Guide to Creating a Philadelphia University School of Continuing & Professional Studies Accelerated Bachelor of Science Degree Completion Program Portfolio (Revised Summer, 2012)
Welcome to the Portfolio Guide for SCPS Accelerated Bachelor of Science Degree Completion Program Students.

This handbook provides you with detailed instructions on completing the portfolio requirement of the Philadelphia University School of Continuing and Professional Studies (SCPS) Accelerated Bachelor of Science Degree program. The following pages describe the format and content of a successful portfolio.

The goal of the portfolio is to chronicle your journey through this academic process. It will enable the SCPS team to assess your achievement and will serve as a collection of your work for future reference. Each course in the Accelerated Bachelor of Science Degree program will reference the portfolio in the syllabus and provide specific instructions on which assignments are required or recommended for inclusion in the SCPS Portfolio. All of your core courses (and one from your major) will have predetermined assignments that will be required for inclusion in your portfolio. For your remaining courses, you may select the assignments that you feel best represent your work. Your professors will be able to support you in selecting assignments and placing them in the appropriate section of the portfolio. This manual will guide you through the process of ensuring that you have everything you need for your SCPS Portfolio.

Our goal in Continuing and Professional Studies is to foster an environment where you can be triumphant in your academic goals. Once you complete your portfolio we hope it will provide you with a historical glimpse of where you started and how much you have grown as scholar.

Eli Green,
Ellen Kolodner, &
Robbin Durie
Outcomes Assessment Philosophy and Process:  
The SCPS Portfolio

Philadelphia University Continuing and Professional Studies (CPS) values the learning students gain through the Accelerated Bachelor of Science Degree program. In order to assess that learning, you are required to develop and maintain a portfolio that chronicles your growth and journey throughout the SCPS degree program.

The SCPS Portfolio that you will produce is the way that we assess how well you have satisfied our stated outcomes for the Accelerated Degree Program. The portfolio tracks your development and mastery of our SCPS goals. The Portfolio should reflect your demonstrated ability to retain and apply concepts; to use technology in your professional and personal lives; to communicate effectively through written, oral and nonverbal means; to understand & value cultural & ethnic diversity; to conduct an in-depth analysis of an industry, organization or economic sector; to effectively manage multi-faceted information, to think critically, and to apply multidisciplinary approaches to problem-solving and decision making; to incorporate global perspectives on the world of work into your professional efforts; to apply concepts that reflect a breadth and depth of professional knowledge and skills related to your major area of study; and to be an ethical, responsible citizen and leader in their personal, professional and civic communities.

The final SCPS Portfolio must contain a synopsis of your professional and personal growth throughout the degree completion program. The content of the portfolio is as follows: a reflective essay, an updated resume; and a selection of artifacts that demonstrate your ability to: analyze an industry or organization; access and use a variety of information and technology; think critically and problem-solve; understand global issues that affect your social and professional lives; and use specialized professional skills and knowledge that have been gained through the B.S. degree program. Each section of the portfolio should demonstrate your ability with regard to the outcome goals listed below and should include an explanation for the selection of artifacts in each clearly marked section.

You are responsible for retaining graded copies of all work you wish to include in your final portfolio.

Students begin to develop their SCPS Portfolio in the Professional Practice Seminar. In conjunction with that course, students receive guidelines for developing the SCPS portfolio. Students continue to collect artifacts and reflect on learning throughout the remainder of the degree completion program. The final Portfolio is assessed in the Professional Studies Capstone Seminar. Students receive final grading criteria for their SCPS portfolios in conjunction with the
Professional Studies Capstone Seminar. You will be graded for the quality, depth and breadth of your autobiographical chronicle in relation to your developmental journey throughout the Philadelphia University Accelerated Degree Program.
Accelerated Degree Completion Program Outcome Goals

The final SCPS Portfolio should demonstrate a student’s ability to meet the following goals:

1. Integrate liberal arts and sciences concepts into SCPS core courses, major area course work, and professional endeavors by including concepts and citations from relevant liberal arts and sciences in 60% of major papers in select courses.

2. Successfully display, through a team project, their ability to resolve issues, propose solutions and make decisions with students trained in disciplines different from their own. Team projects in two select courses will include written and oral evidence that 60% of students articulate a reflective and collaborative approach to problem solving.

