BRIERCREST

Learning Portfolios: Guidelines for BA Students

(rev. September 2026)

In order to help us assess learning at Briercrest College, we require our BA graduates to assemble a learning portfolio. You can think of your portfolio as a reply to two questions: "What have I learned at Briercrest?" and "Can I prove it?"

Your electronic portfolio is structured in three parts. The first part will be your portfolio essay, a ten-page document that makes the strongest possible case for your learning at Briercrest. While the essay is broken down into categories according to our college learning outcomes they are not meant to be restrictive. ***This essay should reflect your own growth and maturing as a learner that expresses your unique story, gifts, capacities, and calling.*** The second section should include appendices (e.g., letters of reference, selected and **marked** academic papers, and other evidence of your learning). The essay and the artifacts are to be integrated. You should be referring to your learning in relationship to your appendixes throughout your essay. The same should be true of your doctrinal statement and your essay—what are the theological dimensions of your learning experience? You should have supporting evidence for all of the sections below. You can be adding these materials to your electronic portfolio throughout the course of your program. The third part of the portfolio is forward looking and helps prepare you to find employment.

Our college learning objectives communicate what our institution strives to produce in our students[1]. In your essay, you must reflect upon and describe your own growth for each one of these outcomes; you may want to use headings in your essay to keep it well organized. Be prepared to discuss each of these specific areas with your faculty interviewers when the time comes.

As you collect your artifacts, use the "Artifacts Checklist" (found on the grad website and in Canvas) to keep track of which artifacts you have already collected, and record what grade you received for that artifact (if applicable). Grades from every program will be collected and used for data reporting to our accreditor, Advanced Biblical Higher Education. **All information collected will remain confidential and will NOT be reported to your interview readers. **

BA graduates should be able to:

1. **Carefully interpret Christian Scripture for the formation of faith and practice**

   In your essay you should broadly reflect upon your scriptural learning and how this learning has affected your faith and efforts in discipleship. As artifacts here, you should include:

   (1) the results of your Bible Knowledge Survey, AND

[1] Please note that after you graduate we will retain time-stamped copies of our students' Portfolios in order to assess whether our academic programs are achieving the learning outcomes we desire for our graduating students. However, we will not disburse student Portfolios for any other purpose without your express permission.

(2) a paper from a senior class (300-400 level) in Bible or Theology that displays exegetical and interpretive skills, or a paper from a senior class (300-400 level) in which the student displays their ability to interpret Scripture in relation to a theological, personal, ministry or social issue.

2. Articulate their theological and historical place in the global Christian community

This is where you discuss your spiritual journey that may include denominational and theological issues, your future direction, ministry and calling.

As evidence for this outcome, please provide an appendix which discusses the major doctrines of the Christian faith along with thoughtful scriptural support. Elaborate on each major doctrine in a separate paragraph (usually between 7 to 12 topics). You may consult a historic creed of the church, or the doctrinal statement of the college (http://www.briercrest.ca/about/faith/), the Evangelical Fellowship of Canada, or your own church or denomination for reference. This exercise is meant to help you assemble your own beliefs at this stage in your journey and you may borrow from other doctrinal statements (footnoting sources). Please include a footnote that explains how you formed this doctrinal statement and any other explanatory comments. In your interview, be prepared to support and discuss your doctrinal statement from scripture and your understanding of theology (you are allowed to have your doctrinal statement and Bible with you during the interview).

3. Critically analyze a variety of texts and weigh different interpretations of those texts

Broadly describe the growth in your reading and thinking ability in conjunction with engaging the works of others. As evidence you should include:

(1) A paper or selection of papers from 300-400 level classes that display evidence of the student's ability to analyze a variety of texts and their interpretation, OR

(2) A commonplace book that reveals the breadth and diversity of your reflective reading (refer to Appendix C).

