesis. Discussion of literature themes could be enhanced with more deliberate discussion of their utility and relevance. Author could better exemplify evaluation, analysis, and synthesis of extant literature.

Conclusion/Implications and Future Research. Conclusions are appropriate but not fully supported by the literature; further research ideas are vague or could be enhanced.

Developing Mastery-Fail

Overall Writing Quality and APA. Moderate to profound grammatical errors, use of passive voice, and lack of logical structure or progression of ideas, inadequate paper length.

Depth of Inquiry- Limited or irrelevant peer-reviewed resources, author does not demonstrate thorough review of extant literature, key concepts and courses are missing, vague, or misaligned.

Critical Examination and Synthesis. Inadequately connects literature to argument. Inappropriately applies concepts and/or key findings from extant literature. Article selection is ad hoc and does not offer in-depth discussions.

Conclusion/Implications and Future Research. Conclusions are not supported by the literature, implications are not fully or adequately explored, discussions are out of context.

Rubric for Integrative Paper 2013

Student: _____

Reader: _____

Second reader (if applicable) _____

Pass with Distinction

Pass

Fail

	High Mastery- Pass with Distinction	Adequate Mastery- Pass	Developing Mastery-Fail	Notes
Overall Writing Quality and APA	Limited grammatical errors, avoids passive voice, strong logical progression of thought, advances discussion concisely and convincingly, appropriate use of headings and subheadings, meets appropriate paper length	Limited grammatical errors, logical progression of thought could be tightened, structure of paper could be enhanced with headings and subheadings, meets appropriate paper length but does not take full advantage of space	Moderate to profound grammatical errors, use of passive voice, lack of logical structure or progression of ideas, inadequate paper length	
Depth of Inquiry	Refers to relevant peer-reviewed resources to advance argument, creatively critiques extant body of research, and appropriately integrates key concepts and perspectives from courses	Supported by peer-reviewed material but relevance of some sources is unclear, limited critique of extant body of research, key concepts & courses are integrated but could be enhanced	Limited or irrelevant peer-reviewed resources, author does not demonstrate thorough review of extant literature, key concepts and courses are missing, vague, or misaligned	
Critical Examination and Synthesis	Creative and thorough discussion of literature themes, author demonstrates capacity to clarify complex issues through evaluation, analysis, synthesis, and application of extant literature	Discussion of literature themes could be enhanced with more deliberate discussion of their utility and relevance. Author could better exemplify evaluation, analysis, and synthesis of extant literature	Inadequately connects literature to argument. Inappropriately applies concepts and/or key findings from extant literature. Article selection is ad hoc and does not offer in-depth discussions	
Conclusion/Implications and Future Research	Conclusions are appropriate, supported by the literature, and are clearly articulated.	Conclusions are appropriate but not fully supported by the literature, further research ideas are vague or could be enhanced.	Conclusions are not supported by the literature, implications are not fully or adequately explored, discussions are out of context.	

General Notes:

2013 Integrative Paper Poster Session Competition

What:

A Poster Session allows viewers to study and restudy your Integrative Paper and discuss it with you one-on-one. Ideally, a well-constructed poster is self-explanatory and frees you from answering obvious questions so that you are available to supplement and discuss particular points of interest. Successful poster presentations have concise abstracts (150-250 words) and achieve both coverage and clarity:

- Coverage: Have you provided all the obvious information? Will a casual observer walk away understanding your major findings after a quick perusal of your material? Will a more careful reader learn enough to ask informed questions?
- Clarity (i.e. Is the sequence of information evident? Indicate the ordering of your material with numbers, letters, or arrows, when necessary. Is the content communicated clearly?

When:

Friday, March 22

12:30 to 1:00 - set-up time

1:00 to 2:30 - Poster Session

Where:

Panorama East- Union. Poster boards mounted on easels will be provided and placed in rows in the designated space.

Who:

Student Affairs professionals, ELP Faculty and staff and ELP students and alumni will be invited to participate.

Judges – Three teams of two judges (one higher education faculty and one student affairs professional) will review 5-6 posters each and meet from 2:00 – 2:30 to determine first and second place posters.

Recognition: First place winner will receive a \$100 gift card from the Campus Store.
Second place winner will receive a \$50 gift card from the Campus Store

Both winners will be given assistance, if interested, in presenting at a Poster Session at a professional conference. An overview and photo of the poster for both will be placed on the ELP website.

Poster Specifications:

- The poster board surface area is 46" x 40"
- Prepare a label indicating (a) the title of your paper and (b) the author for the top of your poster space. The lettering for this section should not be less than 1 inch high.
- Do not mount illustrations on heavy board because these may be difficult to keep in position on the poster board.
- Bear in mind that your illustrations will be viewed from distances of three feet or more. All lettering should be at least 3/8 of an inches high, preferably in a bold font, or if hand-lettered, written with a regular felt-tip pen (not fine-point).
- Be sure to provide clear labels for each section of your presentation. If your poster session includes electrical equipment you will need to provide your own source of power.

In addition to these specifications, successful posters provide brief statements of introduction, statement of the problem, review of related literature and implications of the literature. Ask yourself, "What would I need to know if I were viewing this material for the first time?" and then state that information clearly. Keep it simple. Place major points in the poster and save nonessential but interesting sidelights for informal discussion. Be selective. Your final conclusions or summary should leave observers focused on a concise statement of your most important findings and recommendations.