

# COURSE DESCRIPTION WITH STUDENT OUTCOMES

## LORAIN COUNTY COMMUNITY COLLEGE

### Experimental

**DIVISION:** Social Sciences and Human Services

**COURSE TITLE:** Electronic Portfolio Development – Prior Learning Experience  
**COURSE NUMBER:** PBAD XXX (May change by discipline)

	Contact Hours/Week			Weight	ILU's			
LECTURE/ RECITATION	= 1	X	LECTURE/ RECITATION	(1.0)	= 1			
LAB	= 0	X	LAB	(0.85)	= 0			
CLINICAL	= 0	X	CLINICAL	(1.0)	=			
*	=		*		=			
*	=		*		=			
<b>TOTAL CONTACT HOURS:</b>	= 1		<b>TOTAL COURSE ILU's</b>	= 1		<b>CREDIT HOURS:</b>	=	1

\* Please refer to the "Quality Point Checklist for New and Revised Courses" and/or Pages 500.01 through 500.05 of the Ohio Board of Regents Operating Manual for Two-Year Campus Programs for Instructional Arrangements that are not identified as Lecture/Recitation, Lab or Clinical. (<http://www.regents.state.oh.us/progs/2yrmanual.pdf>)

**LECTURE SEATS:** 24      **LAB SEATS:** NA      **CLINICAL SEATS:** NA

**IS THERE A SEPARATELY SCHEDULED LAB:** Yes or **No**  
**IS THERE A SEPARATELY SCHEDULED CLINICAL:** Yes or **No**

**FEES:** NA      **SPECIAL FACILITIES:** NA      **FAS ACCOUNT NO.:** 10202400500

**START YEAR/SEMESTER:** Fall 2005

**PREREQUISITE:** \*\* See course description  
 (Please indicate course/s that must be taken before this course.)

**COREQUISITE:** NA  
 (Please indicate course/s that must be taken with this course.)

**CONCURRENT:** NA  
 (Please indicate course/s that must be taken before or with this course.)

**CATALOG DESCRIPTION:**

\*\*This course will provide an overview of electronic portfolio development of prior learning and/or on-going learning. Portfolios may be used to assess and compare learning with actual course requirements or job requirements. Students will learn to select, categorize and document their achievements and accomplishments for review and assessment related to academic placement and/or employment. They will evaluate knowledge and skills acquired from previous experience or training on the job, in the community, in military service, through travel, or through personal development. Students will demonstrate comprehension and appreciation of life/work experiences and how those relate to prior or on-going experiences and they will demonstrate the ability and skill to develop a comprehensive electronic portfolio. \*\*Computer literacy and college-level writing skills are strongly advised.

If Changed – Boardered areas require VPLS&CAO/Director/Faculty Discussion  
 Shaded areas can be Fast-tracked through the Division/VPLS &CAO

**REQUIRED TEXTBOOK(S)/MATERIAL(S): Prior Learning Assessment**

Michelson, Elana, Mandell, Alan, et.al., Portfolio Development and the Assessment of Prior Learning, Stylus Publishing, 2004; Live Text Template

**TOPICAL OUTLINE: (COMMON CORE TOPICS)**

- Portfolio Development
- Module Design
- Electronic Portfolio Development
- Life Experience Knowledge/Skills/On-Going Achievements/Accomplishments
- Selection of information for documentation
- Categorization of documentation
- Determine the number of modules to include
- Writing the portfolio modules
- Completing the E Portfolio
- Presentation of the Portfolio

**COURSE OUTCOMES AND ASSESSMENT: (Tools, Methods, and Expected Results)**

Outcomes	Assessment Method(s)
<b>Knowledge</b> 1. Describe the electronic portfolio development process	Compare description with rubric requirements
2. Recognize acceptable methods of documentation	Drafts evaluated against a rubric model
3. Compare knowledge and skills with course-specific outcomes	Drafts evaluated against course outcomes using rubric
<b>Skills</b> 4. Compile an inventory of prior learning experience with supporting documents; reflecting prior learning and/or professional development	Inventory evaluated against rubric
5. Demonstrate the ability to produce a portfolio	Portfolio evaluation based on rubric models
6. Assemble an electronic portfolio	Electronic portfolio meets requirements of rubric
7. Present electronic portfolio module for peer review	Presentation based on rubric
<b>Dispositions</b> 8. Appraise value of electronic portfolio development and application for lifelong learning	Reflection Paper based on rubric model

If Changed - Outlined areas require VPLS&CAO/Director/Faculty Discussion

Shaded areas can be Fast-tracked through the Division/VPLS & CAO

**GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT (Tools, Methods, and Expected Results)**

1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.
2. Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.
3. Understand and apply methods of scientific inquiry.
4. Develop an appreciation for and an understanding of the arts and humanities.
5. Develop an understanding of the history of the diverse social, economic, and political models of society.
6. Develop precision, clarity, and fluency in writing.
7. Develop accuracy, conciseness, and coherence in spoken communication.
8. Apply mathematical concepts to solve quantitative problems.
9. Develop critical thinking and reasoning skills for problem solving.
10. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.
11. Develop an appreciation for and an understanding of the benefits of a healthy, active and well-balanced lifestyle.

General Education Outcomes	Assessment Method(s)
2. Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.	Completion of Prior Learning Assessment Portfolio based on rubric
6. Further develop writing skills	Completion of Prior Learning Assessment Portfolio based on rubric
9. Develop critical thinking and reasoning skills for problem solving.	Completion of Prior Learning Assessment Portfolio based on rubric

**SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):**

Lecture, discussions, experiential activities, research, and presentations

**GRADING PROCEDURES: Rubrics are provided as part of the syllabus for developing portfolio modules; experiential and lifelong inventory; in class presentation; and reflection paper. Final evaluation will be based on the final portfolio module submitted. Evaluation criteria:**

- \*Quality of portfolio Content 60%**
- \*Portfolio Design 10%**
- \*Presentation/Peer Review 15%**
- \*Reflection Paper 15%**

See syllabus for complete information about grading portfolios.

Each student may earn up to 100 points, based on the overall finished products.

- 100 - 90 = A**
- 89 - 80 = B**
- 79 - 70 = C**
- 69 - 60 = D**
- 59 and below = F**

**TRANSFER MODULE REQUIREMENT CHANGES:**

- None
- Add to English Composition area of Transfer Module
- Add to Arts/Humanities area of Transfer Module
- Add to Social and Behavioral Sciences area of Transfer Module
- Add to Mathematics area of Transfer Module
- Add to Natural and Physical Sciences area of Transfer Module

**OTHER RESOURCES INCLUDING EQUIPMENT AND SOFTWARE: Students will need to have access to a reliable computer that is equipped for use with a CD-RoM to perform word processing functions related to drafts and final portfolio modules. Students will also need to have CD-ROMs R-W and they may need to purchase access to a commercial template for uploading their portfolio into electronic format.**

Date: April 19, 2005

dsmithPLAEP