

PORTFOLIO GUIDELINES

REVISED JUNE 2021

BRIERCREST | SEMINARY

PORTFOLIO GUIDELINES FOR BRIERCREST SEMINARY

FOR ALL STUDENTS GRADUATING IN THE 2021-22 ACADEMIC YEAR

PORTFOLIO PURPOSE

The portfolio provides an opportunity for faculty and students to reflect upon the journey of students through their seminary programs. Although it is a requirement for each student to assemble a portfolio and engage in the portfolio interview, this process does **not** result in a pass-fail outcome but is assessed in terms of completeness. The portfolio serves the following aims:

1. To provide opportunity for the student to demonstrate his or her sense of competence in the six articulated learning outcomes of the Seminary
 - a. with an integrative written portfolio essay (6-8 pages);
 - b. with supporting artifacts submitted in advance of the interview; and
 - c. with oral fluency in a focused interview.
2. To provide opportunity for the program coordinator and one other faculty member (or approved interviewer) to assess the competence of the student in the six articulated learning outcomes of the Seminary
 - a. with analysis of the portfolio essay and written artifacts; and
 - b. through interaction in a face-to-face interview.
3. To provide the student with an opportunity to demonstrate self-awareness in the six articulated learning outcomes of the Seminary
 - a. with self-ratings for each outcome; and
 - b. with reflection on gaps between self-ratings and those of interviewers.
4. To provide an opportunity for intentional celebration of acquired competence in the six articulated learning outcomes through comparison with program entry expectations and the end-of-degree results. These results provide a basis for
 - a. student celebration of achievements;
 - b. student assessment of achievements;
 - c. institutional celebration of student achievements; and
 - d. institutional assessment of seminary programs.

PORTFOLIO OVERVIEW

The portfolio consists of the following items:

- admissions outcomes assessment (completed upon application to Briercrest Seminary);
- the 6-8 page portfolio reflection essay;
- the designated assessment artifacts (supporting documents), which you will compile and include as appendices to the portfolio essay;

- a completed copy of the Portfolio Interview Form with the student self-assessment portion completed in advance of the interview. This form will be emailed to the student at the time the portfolio interview is booked; and
- a portfolio interview with two faculty members will take place, typically in the academic year in which the student plans to graduate.

All of the portfolio components are stored online through Briercrest Live (see “Assembling the Portfolio” below for instructions on accessing the Portfolio through Briercrest Live). Upon acceptance to the seminary, the portfolio is open to the student to begin adding components throughout her or his program. It is recommended that students keep working on the portfolio all throughout their program to save time when graduation comes.

ORGANIZATION OF THE PORTFOLIO FOR BRIERCREST SEMINARY

The portfolio is organized around its main component: **a 6-8 page portfolio essay.**

The thesis for your portfolio essay is the following:

“God has used my time at Briercrest Seminary to equip me to pursue my vocation.”

This essay is composed by reflecting on the designated “learning outcomes” below and making reference to the various artifacts assigned to each outcome. **Learning outcomes** are goals that Briercrest Seminary hopes to see developed in the students of its various programs. Each student will reflect on six learning outcomes, three that apply to all seminary students regardless of their program and three that apply to a specific degree. Every outcome has been assigned artifacts that serve as the evidence that a student has met the outcome. As you write the essay, you will describe how the artifact provides evidence that you have attained the learning outcome. Each of the artifacts will be included as an appendix to your portfolio.

For example, the first learning outcome for all seminary graduates reads as follows: “Articulate and apply an evangelical theology that demonstrably arises out of Scripture and finds expression in all areas of life and ministry.” To demonstrate this learning outcome the student provides four artifacts:

- An expanded doctrinal statement suited to the student’s ecclesiastical identity and direction.
- A course paper that displays the student’s ability to integrate theological and Scriptural reasoning into his or her ministry or relative to his or her discipline (e.g., a philosophy/theology of ministry, leadership or counselling; a paper from an advanced Bible/theology course, etc.). It is preferable that students include a copy of the paper with the markings of the professor.
- Pre-program outcomes assessment written at the time of application to the seminary.
- Oral competence in discussion of the doctrinal statement at the portfolio interview.

In your portfolio essay, you should reflect on how your artifacts demonstrate how you meet each Learning Outcome.

