

COURSE OUTLINE

Course Number: HD-186
Title: Prior Learning Portfolio Development II
Approval Date: November 2013

Credits: 2
Length of Course: 22 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: Pass/No Pass Only
Prerequisites: None
Co-requisites: None
Recommended: None
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Counseling
Outline Developed by: Guadalupe Martinez
Course Approved as: Lower Division Collegiate

Course Description:

After learning the mechanics of Credit for Prior Learning (CPL) portfolio development in HD-185, students will develop a detailed portfolio correlating non-traditional learning experiences with related courses at Clackamas Community College, for submission, consideration and evaluation to identified department and instructor at CCC.

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. implement CPL format and mechanics to develop portfolio documents,
2. write, edit, and revise prior learning narrative to relate prior learning to course outcomes and content;
3. collect and organize appropriate documentation and other items of external evidence in support of prior learning,
4. assemble completed portfolio,
5. evaluate portfolio against credit for prior learning criteria,
6. submit portfolio to adequate instructor/department for credit-awarding consideration.

Major Topic Outline:

1. Credit for Prior Learning (CPL) form.
2. Portfolio compilation.
3. Effective rapport with credit-yielding department and faculty.

4. Student Learning Outcomes.
 - a. Course outline/objectives of course seeking credit for.
 - b. Documentation on how CPL addresses each course objective.
5. Resume building.
6. other optional portfolio components.
 - a. Narrative Overview.
 - b. Outside References/Resources.
 - c. Attachments.

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.



BASIC COMPONENTS OF RESUME

IDENTIFIERS

This will consist of your contact information: How can the prospective employer reach you?

Often, written communication from a prospective employer signifies a notice of rejection, while phone calls may indicate a potential interview or progression in the narrowing of the candidate pool.

Ex.

Emily Brown

1640 Riverside Drive, San Antonio, TX 78248|

210-555-1210 (home), 210-555-1955 (mobile)

ebrown@hilledaleinternet.net

SUMMARY

This is a statement about your background and strengths as they relate to the position you seek.

Can be very useful, but use caution because too vague or too general it will not be providing useful information and can be counterproductive.

Ex.

Resume Profile

Outstanding writer and editor with varied experience seeks to utilize organizational, communication, and writing skills to contribute to an organization in the publishing industry.

SKILLS

Be sure to include everything you've learned, not only the things you've done through paid job experience.

Ex.

SKILLS AND ABILITIES

Computer Skills

Hardware: PC and Macintosh

Software: Microsoft Office, Microsoft Word, Outlook, Quark, Windows, Excel, PowerPoint, Page Maker, Vegas Pro, Pro Acid, Sound Forge, Premier and various other media related software.

EMPLOYMENT HISTORY/WORK EXPERIENCE

mention where you worked, job title, and how long you worked in the position.

This section can be divided into two aspects:

a. your routine duties – your responsibilities (convey dynamic image)

b. your accomplishments – your high points

ex.

WORK EXPERIENCE

Freelance Copywriter

Anderson Publications, Inc., San Antonio, Texas (2012)

- Wrote and proofread copy for marketing materials promoting educational assessments, resulting in increased leads for sales team.

Writers For Hire, San Antonio, Texas (2011)

- Wrote ad copy for newsletters that promoted nutritional supplement products for a national health store chain.
- Conducted extensive research to learn about the products in order to write about them in an informative, interesting manner to pique customers' interest.

EDUCATION AND TRAINING

Important part here is how your education and training are relevant to the position sought

Ex.

EDUCATION

Bachelor of Arts — Communications

The University of Texas — San Antonio, San Antonio, TX

RELATED INFORMATION

Awards, extracurricular activities, licenses, memberships, published works, community involvement...

Ex.

VOLUNTEER HISTORY

Tannen Blood Center (2011)
Assistant Systems Clerk

American Red Cross (2010-2011)
Relief volunteer



Class Orientation

Before we begin, let's go over some basic information regarding the content and navigation of the class:

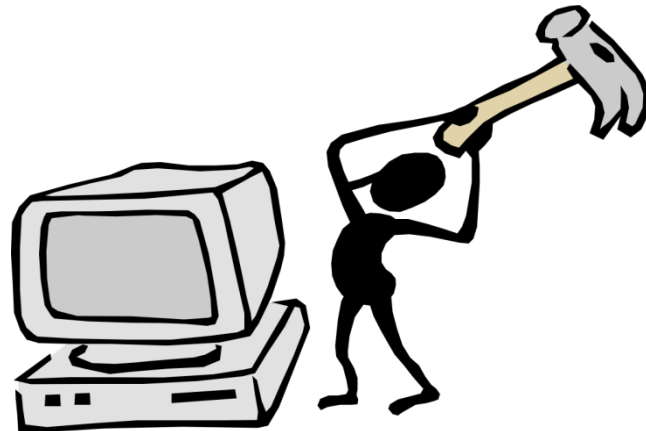
1.

