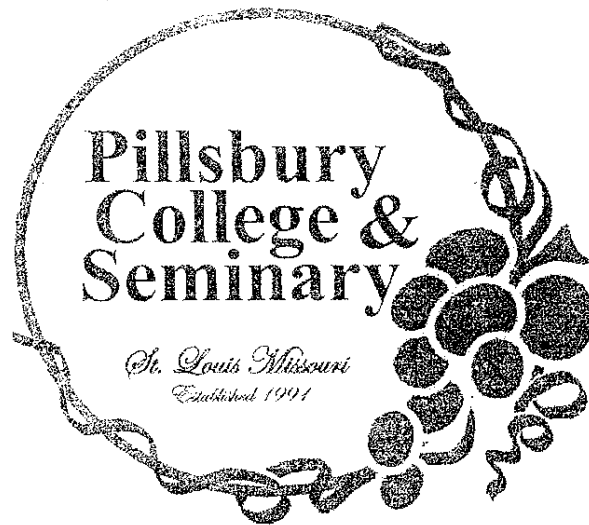


Portfolio Guide



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AUTOBIOGRAPHY

Descriptions: The autobiography is a student-written account detailing the significant post secondary school experiences in the student's life. At this point in the portfolio, the students have the opportunity to highlight those events or occurrences, which contributed to their professional growth and development. The purpose of the autobiography is to introduce the student and help identify possible topics for the learning experience credit.

The autobiography must be 1-2 typewritten double-spaced pages. It must be written in narrative form, following proper grammatical rules and expository format. An outline is not acceptable, although it is advisable to construct an outline to help in writing the autobiography.

The autobiography should reflect the growth and development of the student's adult life. Generally, the narrative is in chronological order beginning with high school graduation and progressing to the present. However, if significant occurrences in childhood affected the student's behavior, personality, or attitude in adult life, these can be mentioned briefly in these sections.

SUGGESTED APPROACHES

1. Identify significant events in your life from high school graduation until the present. Describe these events and incorporate them into a narrative about your life.

2. Categorize the areas of your life which you feel are most important, such as:

Ministry	Military
Professional	Marriage
Community	Family
Educational	Hobbies
Other important personal experiences	

3. View the autobiography as a way of introducing yourself. In other words: This is my life, or this is what has happened to me, or this is why I am the person I am.

4. Credit is not granted for this section. However, the autobiography is vitally important to the portfolio, since it is the foundation for the learning experience credit awarded to the student.

PORTFOLIO PROCESS

All students are encouraged to write a portfolio that summarizes the learning acquired from academic, personal, and professional experiences.

The writing of the portfolio has two main purposes: (1) it provides a means by which students may petition for experiential learning credit applicable to their degree, and (2) it provides students opportunity to summarize and evaluate experiences they bring with them to the program.

Since it is an integral part of the course work (students receive up to four units of credit for this portion of the curriculum), all students must complete the portfolio regardless of the number of transcript credits they may have accumulated prior to beginning the program. Letter grades are not assigned to prior learning credit earned through the portfolio.

PORTFOLIO OVERVIEW

An integral part of each degree program is the development of a portfolio of prior learning derived from the student's academic, personal and professional experience since high school.

The American Council on Education (ACE) and the Council on Post Secondary Accreditation (COPA) have acknowledged that "American society abounds, in resources for learning at the post secondary level. Associations, businesses, government, industry, and unions sponsor formal instruction. In addition, independent study and reading, work experiences, the mass media, and social interaction contribute to learning and competency." The portfolio assessment process assists the Pillsbury College & Seminary in fulfilling the ACE and COPA exhortation for post secondary institutions to "assess extrainstitutional learning as part of their credentialing function."

The successful completion of the portfolio partially fulfills the course requirements and will be reviewed first by the faculty advisor. After the College staff reads the portfolio, it is submitted to an Assessment Committee for evaluation and credit recommendations. In cases where the portfolio needs improvement, the student will be notified of what needs to be corrected.

EVALUATION PROCESS

The following overview provides an understanding of the steps involved in the evaluation process.

1. Portfolio is submitted to the Staff

The staff grades the portfolio for quality and completeness. This grade is completely separated from the evaluation of content for credit. If the staff returns an unacceptable portfolio, no grade will be issued until it is resubmitted in acceptable form.

2. The Portfolio is submitted to the Assessment Committee

If the portfolio is in proper order, it is dated and recorded. Portfolios are reviewed in the order in which they are received. If a portfolio is not in proper order, the student will receive a letter explaining what needs to be corrected.

3. Faculty evaluation of learning experiences

The staff reviews the learning experience petitions submitted and may recommend full credit, recommend partial credit with additional development or verification requested, limit an entry to partial credit, or deny credit. In the latter three cases, the staff explains the additional work requested or the basis for the limitation or denial. Staff may change the suggested department or course title if they believe another department or course is more appropriate for the student's program and transcript.

4. Rewrites or additions to the portfolio

If additional credit is needed, students may rewrite those sections, which are eligible for revision, develop new entries or submit additional professional schools/courses.

5. Portfolio is returned to student

The portfolio is returned to the student after the evaluation process has been completed.