4. Formulate and persuasively communicate sound arguments both orally and in writing

In your essay, address your progress as a communicator particularly as it relates to rhetoric, reasoning and the logical ordering of ideas. For this outcome you may include:

(1) A recording or manuscript of a sermon or speech delivered in class, chapel or in a service setting. Please include the instructor's comments, if possible. OR

(2) A detailed outline for a presentation in a senior class. Please include the instructor's comments, if possible. OR

(3) A reference letter by a supervisor who can speak to your ability to communicate in a classroom, service or ministry context. AND

(4) A well-reasoned and logically developed research paper.

5. Work fruitfully with a diversity of people toward the betterment of the church and the student's broader communities

Here you can describe the kinds of growth you have experienced relationally using your gifts and passions, in and outside the church. As evidence you should include:

(1) Letter(s) of reference from one of your supervisors in Service Learning, AND

(2) Any other suitable artifacts.

6. Demonstrate disciplinary expertise commensurate with baccalaureate standards

In your essay describe your progress and interests within your major describing how you deepened your appreciation for the discipline. Read the stated outcomes for your program from the left column in **Appendix A** as you consider your progress. You must include:

(1) Unofficial transcripts from any post-secondary institutions you have transferred credits from (alternatively, you can write and submit a summary of previous learning that describes your education at these previous post-secondary institutions), AND

(2) See **Appendix A** for the specific artifacts required for your program. If you do not have the required artifact, please see your program coordinator for instructions. In your essay elaborate on the ways you have grown in your discipline and refer specifically to the outcomes proposed of your major. Note that if you will be graduating with a double major, your essay and artifacts must address the requirements for both majors.

7. Other Learning Experiences

In addition to these crucial learning areas, we invite you to discuss other types of learning that may have occurred during your time at Briercrest. The following table includes examples of some of these other learning areas.

Learning Areas	Supporting Evidence
Intercultural	Missions Trip/Service Learning Reports
Influential Books	Annotated Reading List
Experiential	Service Learning, Internships, Practicums
Student Employment	Letter of Reference
Technology	Video, Computer Skills
Personal Awareness	Personality Tests, Counselling

Future Learning	Reading List, Educational Plans
Co-Curricular	Student Groups, Intramurals, Christmas Musical, YQ, etc.
Leadership	Reference Letters, Job Descriptions
Athletics	Stats, Coaches' Letters
Fine Arts	Artifacts, Recital DVDs/Evaluations
Health and Well-Being	Personal Wellness Program

8. Employment Learning/Future Preparation

Please provide a current resume, an actual job posting that interests you, and a cover letter that makes a case for your suitability for that job (while there are many good online resources for crafting resumes and cover letters, here is a recommended resource – https://www.utm.utoronto.ca/careers/jobs/resume-cover-letter-resources. There are also some examples posted on the graduation webpage - Cover Letter Examples under "Senior Portfolio and Interview"). The *Employability Skills Profile* should help you answer the question: "Why should this employer be interested in me for this position?" (See **Appendix B**).

Appendix A

Program Specific Requirements

Program	Program Outcomes (Graduates will be able to . . .)	Portfolio Requirement(s)
BA Applied Linguistics	▪ Demonstrate an in-depth knowledge of the grammatical structure and phonological system of the English language. ▪ Critically appropriate a range of methodological approaches to evidence teaching skills commensurate with TESL Canada Professional Standard Two certification. ▪ Formulate ethical, context-sensitive approaches for English language instruction in a variety of settings.	Ethics in TESOL capstone paper (LING 420) (Note: Graduating students who are taking LING 420 in the same semester they graduate submit a reading response paper instead) Two lesson plans ▪ One lesson plan from an early course such as LING 221 Language Teaching Methodology, or LING 220 Linguistics: English Grammar. ▪ One lesson plan and a post-teaching reflection from a later course such as LING 320 TESOL Practicum II, or LING 427 TESOL Internship. Two teaching evaluations ▪ Professor-written feedback of a micro-teaching from an early course such as LING 105 Introduction to TESOL, or LING 221 Language Teaching Methodology. ▪ A teaching evaluation by a practicum sponsor teacher, practicum supervisor, or onsite internship supervisor from a later course such as LING 320 TESOL Practicum II, or LING 427 TESOL Internship. Digital Teaching Portfolio (LING 429) (Note: Graduating students who are taking LING 429 Professional Issues in the same semester they graduate submit an early draft of the teaching portfolio)