3. Find, evaluate, and use information in order to conduct an in-depth analysis of an industry, organization or economic sector. The analysis will include a breakout of the key components including people, processes, financial issues, leadership and strategic concerns. Final papers and presentations in six identified courses will include written and oral evidence that 65% of students can articulate a complex understanding of the 21st century business environment and ethically utilize a variety of data sources to develop their analyses.

4. Successfully display, through a team project, their ability to resolve issues and propose solutions in a multiethnic environment. Projects in two select courses will include written and oral evidence that 65% of students articulate a complex understanding of cultural differences and utilize scholarly international sources to support their work products.

5. Demonstrate responsible ethical behavior in academic and business environments by recognizing ethical issues that are presented in a complex, multilayered context and within two identified courses.

6. Apply ethical perspectives and concepts to an ethical question accurately, and demonstrate their ability to consider full implications of that application.

7. Effectively demonstrate knowledge of their profession globally including their ability to forecast future changes and proactively respond to them AND reflect on academic and life experiences and how they expect to use those experiences as a foundation for expanded knowledge, growth and maturity over time.
Preparing Your Portfolio:  
The Details

The final SCPS Portfolio should contain a table of contents, a reflective essay, an updated resume, two to four artifacts for each section (including the required artifacts from pre-selected courses), and an essay before each section to explain the selection of artifacts and your individual growth since developing those artifacts. Only graded work should be included in your Portfolio. The portfolio should be placed in a binder with dividers for each section or it can be burned onto a CD. Appendix A attached is a skeleton guide of how your portfolio should be designed.

Be sure to begin your “Working Portfolio” as soon as you start your first course. Compile your materials and save your artifacts throughout the program. Keep reflections for the working portfolio by writing bulleted points that will serve as reminders for why you decided to save these papers/Bb postings and why you were placing them tentatively in the section where they have been filed. It is also necessary for you to keep the graded required project below with the rubric completed by the professors.

All students are required to include the following in their portfolio:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required Project Artifact</th>
<th>Portfolio Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM- 320</td>
<td>Professional Communication Skills</td>
<td>Multimedia Project</td>
<td>Organizational Analysis</td>
</tr>
<tr>
<td>MGMT-361</td>
<td>Leadership Theory</td>
<td>Leadership Case Analysis</td>
<td>Organizational Analysis</td>
</tr>
<tr>
<td>HUMN-310</td>
<td>Globalization and World Politics</td>
<td>Debate Project</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>IT-201</td>
<td>Learning with Technology</td>
<td>Annotated Bibliography</td>
<td>Information &amp; Technology Literacy</td>
</tr>
<tr>
<td>SOC-310</td>
<td>Social Science of the Workplace</td>
<td>Chapter Co-Presentation</td>
<td>Organizational Analysis</td>
</tr>
</tbody>
</table>

Students in all majors except Health Sciences* will be required to include artifacts from:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required Project Artifact</th>
<th>Portfolio Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON-331</td>
<td>Economic Decision Making</td>
<td>Final Project</td>
<td>Information and Technological Literacy</td>
</tr>
<tr>
<td>FINC-323</td>
<td>Financial Decision Making</td>
<td>Company Analysis</td>
<td>Organizational Analysis</td>
</tr>
</tbody>
</table>

*Health Sciences majors will be required to include an artifact from

- STAT 311-Finding and Evaluating Data in lieu of artifacts from FINC 323 and ECON 331.
**Students will be required** to include artifacts from **ONE** of the following, **depending on their major**:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required Project Artifact</th>
<th>Portfolio Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM-350</td>
<td>Cross Cultural Communication and Diversity Management</td>
<td>Communication Package</td>
<td>Professional Skills &amp; Knowledge</td>
</tr>
<tr>
<td>EMS-330</td>
<td>Public Health Issues Impacting Emergency Services</td>
<td>Case Study</td>
<td>Professional Skills &amp; Knowledge</td>
</tr>
<tr>
<td>PSYCH-233</td>
<td>Interpersonal Relations and Small Group Dynamics</td>
<td>Annotated Bibliography</td>
<td>Professional Skills &amp; Knowledge</td>
</tr>
<tr>
<td>MKTG-102</td>
<td>Principles of Marketing</td>
<td>Semester Project</td>
<td>Professional Skills &amp; Knowledge</td>
</tr>
<tr>
<td>HRM-421</td>
<td>Organizational and Employee Relations</td>
<td>Formal Essay</td>
<td>Professional Skills &amp; Knowledge</td>
</tr>
<tr>
<td>IT-410</td>
<td>Needs Assessment</td>
<td>TBD</td>
<td>Professional Skills &amp; Knowledge</td>
</tr>
<tr>
<td>LHS-403</td>
<td>Critical Infrastructure: Vulnerability Analysis &amp; Protection</td>
<td>TBD</td>
<td>Professional Skills &amp; Knowledge</td>
</tr>
<tr>
<td>LAWEN-410</td>
<td>Advanced Law Enforcement Theory &amp; Management</td>
<td>TBD</td>
<td>Professional Skills &amp; Knowledge</td>
</tr>
</tbody>
</table>