- You will be submitting your work within Moodle initially, but at least some of your work will consist of tasks that you perform in person, by phone or email. You will also be uploading and deploying the e-portfolio building tool, Mahara.



2.

- You will need to be robustly familiar with online media, technology (i.e. video cams, recorders, video chat, etc.), and more importantly Moodle. Through this class, you will become more familiar with Mahara.



3.



- This class is not self-paced. Each module will have a start date and an end/due date. Each module will be released on Sunday afternoon, and the respective work will be due by Saturday night of the same week. You will have one week to complete your work. **DO NOT** delay in completing your weekly module work!
Work must be completed by the end date or it will not be accepted.

4.

- All Modules and their respective tasks must be completed in order to pass the class. See grading criteria on syllabus.



5.

- For late work policy please read the WILD CARD section on the Syllabus --- VERY important, as no late work is accepted for the class.

6.

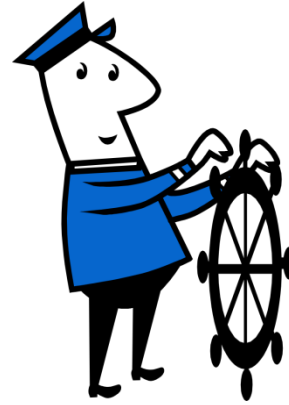
- You are expected to be online in the course at least 3 times per week, at your leisure (times that are convenient to you).

7.



- If at any point during the course you are unclear about an assignment please email me immediately: lupem@clackamas.edu

8.



- If at any point during the course you are unclear about how to navigate the course/Moodle, please contact the Student Helpdesk immediately at: 503-594-6310

10.

- One final precaution and my personal philosophy on your participation in higher learning:
Life happens, folks, and the show must go on. Each term I have at least one student who writes to ask for an exception to any/all of the deadlines established for the course. Most of the time these students have important and legitimate excuses (sometimes not...). My response is this: If I emailed you as my student, you happen to be financial aid recipient, and I asked you, “Would it be ok if I turn your grades in late this term? I realize you may need a grade so that you don’t jeopardize your financial aid but I’ve had a family emergency and really need the extra time.” Would this request be accceptable to you? It wouldn’t. It would be my department’s responsibility to find a substitute if I had an unexpected emergency arise so that your education is not put in a precarious situation. Just the same, I request that you respect the parameters of this course and the value of each participant’s time, including my own, by choosing to withdraw or drop the course if you are unable to fulfill your obligation to complete the class as stipulated.

11.

- Participate and enjoy!
- <http://youtu.be/YOZjaqHioro>



Prior Learning Experience Portfolio II
HD 186-01

Clackamas Community College
19600 S. Molalla Ave, Oregon City, OR 97045

Course Name: HD 186-01, Prior Learning Experience Portfolio II, Term: Winter 2014
Credits: 2 cr
Section/CRN Information: (Online)
Instructor: Guadalupe Martinez
Email: lupem@clackamas.edu Phone: 503-594-3185
Office Hours: By appointment only or Online Chat appt. email instructor w/ preferred time/date of chat session or preferred time of F2F appt.

Course Description

Students are guided through the required steps of building a portfolio with the goal of requesting college credit, for learning acquired through work experience, volunteer work, industry training, etc. Details of the content of the portfolio are explained and alternative options for obtaining college credit through non-traditional learning experiences are reviewed.
This is a Pass/No Pass ONLY course.

Student Learning Outcomes

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

1. Use credit for prior learning format and mechanics to develop portfolio documents.
 2. Write, edit, and revise prior learning narrative to relate prior learning to course outcomes and content.
 3. Collect and organize appropriate documentation and other items of external evidence in support of prior learning.
 4. Assemble completed portfolio.
 5. Evaluate portfolio against credit for prior learning criteria.
-

Instructional Approach

This online course is arranged chronologically and employs a modular design. Each week, students should complete all assignments listed in that week's module. These modules will appear directly on the homepage during the week they are due.

The due date for each Module is on Saturday of its respective week, by 11pm. Module 1, for example, is due on Saturday, January 11, 11p. Due dates will also be listed in the Assignments Schedule Document which is available in the Orientation Module. Assignments within the

modules may direct students to use many of the tools contained in Mahara including the Assignments drop box, Discussions board, and Quizzes. These areas will be accessible both from the front page of the class.

