

# **COURSE OUTLINE**

## **COOP-160**

### **Portfolio Development**

**3 Semester Hours**

## **HOWARD COMMUNITY COLLEGE**

### **Description**

This course is designed for students who wish to receive credit for learning gained from life experience. In this course, students will document evidence of prior learning in a “portfolio” which will enable faculty to evaluate and award credit for specific HCC courses. The student will learn to collect, organize, document and verify evidence of prior learning as well as assess skills and abilities and clarify career goals. Prerequisite: ENGL-121 or ENGL-101 and consent of instructor. Call Peggy Walton at 410-772-4068 for further information.

### **Overall Course Objectives**

Upon completion of this course, the student will be able to:

1. Identify and explain the relationship of prior experiential learning to degree/life goals.
2. Forecast personal, career and educational goals and to select long-range educational plans.
3. Identify and assess learning outcomes of life experiences.
4. Compare prior learning with specific course objectives.
5. Gather and organize documentation verifying learning experiences and outcomes.
6. Summarize, demonstrate and document college-level learning in a portfolio for the assessment of academic credit.
7. Demonstrate self-insight and knowledge as presented in the contents of a portfolio.

### **Major Topics**

- I. An overview of experiential learning and of prior learning
- II. Parts of a portfolio and criteria required of each section
- III. Learning styles
- IV. Adult learning theory
- V. The chronological record of experience
- VI. Theories of adult development
- VII. Psychological type

- VIII. Self-assessment and self-concept
- IX. Writing skills and their importance in developing a portfolio
- X. Goal setting
- XI. Values, interests and abilities
- XII. Describing competencies
- XIII. Levels of learning
- XIV. Documenting learning
- XV. Assembling a portfolio for evaluation

### **Course Requirements**

#### **Grading:**

Components of the Portfolio;	80%
Cover letter	1%
Chronological record	13%
Life history paper	15%
Goal statement	10%
Competency statements	21%
Documentation	20%
Class participation	20%

**Writing:** Developing a portfolio involves various types of writing. The chronological record and goal statements require short descriptive phrases; the life history paper narration; the competency statements terse, concise description. All writing should be accurate and persuasive as the portfolio itself is a marketing tool—the vehicle through which you are awarded academic credit.

### **Other course Information**

Meets the college definition of a free elective in all academic majors.