In addition, as you reflect in your essay on “your ability to articulate and apply an evangelical theology that demonstrably arises out of Scripture and finds expression in all areas of life and ministry” (seminary-wide outcome #1), you may want to highlight how you have grown theologically in various classes or indicate how you have changed your theological perspective while at seminary. You may also include an early paper you wrote and compare it with a later essay to demonstrate growth. In this regard, you should make reference to the paper (or papers) that you wrote for a seminary course and have included in your appendix. You will follow the same sort of pattern for each of the learning outcomes as you argue your thesis, always making reference to the artifacts that you will include in the appendix.

Please Note: The same artifact can be used for multiple outcomes. For example, if you need a letter from both your Experiential Integration Supervisor and pastor/elder, and he or she is the same person, then it is entirely acceptable to have that one person write a single letter that addresses both outcomes.

PORTFOLIO INTERVIEW

A student’s portfolio will be completed and submitted through Briercrest Live **at least two weeks prior** to the scheduled date of the portfolio interview (see “Assembling the Portfolio” below for instructions on completing this step). **If the portfolio is incomplete, the portfolio interview will be rescheduled until all the required components are submitted.**

Each student is interviewed by two seminary faculty members or designates. The interview itself is meant to be an encouragement to the graduate and a summative exercise. No grade is assigned for the interview though an interview must be completed as a graduation requirement.

As students are interviewed, they will be asked to assess themselves on a scale of 1 to 10 (with 10 being highest) on how **confident** they are in achieving the anticipated seminary and program outcomes listed below and to verbalize a rationale, using artifacts included in their portfolio. Based on the evidence in the portfolio and the oral interview, the faculty will also provide an assessment on a scale of 1 to 10. A comparison of the student and faculty assessments then becomes the material for discussion in the interview. Upon completion of the interview, a PDF copy of the assessment form will be emailed to the student.

OUTCOMES AND ARTIFACTS

The following is a description of Briercrest Seminary's stated outcomes and the designated artifacts. All students will reflect on the three seminary-wide learning outcomes in their portfolio. Students will also reflect on the learning outcomes specific to their program.

Learning Outcomes and Artifacts for All Programs

Learning Outcome	Required Artifacts
<p>Articulate and apply an evangelical theology that demonstrably arises out of Scripture and finds expression in all areas of life and ministry.</p>	<p>An expanded doctrinal statement suited to the student's ecclesiastical identity and direction. (See Appendix B at the end of this document.)</p>
	<p>A course paper that displays the student's ability to integrate theological and Scriptural reasoning into their ministry or relative to their discipline (e.g., a philosophy/theology of ministry, leadership or counselling, a paper from an advanced Bible/theology course, etc.). It is preferable that students include a copy of the paper with the markings of the professor.</p>
	<p>Admissions outcomes assessment form</p> <p>Oral competence in discussion of the doctrinal statement at the portfolio interview.</p>
<p>Be equipped for serving the local church and its global mission.</p>	<p>A report/letter written by a member of the church attended by the student while in seminary (preferably a pastor, denominational official or a board member, but not a family member) that addresses the student's participation in the church community.</p>
	<p>A ministry résumé and cover letter or a three-year professional development plan (PDP) tailored to the next stage of their vocational journey, as directed by the student's program coordinator.</p>
	<p>Admissions outcomes assessment form</p>
<p>Demonstrate growth as a disciple of Jesus Christ.</p>	<p>A completed questionnaire that assesses growth in discipleship; completed by the student and three others who know the student well. (See appendix A at the end of this document.)</p>
	<p>Identify a key point(s) in the program that involved reflection upon and development of new practices and/or spiritual disciplines that promote growth in discipleship (course work</p>

	from Personal Formation for Ministry core requirement; research papers or assignments from other courses).
	A five-minute personal testimony (presented during interview) that reviews conversion and journey as a disciple, with an emphasis upon how studies at Briercrest have shaped this journey.
Please also upload a copy of the Portfolio Interview Form with the student self-assessment portion completed in advance of the interview. This form will be emailed to the student at the time the portfolio interview is booked.	

Program-Specific Learning Outcomes and Artifacts

Below are details pertaining to the program-specific outcomes and artifacts.

Master of Christian Ministries

Learning Outcome	Required Artifacts
Advance to the next level of competency in their chosen area of ministry.	A philosophy of ministry paper.
	A ministry résumé and cover letter or a three-year professional development plan (PDP) tailored to the next stage of their vocational journey, as directed by the student's program coordinator.
	A letter written by the student's ministry or professional supervisor.
Demonstrate a capacity to guide individuals and groups in disciple-making and mentoring.	A major assignment from any course that describes the student's understanding and strategy for disciple-making with individuals or groups. It would be preferable that students include a copy of the paper with the markings of the professor.
	A letter of reference written by a person disciplined and mentored by the student during their time at Briercrest Seminary.
Show evidence that they have deepened and broadened their experience in a particular ministry setting.	A letter from the student's Experiential Integration supervisor detailing the breadth of their ministry experience, particularly new areas in which the student has engaged.
	EI summative assignment from either RD 700 Experiential Integration, <u>or</u> CM 609 or CM 709 Experiential Ministry Internship.