Program	Program Outcomes (Graduates will be able to . . .)	Portfolio Requirement(s)
BA Biblical Studies	In addition to the college-wide learning outcomes, all BA Biblical Studies graduates should be able to: ▪ Read the Greek New Testament or Hebrew Old Testament and engage in basic discussion of the text in Greek or Hebrew. ▪ Demonstrate a reflective approach to interpretation with appropriate attention to both the Bible's ancient contexts and the reader's contemporary context. ▪ Engage the Bible as Holy Scripture that is formative for Christian discipleship and for the life of the Church.	Completion of a 15 min Greek or Hebrew oral interview during the student's final semester before graduation. (The instructor's interview report is to be submitted with the portfolio.) A portfolio containing at least three papers that represent the student's chronological progress through the major. Spend 1-2 pp. of the portfolio essay evaluating the ways in which the set of papers stands as evidence of the student's development of a reflective approach to interpretation. Include ONE of the following artefacts: ▪ A detailed sermon outline, manuscript or recording ▪ A set of four Bible study outlines, accompanied by a 1-page reflection introducing the context in which the studies were set • A short (3-4 page) reflection on the challenges of reading the Bible for personal and community formation

Program	Program Outcomes (Graduates will be able to . . .)	Portfolio Requirement(s)
BA Business Administration	▪ Demonstrate integrated core competencies related to key business fields. ▪ Recognize and articulate thoughtful expressions of ethics in business decision-making, guided by a Christian worldview. ▪ Exhibit business practices necessary for innovative and collaborative work.	Any Business Core or Electives assignments/papers/projects at 300/400 level which integrated at least **two** core business competencies below: financial literacy, communication, leadership, management, critical thinking, data analysis, negotiation, organization, adaptability Any Business Core or Electives assignments/papers/projects at 300/400 level which included strategic and/or business decision-making, guided by a Christian worldview Any **one** of the following: ▪ Letter(s) of reference from Service Learning ▪ Internship Report and Letter(s) of Reference (BU 490) ▪ Any Business Core or Electives assignments/papers/projects at 300/400 level which involved innovative and collaborative work Note: For SaskPolytech Concentrations **Only**: ▪ Business Diploma and Transcript ▪ A major project or assignment from a SaskPolytech course (200+)

BA Christian Ministry (new program)	• Thoughtfully interpret and apply a foundation of biblical knowledge. • Appreciate and appropriate spiritual formation practices to sustain a life of ministry service. • Articulate the fundamentals of preaching or teaching, with some demonstrated competency. • Execute essential ministry practices with some proficiency as a result of hands-on experience and internship. • Display a holistic, biblical understanding and appreciation for the church including its purpose, mission, governance, and operation. • Demonstrate proficiency in equipping the body of Christ for works of service through the development of volunteers, leaders, and teams. • Articulate a deep understanding of the issues, challenges, and contextualized ministry practices for a program concentration.	A rule of life assignment from CM 312 Spiritual Formation for Ministry. The written evaluations **AND** the final evaluations by the student and their mentor from their internship. An artifact (sermon or speech recording and manuscript or outline) from PAST 355 Homiletics, or PAST 453 Variety in Preaching. A major paper or project from **ONE** of the following: • CM 341 Ministry Management Skills • CM 351 Volunteers, Teams, and Groups, • CM 445 Strategic Ministry Organization. A major paper from a required course in the student's program concentration.
BA Christian Ministry (old program)	▪ Demonstrate competency in a breadth of ministry skills. ▪ Articulate a culturally sensitive theology of the mission of the church and their place within it. ▪ Demonstrate a capacity to teach or preach effectively.	The written evaluations by the student and their mentor from their internship Letter(s) of reference from Service Learning supervisor(s) An artifact (sermon or speech recording and manuscript or outline) from COMM 104 Public Speaking, PAST 355 Homiletics, or another public setting including a self-assessment and instructor/external evaluation must accompany the sermon or speech. The major paper on the case study from PAST 438 Practical Theology.