GENERAL GUIDELINES

This list describes the guidelines for developing the portfolio. It is necessary to fulfill these requirements:

1. The contents of the portfolio must be contained in a three-ring binder.
2. A pocket on the front inside cover of the binder must be provided for College documents.
3. The student's name and degree program should appear on the binder.
4. All materials, except for bulky documents, should be in non-glare plastic sheet protectors. Use both side of the protectors.
5. Each section of the portfolio must be clearly separated and labeled by dividers.
6. All pages of the portfolio, except dividers, must be numbered consequently. For ease, small adhesive dots may be numbered and attached to the clear plastic sheets, rather than typing page numbers on each page.
7. All student written or constructed material must be typed on 8 ½ " x 11" paper. Margins should be one inch on all sides. (See individual sections for specific formats).
8. All documents and certificates should be copies rather than originals. However, originals must be provided upon request by the College.
9. The student should retain a copy of all pages in the portfolio.
10. All material must be proofread for typographical and grammatical errors.

PREFACE OF THE PORTFOLIO

The following information must precede the 22 sections (A-V) of the portfolio:

1. Title page: Portfolio, Student Name and Degree Program
2. Autobiography
3. Table of Contents

These pages will contain information derived from other areas of the portfolio (such as page numbers) and, therefore, generally cannot be completed until all the sections have been developed.

PILLSBURY COLLEGE & SEMINARY

STUDENT PORTFOLIO

(Curriculum Vitae)

DO NOT SUBMIT THE STUDENT RESUME UNTIL YOU ARE ADMITTED TO THE COLLEGE.
CREDIT IS AWARDED FOR PROPER COMPLETION OF THIS ASSIGNMENT.

Name _____ Social Security Number _____

Note that each lettered entry has a Portfolio line which identifies the kind of supporting documents needed in the accompanying Portfolio. Attach extra sheets as necessary. Check (✓) right-hand column to indicate documentation if included in Portfolio.

EDUCATION

High School _____ City & State _____ Date Completed _____

(A) College /University Name, City and State	Attendance (month-year) From To	Major	Degree	# of credits		

PORTFOLIO: Official transcripts are required with school seal and registrar's signature.

(B) Technical/Trade/Military Vocational School Name	Attendance (month-year) From To	Major	Instructional Contact Hours			

PORTFOLIO: Certificates and Diplomas (photocopies) are required.

(C) Home Study Courses Correspondence School Name	Attendance (month-year) From To	Subject	Hours of Preparation			

PORTFOLIO: Certificates, Transcripts, Diplomas (photocopies)

(D) Site of Apprenticeships, Internships, High Performance Responsibility	Attendance (month-year)		Activity	Logged Time In Hours	✓
	From	To			

PORTFOLIO: Certificates, Journals (photocopies)

(E) EMPLOYMENT HISTORY: Start with first job and progress in order of promotion and employer. Generally, the College makes a distinction between undergraduate level employment experience (clerical, technical, procedural, supportive) and graduate level employment experience (managerial, executive, instructional, research).

	From Month	Year	To Month	Year	Number of Months	Employer Name	Job Description	✓
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

PORTFOLIO: Letters from Employers, Supervisors, or Peers are expected from most recent positions.

(F) ON-THE-JOB TRAINING, SEMINARS, ETC.

Sponsor	Program Description	Attendance (month-year)		Total Hours	✓
		From	To		

F con't	Sponsor	Program Description	Attendance (month-year)		Total Hours	✓
			From	To		

PORTFOLIO: Evidence of participation: certificates, programs, letters or confirmation

(G) PERFORMING AND CREATIVE ARTS:

Describe Performances in which you have taken part, describe works you have created	Name Directors, Producers or tutors under whom you have worked.	Awards, Prizes, and honors.	✓
1			
2			
3			
4			
5			
6			
7			
8			

PORTFOLIO: Artwork, programs, tapes, photographs, citations, et c.

(H) GENERAL LEARNING

Describe non Job-related Learning Experiences that you feel justify College Credit.	✓

PORTFOLIO: Include a statement explaining why credit is justifiable

(I) LANGUAGES: YOUR MOTHER TONGUE

List languages you can use. Identify your skills with appropriate code: Excellent=E; Good=G; Fair=F.

Language	Since (year)	Write	Speak	Read	✓

PORTFOLIO: Describe situations in which used; provided translation if helpful.				
(J) SPECIALIZED ACTIVITIES AND ACHIEVEMENTS				
Membership in professional or Trade Associations				
Name of Organization	Years Active	Offices Held	Extent of Activity	✓
PORTFOLIO: Membership cards, (photocopies) or letters.				
(K) Office Holder or other Leadership Role in Civic, Fraternal, Political, or Religious Organization				
Name of Organization	Years Active	Offices Held		✓
PORTFOLIO: Evidence of active participation – programs, etc.				
(L) Awards, Citations, or other Evidence of Achievements that have been recognized				
Name of Organization	Type of Award	Year	Achievement	✓
PORTFOLIO: Letters or Awards (photocopies)				
(M) Situations in which you have been an occasional Lecturer, Panelist, Instructor, or Teacher				
For What	When	Hours	Describe your participation	✓
PORTFOLIO: Appointments, Programs, Syllabi, Announcements, Etc. Add hours of participation				
(N) Professional and Trade Publications you Read on a Regular basis.				
(1)	(2)			✓
(3)	(4)			
PORTFOLIO: Copies of at least three recent articles you consider important to you professionally				
(O) Professional Licenses/Certificates				
(1)				✓

