

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Course Number: ENG-116 Class/Lect. Hours: 3 Lab Hours: 0 Credits: 3 Dept.: English

Course Title: Portfolio Development for Credit for Prior Learning Semester: _____ Year: 2016

Course Description, Prerequisite, Corequisite:

This course will guide students in the process of developing a portfolio which documents and demonstrates their prior learning outside the classroom. The portfolio may then be submitted for academic credit. Skills learned in the class will also be useful in other college courses and the student's future employment. Skills will include: developing educational goals, evaluation of one's prior learning and aligning with academic coursework, effective time management, understanding types of prior learning and how they are assessed, organizing a degree plan, understanding experiential learning, organizing an extended narrative document such as a portfolio, appropriately approaching individuals and agencies with requests for assistance and information such as is needed to document prior learning, appropriately writing letters to individuals and agencies requesting information and documentation, critically evaluating information, and effective writing skills aimed at convincing the reader of a particular point of view. This course will be graded based on performance in the classroom; any portfolio produced by the student will be assessed independently of the course to determine if additional credit will be awarded.

Prerequisite: Completion of ENG-101 or equivalent.

Part I: Overview of Prior Learning

A. Define and clarify personal educational goals.

Students will be able to:

1. State why educational goals are important.
2. Describe approaches to determining and clarifying one's personal educational goals.
3. Record in list form a chronological account of significant personal life events.
4. Write a summary autobiographical essay that highlights work/life experiences, as well as personal, career and educational goal statements.
5. Describe different educational formats available for attaining goals (for example: 2yr or 4yr degree, credit vs non-credit courses, on-line vs on-site courses, commuter vs residential colleges etc..).
6. State the potential role of prior learning in reaching educational goals.
7. State potential challenges common among adult learners.
8. Demonstrate the ability to formulate short-term and intermediate-term goals that will lead to the completion of the stated educational plan.

B. Understand approaches to basic understanding and ordering of the student's prior experiential learning.

1. Demonstrate the use of Bloom's taxonomy to clarify prior learning that has occurred so its elements may be documented.
2. Delineate course-objective relevant competencies using the definition's from Bloom's taxonomy.

C. Demonstrate an understanding of the portfolio planning process.

1. Understand portfolio development and prior learning portfolio options (for example: hard copy vs. e-portfolio).
2. State the steps to determining courses at the college with which the portfolio will be aligned.
3. Name and describe the nature of various elements that may be

D. Be able to describe the steps in researching and organizing a portfolio of prior learning.

E. Describe approaches to gathering appropriate supporting documentation for prior learning and approaches to obtaining and applying it.

included in the portfolio, including:

- a. Table of contents
- b. Statement of goals
- c. Learning chronology
- d. Resume
- e. Learning chart
- f. Learning autobiography
- g. Prior learning narrative

1. For the course that will be challenged by the portfolio, state the various course materials that may need to be obtained (syllabus, learning outcomes, etc...) to help in matching prior learning experiences with course learning outcomes.
 2. State the reasons it is important to attempt to identify the person who will evaluate the portfolio and the benefits that may be gained by interviewing that person at the start of portfolio development.
 3. Describe the difference between introductory and more advanced courses and the differences in attempting to obtain credit for them with a portfolio of prior learning.
 4. State different approaches to organizing the portfolio narrative (by topic, chronology etc..).
 5. Define "plagiarism" and provide examples.
 6. Demonstrate the ability to correctly cite a reference using at least one standard reference format.
 7. Provide examples of how one's knowledge and skills correlate with course-specific outcomes.
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1. State the different types of supporting documentation that exist.
 2. Compile an inventory of prior learning experience with supporting documents that reflect prior learning and/or professional development.
 3. Describe how supporting documentation relates to statements

F. Describe strategies for writing about learning.

G. Demonstrate the ability to produce and assemble a portfolio.

- the student may have made about their prior learning.
4. State approaches to gathering and obtaining supporting documentation.
 5. State approaches to demonstrating the authenticity of supporting documentation.
 6. Describe how to select appropriate supporting documentation and arrange it in a portfolio format.
 7. Demonstrate the ability to categorize and prioritize documentary evidence of prior learning.
 8. State how course-specific knowledge and theoretical understanding from prior learning can be demonstrated by applying the principles to problem solving situations and experiences.
 9. Correlate a body of knowledge from prior learning to learning outcomes in the targeted course.
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1. Demonstrate the ability to describe steps in developing learning in a specific area including defining critical incidents that demonstrate advancement in one's learning.
 2. Demonstrate an ability to use writing to link one's described learning with the learning outcomes of the target course.
 3. Demonstrate the ability to write statements that show competency and the ability to solve relevant problems.
 4. Demonstrate the ability to categorize and synthesize the connection between a courses Learning Outcomes and a student's documentation of prior learning.
 5. Demonstrate the ability to describe in a narrative format the connection between learning outcomes and the relevant documentation the student has provided.

Course Objectives	Competencies
	<ol style="list-style-type: none"><li data-bbox="1171 272 2034 380">1. Create a portfolio that is complete enough to demonstrate that the student has an understanding of the portfolio creation process.