Program	Program Outcomes (Graduates will be able to . . .)	Portfolio Requirement(s)
BA English/ English (Honours)	▪ Demonstrate knowledge and comprehension of representative authors and works in literature written in English, as well as their social, cultural, theoretical, and historical contexts. ▪ Read a diversity of texts from a variety of interpretive perspectives and demonstrate in both oral and written work the discipline-specific skills necessary to provide a convincing and well-supported analysis of those texts, including the ability to find and apply relevant primary and secondary sources. ▪ Interpret literature and apply language in a thoughtful, articulate way in order to examine critically one's personal beliefs and values and to reflect on the human condition in today's world.	In addition to the common baccalaureate requirements of the portfolio, BA English and English Honours students must include ***two*** additional artifacts: 1) Students must include ONE of the following, along with an accompanying cover letter (see below): a. the major paper from HUM 490; b. a major paper from a 300- or 400-level IDST course; c. the major paper from ENG 389; OR d. an upper-level paper that demonstrates the student's ability to engage with intersections between/among disciplines. The two-page cover letter should outline the specific ways in which exploring such interdisciplinary connections in the chosen paper has contributed to the student's understanding of both the field of English studies and the broader intersections among the disciplines informing the paper. 2) In addition, students must include ONE of the following (which may be the full or partial product of a class assignment during the student's studies at Briercrest): a. Commonplace book; b. A portfolio containing five papers that represent the student's chronological progress through the major, along with an evaluative cover essay on the ways in which the set of papers stands as evidence of the student's achievement (full or partial) of the program's learning outcomes; c. A creative project that represents the student's learning in the major, with a cover essay detailing the choice, genesis, and outcome of the project, OR; d. An English-related project or paper presented at a recognized forum outside the boundaries of the College, along with a reflection on the significance of both the project and the presentation to the students intellectual and personal growth.

Program	Program Outcomes (Graduates will be able to . . .)	Portfolio Requirement(s)
B General Studies - Arts & Science Track	▪ Demonstrate a familiarity with the major concepts and basic methodologies of two distinct academic and/or professional disciplines ▪ Identify and evaluate thematic connections between two or more disciplines ▪ Demonstrate an ability to apply their disciplinary learning in diverse contexts and initiate self-learning when faced with new contexts	▪ Course assignments from the student's two concentration (including assignments from both introductory and advanced courses). *Where possible, students should provide the major assignment from at least one 300+ level course in each concentration.* • The Portfolio Essay must identify and critically discuss two key themes that emerge across the student's two concentrations. *Students are also welcome to make connections to other disciplines that they encountered during their studies.* • Where possible, students should provide a course assignment that demonstrates learning from one of their concentrations being applied to a different discipline.
B General Studies – Education Tracks	▪ Demonstrate a familiarity with the major concepts and basic methodologies of two or three distinct teaching areas ▪ Identify and evaluate thematic connections between two or more disciplines ▪ Articulate a basic understanding of the vocation of teaching and of education's role in contemporary Canadian culture	▪ Course assignments from the student's two or three teaching areas (including assignments from both introductory and advanced courses). *Where possible, students should provide the major assignment from at least one 300+ level course in each teaching area.* • The Portfolio Essay must identify and critically discuss one or more key theme(s) that emerge across the student's two teaching areas. *Students are also welcome to make connections to other disciplines that they encountered during their studies.* • A 2 – 3 page personal reflection on the student's sense of teaching as a vocation and the role of education in Canada, including the challenges they might face in the profession. Students will include this reflection as an appendix to their Portfolio essay