**Note:** CSSEM 499 instructors will make individual accommodations for those students who have not taken one of the above specified courses at Philadelphia University (due to transfer or other legitimate reasons).

**Grading of Portfolio & Summative Reflection Essay**

<table>
<thead>
<tr>
<th>Section</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Industry/Organization Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Information and Technological Literacy</td>
<td>15%</td>
</tr>
<tr>
<td>Global Perspectives</td>
<td>15%</td>
</tr>
<tr>
<td>Specialized Professional Skills and Knowledge</td>
<td>15%</td>
</tr>
<tr>
<td>Reflection Essay</td>
<td>35%</td>
</tr>
<tr>
<td>Resume</td>
<td>5%</td>
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</tbody>
</table>

**Sections of the SCPS portfolio**

The final SCPS Portfolio is required to contain **at least** the following sections:
Summative Reflective Essay

Each student is required to write a reflective essay discussing their experience in the accelerated program and how it will assist them in the future with achieving the following goals:

1. The incorporation of global perspectives on the world of work into their professional efforts including demonstrating sensitivity to social, political, and cultural dynamics
2. Being a self-directed lifelong learner who anticipates future directions in their professions
3. Applying concepts that reflect a breadth and depth of professional knowledge and skills related to their major area of study

Each essay should be 3-4 pages long and any citations should be in the MLA format

When considering what to write refer to these leading questions:

1. How are you able to reflect on academic and life experiences and how do you expect to use those experiences as a foundation for expanded knowledge, growth and maturity over time?
2. What have you done to show you are able to apply ethical perspectives and concepts to an ethical question accurately, and demonstrate your ability to consider full implications of that application?
3. How do you demonstrate your understanding of cultural differences and the importance of respecting those differences?

Resume

Your portfolio will contain an updated resume. If you need additional support in this area Philadelphia University offers its students assistance through the Career Services Center Philadelphia University, 313 Kanbar Campus Center, Phone:(215) 951-2930 Fax: (215) 951-6884 e-mail: careerservices@philau.edu

Four Specific Outcome Goal Related Sections:
Your Portfolio is required to contain four sections that relate to specific Continuing and Professional Studies outcome goals: Industry or Organization Analysis; Information and Technological Literacy; Global Perspectives; and Specialized Professional Skills and Knowledge.

Each of these sections must contain two-four artifacts demonstrating how you met the outcomes expectations as well as an opening essay of 400- 500 words that introduces each artifact included in that section.

**Section 1: Industry or Organization Analysis**

In this section you will strive to demonstrate your ability to examine a company and/or a marketplace and analyze all of its major elements including the people, processes, business practices and related economics. The section must include artifacts from the required projects in COMM 320, FINC 323, MGMT 361, and SOC 310 as well as an introductory Reflective Essay.

As you construct your introductory essay, consider the following questions:

1. What was your understanding of the 21st century business environment when you developed these artifacts and how has it evolved since that time?

2. How do these artifacts exemplify your ability to conduct an in-depth analysis of an industry, organization or economic sector?

The artifacts that you select for inclusion in this section of the Portfolio could include, but are not limited to papers and projects related to leadership issues, financial concerns, employment statistics, major trend analysis, etc.

**Examples for your Portfolio could include:**

- A paper analyzing a company or an entire industry
- A project focused on the review of the strategic plan of your current employer.
- A PowerPoint presentation comparing the success or failure of two or more organizations
- Research paper or presentation on the reason for a career change.

**Section 2: Information and Technological Literacy**

In this section of your portfolio, you will strive to demonstrate your skills in finding and using information to express yourself effectively and critically. Information literacy focuses on looking for reliable resources and crediting the authors with their original thoughts and ideas. You must include the required project artifacts from IT 201 and ECON-311 as well as an introductory Reflective Essay in this section.