Master of Counselling

Learning Outcome	Required Artifacts
<p>Demonstrate the necessary skills and personal attributes to enter into a ministry of counselling.</p>	<p>Post-course feedback and reflections from the professor for CO 790 Practicum I and CO 791 Practicum II.*</p>
	<p>A course paper that presents the student's biblical, theological, and systemic understanding of counselling. It is preferable that students include a copy of the paper with the markings of the professor. (It is recommended that students use the paper from CO 603 Foundations of Marriage and Family Therapy or CO 714 Counselling Systems and Approaches.)</p>
	<p>The post-internship student self-evaluation outlined in the CO 801 Counselling Internship Guide.</p>
	<p>The post-internship Supervisor's Final Report outlined in the CO 801 Counselling Internship Guide.</p>
<p>Demonstrate that their practice of counselling meets the highest Christian and professional ethical standards.</p>	<p>Post-course feedback and reflections from the professor for CO 790 Practicum I and CO 791 Practicum II.*</p>
	<p>A course paper from CO 705 Counselling Ethics (or another counselling paper that demonstrates ethical practice).</p>
	<p>The post-internship student self-evaluation outlined in the CO 801 Counselling Internship Guide.</p>
	<p>The post-internship Supervisor's Final Report outlined in the CO 801 Counselling Internship Guide.</p>
	<p>At the portfolio interview, the student will be prepared to discuss professional and Christian ethical standards in relation to the ministry of counselling.</p>
<p>Meet the basic academic course requirements to gain professional recognition as a member of the Professional Association of Christian Counsellors and Psychotherapists (PACCP) and the Canadian Counselling and Psychotherapy Association (CCPA).</p>	<p>Transcript</p>

*Note: The counselling practicum courses were numbered CO 604 and CO 605 prior to the 2019-20 Calendar.

Master of Youth Ministry

Learning Outcome	Required Artifacts
Engage faith communities as active participants in the important tasks of identifying, equipping and releasing leaders for next generation and family ministry.	A 5-page executive summary of the student's Ministry Practicum Workbook.
	A letter written by the student's ministry mentor from the Youth Ministry Practica.
Gain a working understanding of developmental and relational dynamics as a foundation for strategic planning and effective ministry praxis.	The Cultural Exegesis and Ministry Application assignments from YM 711 Understanding Today's Youth Culture.
	The Research Portfolio from YM 707 Counselling Adolescents and Their Families.
	The major assignment from YM 681 Adolescent Spiritual Development.
Demonstrate vocational soft skills (social and emotional intelligence) necessary to engage with next generation and family ministry roles in a variety of settings.	A letter from the student's spiritual companion/director or ministry mentor detailing the breadth and depth of their ministry engagement as it relates to the soft skills of ministry.
	A 5-page comparative analysis of the student's progress made from Soul Shaping I to Soul Shaping IV.

Master of Arts in Biblical Languages and Exegesis

Learning Outcome	Required Artifacts
Demonstrate skill in sight translation of biblical Hebrew and Greek texts.	MABLE Comprehensive Exam
Demonstrate skillful exegesis of both Testaments.	MABLE Comprehensive Exam
	A course paper that illustrates close study of a passage in the Old Testament with attentiveness to its theological, historical and literary dimensions.
	A course paper that illustrates close study of a passage in the New Testament with attentiveness to its theological, historical and literary dimensions.
Articulate the major themes of both Testaments, and show the literary and theological relationship(s) of smaller passages to the larger whole of Scripture.	A course paper, different from the ones above, that examines a particular passage or theme within the Old Testament and makes references to theological, canonical and literary contexts. It is preferable that students include a copy of the paper with the markings of the professor.
	A course paper, different from the ones above, that examines a particular passage or theme within the New Testament and makes references to theological, canonical and literary contexts. It is preferable that students include a copy of the paper with the markings of the professor.
	Portfolio Interview