Program	Program Outcomes (Graduates will be able to . . .)	Portfolio Requirement(s)
BA History/ History (Honours)	▪ Demonstrate familiarity with world history, including its people, movements, issues, and ideas, making connections and recognizing change and continuity over time. ▪ Analyze and evaluate both primary and secondary sources, identifying arguments and perspectives, and locating interpretations within their historical contexts. ▪ Engage meaningfully with human questions and perspectives across time and place, listening to those who think and act differently with empathy, and discerning current complexities in light of a longer historical perspective. In addition to the above, BA History (Honours) graduates will also be able to: ▪ Demonstrate specialized knowledge in a specific area of history and the ability to advance a sustained historical argument, both in prose and in oral presentation.	▪ Major historiography essay from HIS 480 Historiography and the Craft of History; AND ▪ ONE of the following assignments (which may be the full or partial product of a class assignment): a. Commonplace Book (expectation of diversity; see Appendix C) b. Public History Project c. Oral History Project d. Conference Paper and Reflection

Program	Program Outcomes (Graduates will be able to . . .)	Portfolio Requirement(s)
BA Sacred Music	▪ Demonstrate proficiency in at least two skill-based, or academic, disciplines in music. ▪ Exhibit a mature understanding of the history of music in the church and western culture. ▪ Understand common practice in western music theory.	<u>Choose two of the following:</u> The evaluation reports from semester final juries and final recitals The evaluation from the faculty adjudicated senior and junior recitals. The evaluation from faculty-directed performances (opera scenes, musicals, opera tea) The evaluation from class performances (Musical Theatre Workshop Final, Vocal Master Class) A paper from a course in the history of music A graded examination in the history of music A copy of the program notes (preferably with the instructor's comments) from one of the recitals in which a student has participated Instructor evaluations from harmonizations, ear training/dictations—four part, harmonic analysis, compositions
BA Psychology	▪ Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. ▪ Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. ▪ Understand and apply psychological principles to personal, social, and organizational issues.	One final paper from a psychology course at the 100 or 200 level. Research Methods (PSY 201) or other 300+ level course final paper if not taken. One final paper from a psychology course (other than PSY 201) at the 300 or 400 level.

Program	Program Outcomes (Graduates will be able to . . .)	Portfolio Requirement(s)
BA Theology	▪ Demonstrate a mature and nuanced understanding of the historical and theological developments of the Christian church from the New Testament to the Modern era. ▪ Skillfully address contemporary intellectual, social and ecclesiastical issues from a theological perspective. ▪ Demonstrate capacity to communicate Christian theological truth in and for the church.	A paper from a senior class in which the student has examined a theological issue through the resources of the history of Christian thought. A paper from a senior course in which the student has brought theological learning to bear on a contemporary intellectual, social or ecclesiastical problem. A letter of reference from a supervisor or mentor of the student in a communication context (popular writing, preaching, teaching, counseling, etc.) A detailed sermon outline, manuscript, a detailed lesson plan or a project proposal that displays theological sophistication and sensitivity to context
BA Worship Arts	▪ Articulate a biblically and historically informed theology of Christian worship. ▪ Skillfully and creatively lead a congregation in worship through music. ▪ Lead and arrange music for varied ensembles	A paper from CM 301Theology of Christian Worship or WA 420 Worship Leadership A reference letter from internship supervisor or other person in a pastoral position A video of the student leading worship Final project from WA 411 Arranging for Worship Teams.

Appendix B

Employability Skills Profile[2]

The following skills provide the basic foundation to get, keep and progress on a job and to achieve the best results. Employers need persons who can:

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn (Continue to learn for life)

Exhibit Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Take Responsibility

- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adapt

- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done—creativity

[2] This profile was produced by the Conference Board of Canada's Corporate Council on Education and is sponsored and endorsed by the Federal Government of Canada and its member organizations which include many of the largest corporations in Canada.