When you develop your introductory reflective essay for this section, consider discussing:
1. How these artifacts show your ability to effectively find, evaluate and use information and/or technology.

2. How your ability to effectively find, evaluate and use information and/or technology has improved since developing this artifact.

Examples of learning activities and accomplishments that you might include in the Information and Technological Literacy section of your Portfolio are:

- Research you have done at the beginning of your program, and then again at the end, to demonstrate your increased ability to locate, access, and synthesize information from a variety of sources.

- Search logs that record your growth and maturity as an online researcher, demonstrating how, over time, you increase the number and types of resources you consult, and the search statements or research questions that you generate to find out what you want to know.

- A presentation that you gave, to demonstrate your facility with presentation software such as power point, and your ability to organize information in a coherent fashion for such a presentation.

- A table, chart or graph you generated using the EXCEL application, based on data that you either generated or located and entered using appropriate formulas.

- A set of web pages that you create and mount on your personal server space, to teach people about a topic that you have researched.

Section 3: Global Perspectives

In this section you should show your understanding of issues affecting the planet and humanity. Consider things such as global warming, the international marketplace, dwindling natural resources, etc. and their impact. You should plan on including the artifact from the required project from HUMN-310, as well as an introductory Reflective Essay in this section.

When you develop your introductory reflective essay for this section, consider discussing:

1. How do these artifacts highlight your knowledge of global issues or the global marketplace?

2. How has that knowledge of global issues or the global marketplace evolved since developing that artifact?

Examples for your Portfolio could include:

- Research papers or presentations that reflect your understanding and sensitivity to global issues and an awareness of how these issues will impact your career in the future.
Section 4: Specialized Professional Skills and Knowledge

This section is an examination of the skills and knowledge required to succeed in a particular industry, field or position. It can contain papers, projects, blackboard discussions on skills and knowledge required in your current position, a profession you aspire to, or an occupation you are interested to learn more about. The section should include artifacts from HRM-350 or EMS-330 or PSYCH-233 or MKTG-102 or HRM-421 (depending on your major) as well as an introductory Reflective Essay.

When you develop your introductory reflective essay for this section, consider discussing:

1. What is/was your knowledge of current and future issues in your profession?

2. How do these artifacts reflect your growth as professional or highlight your professional innovation?

3. How do these artifacts reflect your knowledge of the behavior and traits of a responsible, ethical citizen in a professional setting?

Examples for your Portfolio could include:

- A paper or project discussing skill improvements earned through professional development courses, including a description of the program and how it enhanced your professional abilities.

- Research papers or presentations on professions or occupations.
Appendix A

The following portion of the portfolio guide is meant to be a skeletal example of a portfolio.

- Your portfolio should be placed in a 3 ring binder large enough to house the amount of documents you will need to fulfill this assignment. You may also burn your portfolio to a cd but you will need to be sure to scan the documents that contain instructor comments and grades so that the contents of your portfolio show GRADED work.

- The first page of the appendix is an example of a cover page that can be placed in the clear pocket on the front of the binder.

- The second page of this appendix is an example of the table of contents.

- The third page is meant to be a sketch of a resume since an updated resume is a required element of the portfolio.

- Pages 4-8 are an example of a reflective essay.

- Pages 9-16 are actual introductory essays from a student’s portfolio. An introductory essay should be included in each of the topic areas to explain what you have chosen to represent your learning experience and why you chose that work. You would then place the document you have chosen behind this introductory essay. (see the pages preceding this appendix for more details on the content of the essays.)

**Note** Many students choose to place all of the work in sheet protectors. This is your choice but it does serve to protect and preserve your work and it prevents you from placing holes in your documents.

*** Please be certain to ONLY include GRADED work in your portfolio, and for the required projects, you MUST include the completed grading rubric provided to you by your professors.

*** Appendix B contains Grading Rubrics for the sections of the portfolio.
Portfolio

for

Student’s Name

School of Continuing & Professional Studies
TABLE OF CONTENTS

Personal Profile

   Reflective Essay

   Resume

Industry and Organizational Analysis

Information and Technological Literacy

Global Perspectives

Specialized Professional Skills and Knowledge
OBJECTIVE: To obtain a position in a retail environment with an emphasis on marketing.

