



## **Amber Institute and Theological Seminary**

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### **(Curriculum Vitae)**

#### **Establishing Life Experience Credit through Portfolio Development**

All of us gain experiences as we walk through life, and very often we learn important lessons through these experiences. It may be that you have done this, and that the lessons you have learned and the skills you have developed correspond to those you would have received in a college level course. If you think this may be the case, you can pursue the demonstration of this learning and transfer of it by meeting with your Dean or Faculty Advisor.

Amber Institute and Theological Seminary recognizes experiential learning generally to be at least as valid as classroom instruction, and in some cases even superior. Classroom learning often begins with receiving information through lectures or reading, assimilating and organizing that information into principles, and then applying the principles to specific situations. In experiential learning, one begins by acting and observing, then understanding the effects of his action in a specific circumstance. From that a general principle is developed, which can then be applied to a new set of circumstances.

#### **The Priority of "Life as a Teacher" in the Bible**

God places a much higher value on life as a teacher than is done in much of Western education. Many accrediting boards actually down-play the experiences of life as being subordinate and inferior to actual classroom learning. We see God doing the exact opposite in Scripture.

Paul was full of classroom instruction when God revealed Himself on the Damascus road and then took him into seclusion in Arabia for three years to learn directly from Him (Gal. 1:15-18).

Jesus was led by the Spirit into the wilderness for 40 days to be tempted by the devil (Luke 4:1-14). He then returned "in the power of the Spirit" to begin His public ministry.

God took Moses to the backside of a wilderness for 40 years of preparation so he could be sufficiently trained to lead the Israelites out of Egypt (Ex. 2-4).

Jesus called the twelve disciples to "be with Him", to be mentored by Him, and thus equipped to be world changers (Luke 6:12-19). His classroom was on the streets and in the hills. The twelve learned by watching Jesus minister and

ministering along with Him. The Master Teacher chose this teaching methodology rather than sitting them down in a classroom to instruct them.

Perhaps Western education needs to re-adjust itself. Perhaps it needs to come to value life as a teacher as Jesus, God, and the Bible value the learning which comes from life.

At Amber Institute and Theological Seminary, we believe that the lessons one learns from life are the truest and often most valuable and enriching lessons one will ever receive. They are often far superior, far deeper, and far more life-changing than what is learned in the classroom. Many who have both walked the road of life and tasted of the classroom would vouch for this truth.

That is not to say that all people learn from the experiences they have. The Israelites in the wilderness did not learn from life, and so they died in the wilderness. It is tragic to live and not learn from what life is saying to you.

We highly honor the wisdom and knowledge that has come through the experiences of life. We are more than pleased to give credit for the education you have received simply by living an active Spiritual life.

All students enrolled in an undergraduate degree program at Amber Institute and Theological Seminary are required to complete a Student Portfolio (Curriculum Vitae) which summarizes the learning acquired from academic, personal, and professional experiences. Since the Portfolio is an integral part of the course work (students may receive up to 4 credit hours for this portion of the curriculum), all students must complete the Portfolio regardless of the number of transfer credits they may have accumulated prior to enrolling at Amber Institute and Theological Seminary.

The preparation of the Portfolio has two main purposes: (1) It provides a means by which students may petition for Life Learning Experience (LLE) credits applicable to their degree, and (2) It provides students the opportunity to summarize and evaluate experiences they bring with them to the program. Letter grades are not assigned to prior learning (LLE) credit earned through the Portfolio.

A required part of each degree program at Amber Institute and Theological Seminary is the development of a Student Portfolio (Curriculum Vitae); the successful completion of the Portfolio partially fulfills the course requirements. First, the Portfolio will be reviewed by the faculty advisor. After the Institute staff examines the Portfolio, it will be 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.

## **Make your portfolio development a growing experience.**

Providing the following documentation will prove to be a growing experience for you as you remember and gather into one place the major lessons God has taught you throughout your lifetime. Many people have never experienced the blessing of prayerfully reflecting on their life's experiences and writing out the insights received. Many great spiritual leaders in history have kept journals throughout their lives. Ask God to grant you revelation and understanding as you write the following reports. Make this a time of spiritual insight and revelation as you reminisce about your life's stories under the leading and guidance of the Holy Spirit. Relax and make this a heart activity as well as a mind activity. As you are at rest, you will find memories and revelation pouring forth from your heart and spirit. Don't let this be busy work. Make it a time of spiritual in-gathering.

### **General Guidelines**

This list describes the guidelines for developing the Portfolio. It is necessary to fulfill all these requirements.