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

Appendix C

Commonplace Books for BA Portfolios

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As you prepare your commonplace books for your BA Portfolio, please keep the following guidelines in mind:

- Include 20 entries;
- Please indicate the date on which each entry was composed;
- Each entry should be between a paragraph and a page in length;
- Include entries prompted by a variety of courses and demonstrate interdisciplinary thinking in your reflections;
- Include entries that interact with a range of voices that represent both genders and multiple cultural perspectives, including non-Western views;
- Include entries which arise from experiences outside of the classroom;
- Include entries (wherever possible) composed during the beginning, middle, and end of your studies at Briercrest (or at least since you officially enrolled in a BA).
- Title each entry and find a suitable quotation, phrase, or poem (epigraph) for a header. The epigraph should be 2-3 lines long and single spaced; the body of the entry should be double-spaced;
- As your final entry, draw out several themes that emerge from your commonplace book and extend these into a fuller treatment (1-3 pages in length). These themes should be incorporated into your main portfolio essay as further evidence of your learning at Briercrest.

Appendix D

Frequently Asked Questions

Q: How do I access my Portfolio?
A: In order to get to the Online Portfolio, log in to your Briercrest Live account and you will find the link to the College Graduation Portfolio under "Academics." Please refer to Appendix E for more information on assembling your Portfolio.

Q: What if I am a transfer student and not all my time was spent at Briercrest?
A: You should certainly identify and describe your experience at your previous school (including uploading important documents or evidence as appendices). However, focus your commentary on your Briercrest educational experience.

Q: If I am enrolled in a Briercrest/Minot State partnership degree, when should I do my portfolio and interview?
A: We recommend assembling your portfolio and scheduling your interview during the fall semester of your final year at MSU. Your experience at both institutions will be important for your portfolio. We can also schedule interviews during the winter semester of your final year at MSU on a case-by-case basis.

Q: What if I will not have completed the paper or assignment that is needed for my portfolio before the due date?
A: Speak to your Program Coordinator about either making a schedule adjustment or a suitable replacement for your requirement.

Q: If one of my papers demonstrates more than one outcome, do I have to provide another artifact?
A: No. One artifact may serve as evidence for multiple outcomes.

Q: How do I submit my Bible Knowledge Survey with my grad portfolio?
A: To submit your results, you will need to take a screenshot of your results page from the ABHE Exam website. For help with this, see the Bible Knowledge Survey Instructions document on the Graduation webpage. You can then paste the results page screenshot into a Word document, save it as a PDF, and upload the PDF as an appendix in your portfolio.

Q: How do I add audio or video files to my portfolio?
A: Audio files that have a file size smaller than 20mb can uploaded directly to your portfolio using the steps in Appendix E. Video files, as well as audio files larger than 20mb, can be uploaded to an online storage space like OneDrive for Business (login with your MyBriercrest email address), Google Drive, or DropBox. Then, you can copy the link for the audio or video file into a Word document, save it as a PDF, and upload the PDF as an appendix in your portfolio.

Q: If my instructor gave assignment feedback on Canvas, how do I download these comments?
A: The following instructions should help you download instructor feedback from Canvas. If these instructions are not working for you, feel welcome to contact the Administrative Assistant to the Dean of the College (jwestnedge@briercrest.ca) for further assistance.

Go into your Canvas course, choose "Assignments," then select the assignment you want to download. Now select "Submission Details," then "View Feedback." Canvas will now display your assignment, including any comments your instructor added to the document you submitted.

Click on the  button, which is near the top of assignment Preview window. Choose "Download annotated PDF." You can now save a PDF version of your assignment, with instructor comments included.

Appendix E

Assembling Your Portfolio for Graduation

Once you have written your portfolio essay and compiled all of the required assessment tools, you will upload them to Briercrest Live for your faculty readers to access them. Briercrest Live typically works best in Internet Explorer.