Master of Arts in Leadership and Management

Learning Outcome	Required Artifacts
<p>Carefully integrate and synthesize biblical and theological leadership insight (godly) with the science of leadership (great).</p>	<p>A course paper from the LE 603 Leadership and Management Foundations class that articulates the student’s philosophy of leadership and demonstrates their ability to integrate biblical and theological learning.</p>
	<p>In the portfolio interview, students will be asked to address case studies and leadership and management problems from an integrated biblical and theological framework.</p>
<p>Be adept at articulating who they are, what they bring and how they steward their everyday life and bring glory to God, with resilience.</p>	<p>An assignment from a course in which the student demonstrates their capacity to identify and apply best leadership/management practices that accompany thoughtful self-awareness and management, other awareness and management, and corporate awareness and management to produce effectiveness and efficiency.</p>
	<p>An assignment in which the student has used a self-assessment instrument and had the opportunity to reflect on the learning gleaned from that experience.</p>
	<p>In the portfolio interview the student will be given a case vignette and asked to demonstrate a process of being strategic in navigating strategic choice making.</p>
<p>Demonstrate the necessary growth in their leadership and knowledge to move to the next appropriate level of leadership.</p>	<p>In the portfolio interview, the student will articulate their “sweet spot” in leadership, describe how they have come to know this about themselves, and describe the implications of this knowledge for their service.</p>
	<p>The student will include an assignment from LE 605 or LE 848 in which they explore their ideal situation for service and resilience.</p>
	<p>The key chapter(s) in the student’s SRP or thesis, RD 806 final report or the LE 641 Creative Problem Solving and Polarity Management final paper, in which they show their ability to apply research to a leadership situation or issue.</p>

Master of Arts in Marriage and Family Therapy

Learning Outcome	Required Artifacts
<p>Demonstrate the necessary skills and personal attributes to enter into a ministry of counselling.</p>	<p>Post-course feedback and reflections from the professor for CO 790 Practicum I and CO 791 Practicum II.*</p>
	<p>A course paper that presents the student's biblical, theological, and systemic understanding of marriage and family counselling. It is preferable that students include a copy of the paper with the markings of the professor. (It is recommended that students use the paper from CO 603 Foundations of Marriage and Family Therapy or CO 606 Marriage and Family Therapy.)</p>
	<p>The post-internship student self-evaluation outlined in the CO 800 Counselling Internship Guide.</p>
	<p>The post-internship Supervisor's Final Report outlined in the CO 800 Counselling Internship Guide.</p>
<p>Demonstrate that their practice of counselling meets the highest Christian and professional ethical standards.</p>	<p>Post-course feedback and reflections from the professor for CO 790 Practicum I and CO 791 Practicum II.*</p>
	<p>A course paper from CO 705 Counselling Ethics (or another counselling paper that demonstrates ethical practice).</p>
	<p>The post-internship student self-evaluation outlined in the CO 800 Counselling Internship Guide.</p>
	<p>The post-internship Supervisor's Final Report outlined in the CO 800 Counselling Internship Guide.</p>
	<p>At the portfolio interview, the student will be prepared to discuss professional and Christian ethical standards in relation to the ministry of counselling.</p>
<p>Meet the basic academic course requirements to pursue RMFT membership in the Canadian Association for Marriage and Family Therapy.</p>	<p>Transcript</p>

*Note: The counselling practicum courses were numbered CO 604 and CO 605 prior to the 2019-20 Calendar.

Master of Arts (Theological Studies)

Learning Outcome	Required Artifacts
<p>Demonstrate both depth and breadth of scholarship in chosen area of concentration.</p>	<p><u>One</u> of the following:</p> <ol style="list-style-type: none"> 1) Chapter 1, Conclusion and First Reader’s report of a Thesis (required for thesis students); 2) Paper from an <u>advanced</u> (700 or 800 level) elective in student’s specific concentration area (OT, NT, or Theology); 3) Paper from Reading Project.
	<p>MATS Comprehensive Exam report (for those enrolling in this program in 2017 and onward).</p>
<p>Give evidence of their capacity to implement theological scholarship in a teaching and/or ministry context.</p>	<p><u>One</u> of the following:</p> <ol style="list-style-type: none"> 1) Supervisor’s report or letter from Experiential Integration; 2) Letter of affirmation and evaluation from Church or Ministry leader who has observed student in teaching/ministry context; 3) Video (preferred) or audio of teaching session.
<p>Articulate a spirituality of scholarship that describes their approach to integrating academic learning into personal formation.</p>	<p><u>One</u> of the following:</p> <ol style="list-style-type: none"> 1) “Spirituality of Scholarship” paper from RD 701 Theological and Ministry Research (preferred); 2) Post-Experiential Integration Self-evaluation report.
	<p>Portfolio Interview</p>