EDUCATION: PHILADELPHIA UNIVERSITY, Philadelphia, PA
Bachelor of Science, Graduation: May 2005
Major in Fashion Merchandising, Minor Concentration: Marketing
GPA: 3.0, Dean’s List: Spring ’03

Special Projects: Researched and developed an integrated, technologically based marketing campaign to sell women’s accessories.

ACTIVITIES & AWARDS:
Vice President, Fashion Industry Association, 2003 - present
Women’s Basketball, Varsity Team Member, 2002 - present
Assistant Coach, Happy Valley Junior Swim League, 2001

EXPERIENCE: NAME OF FIRM, City, State Month XXXX - Month XXXX
Administrative Intern, Department
• If appropriate, place your position in context with regard to one or more of the following parameters, including industry, size, population served, or # of locations or sites.
• Brief statement about promotions such as “started as server; promoted to hostess/supervisor”.
• Describe a special accomplishment which demonstrates how you “added value” to the organization or enterprise.

NAME OF FIRM, City, State Month XXXX - Month XXXX
Job Title, Department
• See first bullet above – context statement if appropriate.
• If this industry experience is similar to the one above, describe/highlight your specific “value added” duties as differentiated from those listed above.
• Use a phrase or incomplete sentence if it delivers strong and relevant facts. For example, “Extensive use of Lotus 1-2-3 for data modeling, or “Knowledge of SAP HR module.”

SKILLS & LANGUAGES:
• Microsoft applications: Excel, PowerPoint, Word
• Spanish - reading, speaking, writing
• French – fluency
Reflective Essay

When I began my studies at Philadelphia University in the Accelerated Degree Program, my mindset was simply to complete my formal education, which I began many years ago. Additionally, I felt the need to prove something to myself and, in some sense, to others about whom I am and of what I am capable. Professionally, I knew that doors were not open to me because of my lack of the proper credentials and as I grew older, this knowledge was becoming a frustrating truth that I needed to face. My experience was no longer sufficient to support growth in my career.

At the time of my enrollment, I believed that the most challenging course of study was Pre-MBA, and this is the degree that I chose to pursue. My personal goal was to become an example of persistence for my five year old daughter, Olivia, to eventually emulate. I hoped to reach my full potential and to overcome the feeling that I wasn’t my best because, to this point, I left this part of my life unfinished.

When I arrived to discuss enrollment as an accelerated student, I was delighted to learn that my previous educational efforts were not in vain. I was permitted to transfer courses into the program and felt an enormous sense of relief. I informed my academic advisor that I was going to be an “A” student and with this statement I began one of the most exciting journeys of my life.

My core beliefs at the start revolved around the value of education and the need to pursue excellence in my studies. While this ideal did not change over time, what did change surprised me. With each successful assignment, I began to feel more in touch with myself. I no longer felt incomplete as a person and I began to formulate a new, more self-realized identity. Although this statement may sound trite, its effects on my life were profound. I gained an unexpected and
renewed respect for myself. I was amazed at the hidden talents and abilities that were revealed to me as I studied, researched and explored the many topics presented in my classes.

During my class discussions, I had the opportunity to refine my skills as an effective communicator. I debated, directed and even diffused some heated arguments, however, each interaction ended with a smile among myself and my classmates followed by a sense of fulfillment in sharing the experience with them. While learning about and exploring various topics, our beliefs or perceptions were challenged; however, my classmates and I were often able to find common ground. This experience, in my opinion, was the most exciting and valuable part of my growth as a student. I applied ethical perspectives and considered global implications in my studies through persuasive essays, case studies and presentations. I established and demonstrated a renewed respect of cultural differences by gaining self-control, a global view and the ability to implement measured decision-making skills. My academic practice allowed me the time to refine my professional communication skills, develop productive processes and to evolve as a thinker.

Global studies of topics such as cultural mores, economic development and environmental science have reinforced my use of multi-disciplinary approaches to problem-solving. My knowledge has assisted me in identifying a problem, viewing it from multiple angles and then discovering the best way to achieve the desired outcome. This knowledge has improved my professional performance by allowing me to lead teams effectively, to involve each team member in creating a solution, and to become a more productive leader. It has also helped me to delve deeper into implementing solution-based models that anticipate and reduce the potential for creating unexpected or additional challenges.