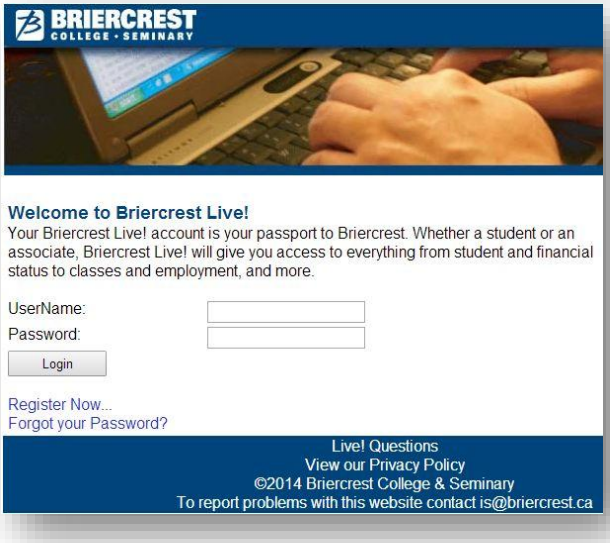


Before You Begin

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.). There are a variety of free scanning applications for your smartphone that can you can use to PDF your documents. The Archibald Library also has several scanners that students can use to scan their documents for free.

Step 1: 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.



Step 2: Locating the College Graduation Portfolio

Once you have logged in to Briercrest Live, click "Academics" and then click "College Graduation Portfolio" to access the online Portfolio.

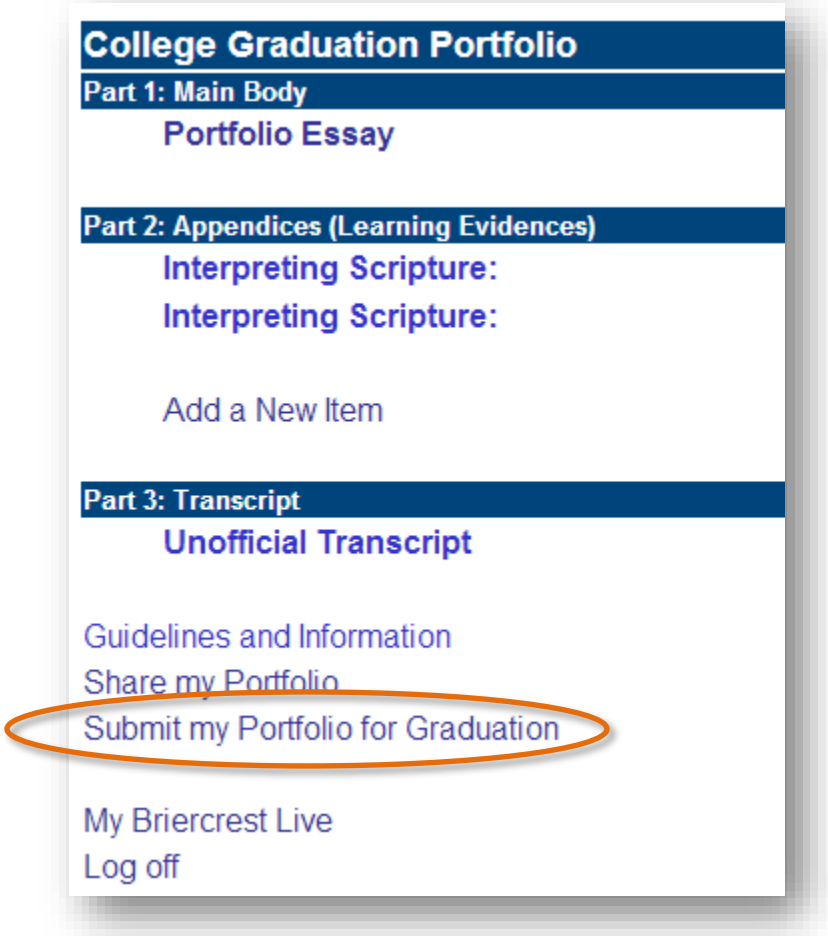
Step 3: Uploading Your Essay and Appendices

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 appendices can then be uploaded under "Part 2: Appendices."



Step 4: Submitting Your Portfolio

Once you have uploaded all the documents, click "Submit my Portfolio for Graduation" and enter a password. Then click "Submit." The password you entered will be sent to the Administrative Assistant to the Dean of the College (jwestnedge@briercrest.ca), who will ensure that your faculty readers have access to your portfolio.



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).

Please note that re-submitting your Portfolio will overwrite what you previously submitted. So, before you re-submit your Portfolio, ensure that *all* the documents that you would like to submit as part of your portfolio are present in their entirety.