Master of Divinity

Learning Outcome	Required Artifacts
<p>Demonstrate a capacity to guide individuals and congregations in disciple-making.</p>	<p>A major assignment from any course that describes the student's understanding and/or plan or strategy for disciple-making with individuals or groups. It is preferable that students include a copy of the paper with the markings of the professor.</p>
	<p>A letter of reference written by a person or group disciplined by the student during their time at Briercrest Seminary.</p>
<p>Demonstrate a capacity to preach sermons using a sound homiletical method.</p>	<p>A video of a sermon preached by the student in front of an audience.</p>
	<p>One of the student's sermon manuscripts complete with all the study preparation notes demonstrating their homiletical method.</p>
<p>Demonstrate a capacity to lead within the local church or ministry organization in carrying out its mission with both theological sophistication and cultural awareness.</p>	<p>Letter from a pastor or church board member in which the student's leadership skills and contextual awareness are discussed.</p>
	<p>A major paper or assignment from a course in which the student brings both theological sophistication and cultural awareness to bear on a topic of relevance to the local church or ministry organization and its mission.</p>

ASSEMBLING THE PORTFOLIO

Once you have written your portfolio essay and compiled all the required artifacts, you will upload them to Briercrest Live for your faculty readers to access them.

Before you Begin

All documents must be in PDF format in order to be uploaded to Briercrest Live. Briercrest Live will not display documents that are in other formats (eg. .doc, .docx, .aspx, etc.).



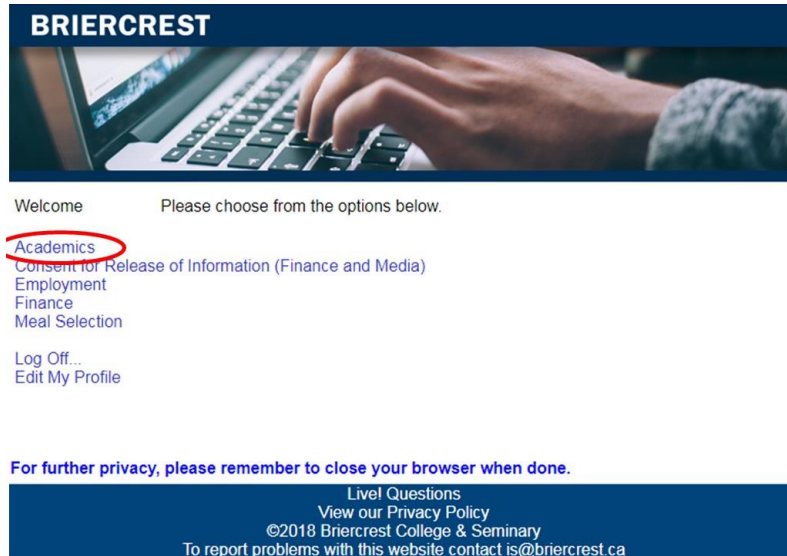
Step One: Log in to Briercrest Live

Log in to your Briercrest Live account (<https://live.briercrest.ca>). If you have difficulty logging in, send a note to Academic Services (academicservices@briercrest.ca) for assistance.

A screenshot of the Briercrest Live login page. At the top, there is a dark blue banner with the word 'BRIERCREST' in white. Below the banner is a photograph of hands typing on a laptop keyboard. The main content area has a white background with the heading 'Welcome to Briercrest Live!' followed by a paragraph explaining the account's purpose. Below this is a login form with fields for 'UserName:' and 'Password:', a 'Login' button, and links for 'Register Now...' and 'Forgot your Password?'. At the bottom, a dark blue footer contains links for 'Live! Questions', 'View our Privacy Policy', copyright information for '©2018 Briercrest College & Seminary', and a contact email 'is@briercrest.ca' for reporting website problems.

Step Two: Locating the Seminary Graduation Portfolio

Once you have logged in to Briercrest Live, click “Academics” and then click “Seminary Graduation Portfolio” to access the online Portfolio.



BRIERCREST

Welcome Please choose from the options below.