When I began the Accelerated Program at PhilaU, I believed that I valued cultural diversity however; I discovered that I held a personal bias. In a course instructed by Professor
Normandie Gaitley, we viewed a documentary on Pope John XXIII. Initially, I felt that the documentary would hold limited value to me in my studies. I felt that perhaps I would learn more about Rome or a religious practice, however, I was amazed at the insight that this presentation gave me into the globalization of world politics. The political power of Pope John XXIII, perhaps obvious to practicing Catholics, was unknown to me. This power was enormously useful during the Cuban missile crisis of October 23, 1962.

Pope John XXIII, a religious figure held in the highest respect by Catholics, impacted the world. On October 23, 1962 while the world was holding its breath and awaiting an impending military conflict between the U.S. and Russia, Pope John XXIII sent a message to the Soviet embassy in Rome addressed to the Kremlin. Pope John XXIII stated, “I beg heads of state not to remain insensitive to the cry of humanity: peace, peace. Let them do all that is in their power to save peace; in this way they will avoid the horrors of a war, the appalling consequences of which no one could predict. Let them continue to negotiate….“ (Schiblin, 2010). This message, sent by a religious figure had profound political implications and was received around the world. This message of peace changed the course of the world. The missile crisis was averted and peace was achieved. Prior to this class with Professor Gaitley I did not fully understand or respect the validity of the Pope as a political figure with the power to impact the world in such a powerful way. Although I do not follow the practices of the Catholic faith, I feel that I did not give the proper respect to those who hold such strong beliefs in this system of religion. This experience was humbling and has led me to behave with an abundance of grace, understanding and tolerance to the beliefs and practices of others.

Finally, my time at Philadelphia University has encouraged me to further investigate the professional and personal ‘brand’ that I wish to project in my daily life.
The professional communications seminar with Professor DeLarge honed my skills in branding me – a concept that I never fully explored until his class assignments led me in that direction. Professor DeLarge assisted me in considering what image I wish to present to the world. His class activities led me to create my personal and professional ‘brand’, and to decide what this brand reflects about me to the world. My skills or lack of skills, as a professional communicator were observed, scrutinized and critiqued throughout his class. This exercise assisted me in clearly presenting information in a concise manner that is well received. Professionally, theses acquired skills have proven to be highly valuable and mark me as someone who is viewed as being among the leaders in my organization. I have also improved my personal communication skills in relationships with family, friends and all that I encounter in my daily life.

My educational experience at Philadelphia University changed my life. I have become a confident, more tolerant and globally focused individual. The Accelerated Degree Program has provided me with an opportunity to discuss global issues, to respect cultural differences and to know who I am and what I wish to project to the world. I have been allowed to research, explore and discover varied approaches, alternatives and the implications that are involved in the decision-making process while refining my professional behavior. This has enabled me to improve my standing as a leader within my professional and personal community through the use of effective, self-controlled communication.

When I began this journey, my primary goal was to complete what I started long ago. Now that I am at the end of this chapter of my life, I am amazed at how enjoyable this experience has been for me. The world has much more to offer me and I am ready to learn and to grow as I explore what the next chapter of my life holds. I recently applied and I was accepted into the MBA program. I know that I will be successful in my graduate studies. I am proud to say that I achieved the “A” student status, summa cum laude, that I aimed for at the start of my
studies. My perspective has grown from wanting to teach my daughter persistence to being able, from personal experience, to teach her that she truly has the power within in her to do anything that she believes in. I can fully teach her this lesson with confidence because I now know that I now have the “Power to Do” anything. Philadelphia University. Power to Do. (Philadelphia University, 2011).
Work Cited:


Retrieved 2011-07-01.
Industry and Organizational Analysis

When I began my studies at Philadelphia University in the Accelerated Degree Program I was torn between studying for a degree in Pre-MBA or in Behavioral Health. This conflict occurred because I have always considered myself to possess a personable demeanor coupled with a strong desire to serve others. However, I have extensive experience in the business environment, specifically in Human Resources, and I was unsure that a career move to another industry was a wise choice at this stage of my career.

One of my first assignments required that we discuss our selected occupation. I have included this paper as the first artifact in this section. I explored the industry of Occupational Therapy as my selected occupation and this artifact represents my findings in the Industry and Organizational Analysis section of my portfolio. After a thorough exploration into this career path, I realized that Pre-MBA was the path that I wanted to take in my studies. I am at the completion of this degree and I am very pleased with my decision to pursue this path.