1. The contents of the Portfolio must be contained in a large, sturdy 3-ring binder or notebook at least three inches in width.
2. A pocket on the front inside cover of the binder must be included for Amber Institute and Theological Seminary. The student's name and degree program should appear on the binder.
3. All materials, except for bulky documents, should be contained in non-glare plastic sheet protectors that open on the top. Use both sides of the protectors.
4. Each section of the Portfolio must be clearly separated and labeled by dividers.
5. All the pages of the Portfolio, except dividers, must be numbered consecutively. (For ease, small adhesive dots may be numbered and attached to the clear plastic sheets, rather than typing numbers at the bottom of each page.)
6. All student written or constructed materials must be typed double-spaced on regular-sized paper (8.5 X 11 inches). Margins should be at least one inch on all sides. (See individual sections for specific formats.)
7. All documents and certificates should be copies rather than originals. However, originals must be provided upon request by the Institute.
8. A copy of all pages in the Portfolio should be retained by the student.

9. All materials must be proofread for typographical and grammatical errors.

### **Preface to the Portfolio**

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

1. Title page: Student Name and Degree Program
2. Autobiography (at least 10 typed double-spaced pages for undergraduate and master's degree students; at least 20 pages for doctoral students).
3. Table of Contents: Include the 22 sections of the Portfolio, with their beginning page numbers. Also list the learning experience petitions and their beginning page numbers. These pages will contain information derived from other areas of the Portfolio (such as page numbers); therefore, these pages generally cannot be completed until all sections of the Portfolio have been developed.

### **Autobiography**

The autobiography is a student-written account detailing the significant post-secondary school educational 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 and personal growth and development. The purpose of the autobiography is to introduce the student and help identify possible topics for Life Learning Experience (LLE) credit.

The autobiography must be at least 10 typewritten double-spaced pages (20 pages for doctoral students). It must be written in narrative form, following proper grammatical rules and expository format. A resume is not acceptable, although it is advisable to construct an outline to assist 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 events may be mentioned briefly in this section.

### **Suggested Approaches**

1. Identify at least ten 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 and describe the areas of your life which you feel are most important.

For example:

Ministry  
Marriage  
Educational  
experiences

Military  
Community  
Hobbies

Professional  
Family  
Other personal

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 today."

4. Credit is not specifically granted for this section. However, the autobiography is vitally important to the Portfolio, since it is the foundation for the Life Learning Experience (LLE) credits awarded to the student.

# ExCEL Bible Institute

## STUDENT PORTFOLIO

### (Curriculum Vitae)

Name \_\_\_\_\_

SS # (Last 4 Digits) \_\_\_\_\_

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	Attendance (month-year)	Major	Degree	#of	City and State
		From	To	credits	

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

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

**PORTFOLIO: Certificates and Diplomas (photocopies) are required.**

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

**PORTFOLIO: Certificates, Transcripts, Diplomas (photocopies)**

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

**PORTFOLIO: Certificates, Journals (photocopies)**

(E) EMPLOYMENT HISTORY: Start with first job and progress in order of promotion and employer. Generally, the Institute 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	Number of Year	Employer Months	Job Description Name
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 From	Program Description To	Hours	Attendance (month-year)	Total

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

(G) PERFORMING AND CREATIVE ARTS:

Describe Performances in which you have taken Name Directors, Producers, or tutors awards, Prizes, and describe works you have created under whom you have worked, honors.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

**PORTFOLIO: Artwork, programs, tapes, photographs, citations, etc.**

(H) GENERAL LEARNING

Describe non Job-related Learning Experiences that you feel justify Institute

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              Write              Speak              Read

**PORTFOLIO: Describe situations in which used; provided translations if helpful.**

**(J) SPECIALIZED ACTIVITIES AND ACHIEVEMENTS**

Membership in Professional or Trade Associations

Name of Organizations    Years              Offices              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 Offices              ( ) Active      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)

(2)



(3)

**PORTFOLIO: Licenses and Certificates (photocopies), dates of validity.**

(P) TRAVEL

Foreign Country Visited for one month From To  
Purpose of Trip Or more

**PORTFOLIO: Explanation of purpose and value in written statement.**

(Q) SPECIALIZED ACTIVITIES AND ACHIEVEMENTS

Independent study and reading. Books and projects of professional, a vocational, and personal importance. For books list author title, city, publisher, and year of publication

**PORTFOLIO: Annotated account of your readings.**

(R) Written Material: Manuals, Technical Writings, Proposals, etc.

**PORTFOLIO: Copies of material. Supportive letters.**

(S) Books, or Articles Published, Patents, Copyrights, Trademarks, etc.

**PORTFOLIO: Copies of books and other important items.**

(T) Professional Teaching Experience

**PORTFOLIO: Evidence of Activities**

(U) Military Service, Active - Reserve

**PORTFOLIO: Documentation**

(V) Notes, Remarks, and Miscellaneous Information

**PORTFOLIO: Items in Support**