- Academics**
- Consent for Release of Information (Finance and Media)
- Employment
- Finance
- Meal Selection

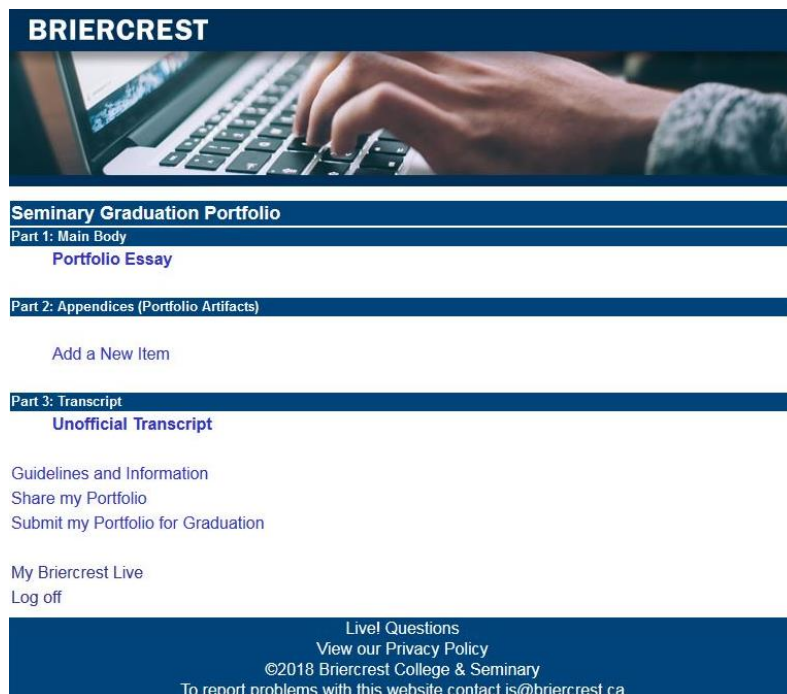
Log Off...
Edit My Profile

For further privacy, please remember to close your browser when done.

Live! Questions
View our Privacy Policy
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To report problems with this website contact is@briercrest.ca

Step Three: Uploading Your Essay and Artifacts

To upload your Portfolio Essay, click on “Portfolio Essay” and select “Choose File.” After you have selected the PDF file you want to upload, click “Upload.” The artifacts can then be uploaded under “Part 2: Appendices.”



BRIERCREST

Seminary Graduation Portfolio

Part 1: Main Body

Portfolio Essay

Part 2: Appendices (Portfolio Artifacts)

Add a New Item

Part 3: Transcript

Unofficial Transcript

Guidelines and Information
Share my Portfolio
Submit my Portfolio for Graduation

My Briercrest Live
Log off

Live! Questions
View our Privacy Policy
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To report problems with this website contact is@briercrest.ca

Step 4: Sharing and Submitting your Portfolio

Once you have uploaded all the documents, click “Share my Portfolio” and enter a password. Click “Save.” Then click “Submit my Portfolio for Graduation” and enter the same password.

Making Changes to your Portfolio

If you need to make changes to your Portfolio after saving your password and submitting it, simply re-submit it under “Submit my Portfolio” (enter the same password you used the first time).

Appendix A

Discipleship Growth Inventory (evidence of the fruit of the Spirit; Gal 5:22-23)

The scale indicates a high of 5 and a low of 1.

Evidences	INVENTORY			
	Self-rating	Family	Colleague	Supervisor
1. Disposition toward God Love – a continual longing and thirsting after God Joy – a steady contentment/appreciation in response to God's dealings Peace – reconciliation with God and continuous trust in his intervention; personal wholeness that arises out of this relationship with God	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Disposition toward others as God's creation Patience – slow to lose heart with persons and their growth Kindness – consideration and preferable action toward and on behalf of others giving way to their interests and preferences Goodness – selection of the best possible response and action toward others (on all occasions) as measured against God's goodness	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Disposition that guides one's conduct Faithfulness – demonstration of loyalty and trustworthiness in thinking, living, being (private and public) Gentleness – considerate use of gifts, strengths, and opportunities Self-control – exercising good stewardship in the control and development of my thinking, being and living	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Appendix B

Doctrinal Statement Template

Note: Students who have taken THEO 601 Christian Theology Overview may submit their statement of faith assignment for this artifact.

Students who do not have the above-mentioned assignment may submit a five-page personal statement of faith which includes appropriate scriptural support of the following tenets of the Christian faith:

- The Triune God
- The Person and Work of Jesus Christ
- The Holy Spirit
- Creation
- Humanity and Sin
- Salvation (including statements on election, faith, justification and sanctification)
- Scripture
- The Nature of the Church
- The Mission of the Church (including statements on baptism and the Lord's Supper)
- Last Things (including personal and cosmic eschatology)