In the second artifact for this section, I explored the need for productive organizational problem solving methods in my current company, a not-for-profit struggling with keeping up with multiple program offerings and fast-paced staffing needs. I discovered that in order for any organization, but especially for this not-for-profit organization at which I was employed, to achieve success, that best practices, policies and procedures must be put into place to ensure a cohesive problem solving approach to the inevitable challenges that will arise over time.

My second artifact was selected to illustrate research into organizational problem solving methods. The discussion in this paper focuses on the five main stages in the organizational problem solving process:

1. Finding the problem
2. Formulating the problem
3. Making the choice of the solution
4. Implementation of the solution
5. Audit & review of results of the implementation (McKenzie)

This research paper and the ensuing class discussion led to my involvement as a committee member at my company and also to a productive resolution of the issue. The organization has since created best practices so that another programmatic and financial mishap is prevented from occurring in the future. The resulting threat level has been reduced and programmatic funding is better protected. If another enrollment or payment error occurs we now have a precedent set that will allow the organization to quickly respond to and resolve the concern.

The material covered in the class, CSSEM-300: Professional Practice Seminar with Sharon Harris was exceptional as it was completely relevant to the day-to-day challenges faced in my organization. This was my first class at PhilaU and it was a very encouraging start to my experience at the university. This class helped to lay a strong foundation for my continued studies and reinforced my decision to complete my degree at PhilaU.

Finally, I decided to include an artifact which dealt with reviewing the corporate culture of a successful organization. I selected The Disney Company. This artifact includes team participation, a PowerPoint presentation and was a wonderful example for continued reference as I address company culture within my education as a Human Resources professional.
Information and Technological Literacy

The section of my portfolio on Information & Technical Literacy includes artifacts which describe software and other technology that was new to me at the time of my studies early in the Continuing Studies program. I have briefly described software, resources and equipment used to effectively create, present or research relevant information for use in my studies and in the workplace. When I began my studies at Philadelphia University, I was not familiar with software such as StyleEase for MLA style documents, Blackboard Academic Suite™ or the use of PowerPoint to create clear, concise presentations. Additional technological tools and informational resources are also presented in this section’s artifacts.

Included with the first artifact is a selection of documents that I participated in revising, amending or creating for my company. Examples include a revised organizational profile found on our company web site, a Human Resources flowchart document that I created illustrating the recruiting and hiring process at the organization and an AmeriCorps PowerPoint presentation used during our AmeriCorps new member orientation seminars that was updated to reflect current, accurate information.

In March 2010, I was asked by Professor Robbin Durie, MBA, PhD to research change and the high tech revolution. I chose to research the profession of Data Stewards. Data Stewards are employees within an organization that research and are required to understand current technological trends, to direct the use of company applications and the appropriate use of technology in the workplace and to protect workers rights in relationship to the multifaceted aspects of technological advancements. This research was extremely interesting and led me to study additional technological changes and their impact on society. I have since explored further changes in how technology impacts the Human Resources profession and have implemented additional professional development opportunities in the workplace.
Information and technical literacy is, in my opinion, one of the most valuable tools that I have gained and is also necessary in allowing me to become a well-rounded professional. There is no escaping the increasing use of technology in all aspects of our professional and personal lives. I am increasingly amazed at my use of technology in all areas of my daily tasks both at home and at work. I regularly find myself staying abreast of current software, tools and even trends in technological development. This area of my education is invaluable as I am daily using technology. I have grown as a professional and as a student through the successful use of these technological and informational resources. I hope to continue to stay up to date with the trends in technology as I continue my studies in the MBA program next year.
Global Perspectives

Philadelphia University’s global approach to education is not only focused on educational theory but, it reinforces our need as students and as professionals to become aware of the many shifts in the global marketplace, in society and in technology that may connect or divide us as individuals or groups. I have learned that we must put this awareness into practice as we learn to understand our connection to the world.

During my studies, we participated in discussions and debates on current global trends and topics that hold the potential to create a lasting impact on our society and on other cultures. The artifacts in the Global Perspectives section of my portfolio represent topics covered from migration to climate change and finally, to political representations in relation to the United States as a world power as seen through a cartoonist’s perspective. I included this cartoon project from a history course which illustrates, through animation in the media, how we view ourselves and how we may be viewed around the world in our international political affairs.

The artifacts are brief however; they cover a wide range of interesting topical information. I was unaware of the multitudes if migrants that are forced to attempt entry into our country only to be exploited in some form or fashion once they arrive. In fact, there are those who view the migrant population as being a drain on society while still others view migrants as the source of all that is inventive. The migrant discussion is one that is quite involved and that warrants thorough research.

Climate change is yet another difficult topic and one that both interested and terrified me on different levels as we discussed the potential global impact that we face in the future. Additionally, the selection of political cartoons represents a global impact in how we are viewed through the eyes of the world.
I found the political cartoons to be both informative and sometimes disturbing in their representations of our government, our leaders and our society. I continue to follow the cartoons of Mike Keefe of the Denver Post and Steve Breen of the San Diego Union-Tribune to this day.

Today, we are faced with no other choice but to take a global view of our actions. We must look at everything from our global footprint and how it will impact the world of today and the world of our children, to the global connections of a truly international marketplace. We cannot ignore these connections and must stay aware of how to communicate, present or sell in this global arena. Anything less than a global view of ourselves and our connection as an international society will surely leave us far behind those who explore and respect our connection to the world.
Specialized Professional Skills and Knowledge

This final section of my Philadelphia University portfolio represents the specialized skills and knowledge that I have gained during my time as a student in the Continuing Studies, Pre-MBA degree program. Before I discuss my selected artifacts I would like to say that the undocumented skills that I have gained as a student of the university are truly vast and I would need a large chunk of time to fully express each one. I have been a part of many discussions, class meetings and events with a wide range of students, each with very different perspectives that have helped to shape me as a professional and as an individual. I believe that my experience at Philadelphia University has allowed me to grow as both an individual and as a professional. I feel that through my work I have matured and gained a sense of confidence in what I have to offer the world.

At the beginning of my studies here I was unaware of the vast amount of information that I would gain from this experience. I was focused primarily on the completion of my degree and not on all that it would provide to me as an individual. I was surprised at how much I love school. This knowledge has led me to continue my studies. Perhaps I may eventually continue to a PhD program, as this is now within my reach.

Over the past two years I have learned to refine my leadership style, research statistical data and present a concise review of information in a specific format and as requested. These skills have been scrutinized, critiqued and graded by each of my various professors. I intentionally selected courses in such a way that would ensure that I had classes with the largest variety of instructors so that I could learn to acclimate to each professor’s request, assignment, teaching style and expectation. I did this in order to test myself and my skills as I was challenged differently by each in my studies.
As I have already stated, my desire is to continue my studies and I am currently enrolled in the MBA program at Philadelphia University. I am grateful for the opportunity to grow in this environment which has allowed me to reveal my personal ‘power to do’ anything that I set my mind on. I have learned that I can achieve success in each endeavor with a little hard work and perseverance. Attending classes in the Continuing Studies program at Philadelphia University was the best professional decision I have ever made.
Appendix B

This portion of the portfolio guide contains all of the grading rubrics for the portfolio

**Personal Profile Rubrics**

**Resume Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Resume contains a well written statement of future professional goals</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The resume has been proof-read, is free of grammatical errors, and is written in a clear, concise and well-structured manner</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Reflective Essay Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Student makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel professional endeavors and situations.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Student articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>35</td>
<td></td>
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### Industry/Organization Analysis Section Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section contains 2-4 final graded artifacts that show the student understands what constitutes an in-depth analysis of an industry, organization or economic sector</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Essay reflects significant growth in the ability to conduct an in-depth analysis of an industry, organization or economic sector including the key stakeholders, the generally accepted practices and procedures, the economic considerations, the leadership and the strategic issues.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>15</strong></td>
<td></td>
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</tbody>
</table>

### Information and Technological Literacy Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section contains 2-4 final graded artifacts that show the student understands how to effectively find, evaluate and use information and/or technology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Essay shows significant improvement in the student’s ability to effectively find, evaluate and use information and/or technology</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>15</strong></td>
<td></td>
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</table>
### Global Perspectives Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section contains 2-4 final graded artifacts that show the student comprehends cultural and ethnic diversity in the community at work and in the global marketplace.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Essay demonstrates a greater comprehension and value of cultural and ethnic diversity in the community at work and in the global marketplace.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

### Specialized Professional Skills and Knowledge Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section contains 2-4 final graded artifacts that show the student has knowledge of current and future issues in your profession</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Essay demonstrates the student is able to think critically and apply multidisciplinary approaches to problem-solving and decision making in resolving and responding to current and future issues in their profession</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>15</strong></td>
<td></td>
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</table>