Communication Guidelines

1. Each student is expected to visit the class in Mahara at least 2 times per week; it is especially important to view the Updates and/or my feedback on work and assignments.
2. In the case of a critically important issue, I will send e-mail communication to all students, in addition to posting an Update with a relevant message.
3. Assignments will be checked on a weekly basis, and grading typically will be completed within a week of its due date.
4. Please use e-mail as your primary method of communicating with me, as it is more conveniently tracked. E-mail can be sent through Mahara. I will USUALLY respond to e-mail correspondence within 48 hours (2-days), unless messages are sent over the weekend or holidays (please expect an additional 24 hr delay in replies to these).

Online Learning Philosophy

Use the rules of “Netiquette” (“online etiquette”) to ensure you communicate successfully in the online environment:

Write a meaningful subject line for your e-mail and message board contributions so others will know what to expect. (Notice that when you reply to a discussion post, you can change the subject line if appropriate to something more meaningful.)

- Be polite and respectful. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages. Good online manners are vital to a productive and supportive online learning environment. A useful test for anything you’re about to post or mail is to ask yourself, “Would I say this to the person’s face?” If the answer is no, re-write and re-read.
- Be tolerant of views expressed by others. Your PCC online classroom may well bring you into contact with people from all over the world. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own.
- When reacting to someone else’s message, address the ideas, not the person. Again, remember that there are real people on the other end.
- Be careful when using sarcasm and humor, and don’t include any obscenities in your messages. Because the receiver cannot see your face or body language, she may misinterpret the shades of meaning in the messages. She may misinterpret your remark, and you never know who may be offended by expressions that are commonplace to you.
- Avoid using all cap2tal. letters, which are interpreted as shouting.
- Don’t send commercial advertisements or “chain mail” to your classmates.
- If you want to post a message only to one person, send a private e-mail message instead of posting to the discussion board.

- The discussion board is not a chat room. Use standard English grammar and spelling, not abbreviated chat language.
 - A discussion board is a place for you to develop your ideas more completely. Unless your instructor tells you to do otherwise, you should expect to post messages of substance, not simply respond by saying "I agree."
-

Course Prerequisites

College placement test scores into college level reading and writing

Required Text(s) & Other materials

None

Participation Expectations

1. Students in this course are expected to enter the course at least 3 times a week to work on the modules, check email, and participate in discussions when/if required.
 2. Prompt participation in discussions is especially important since others in the class are depending on your input. Late work/posting will not be considered or graded, unless you have requested the use of one of your two allowed wild cards (see below for wild card info.)
 3. Each time you log into the course be sure to check for any new Updates, email, discussion messages and calendar postings. Please remember that this is your responsibility - "I didn't know," will count as one of your wild cards - and you only have 2!
-

Activities, Assignments and Assessments

MODULE	POINTS
1. Review of Course and the e-Portfolio Platform	15
2. Student Learning Outcomes Part I	15
3. Student Learning Outcomes Part II	15
4. Updating Your Resume	15
5. Narrative Overview	15
6. Outside References and Resources	15

7. Relevant Attachments	15
8. Deploying your e-Portfolio	15
9. CPL Form Completion	15
10. Other e-Portfolio Platforms	15

Grading Criteria

All work for this class must be completed in order to pass the class. For specific information on dropping and withdrawing date deadlines, please refer to the Schedule of Classes.

Each Module, which will consist of assignments, checklists, projects, and/or evaluations, will have a total value of 15 points, for a course total of 150 pts.

The course is graded Pass/No Pass unless otherwise arranged with the instructor. A passing grade will consist of accumulating a minimum of 105 pts., AND completing every assignment for the course.

Wild Cards (late work-policy)

1. Please submit your work in a timely fashion.
2. It is especially important to submit your Discussion postings in a timely fashion, as your peers are depending on it for a portion of their grade
3. Late work is subject to the following Wild Card guidelines:

a. You get 2 wild card passes for the term.

Wild Card passes are a sort of "excuse" for any circumstance or situation, expected or unexpected, which may come up for you during the course of the term. This is how your Wild Cards work: Example 1 - Everything went wrong the day of the midterm and you were not able to take it. You contact me and I allow you to do a make-up exam. You've used one of your wild cards. Another example: Your family has a reunion planned on a remote island somewhere off the coast of Australia and you must attend. You will not be able to complete your weekly quiz and/or assignment as you will not have internet access for the entire week that you are there. You contact me, and I extend the deadline for you. You've used your [second] wild card.

b. When you exhaust your wild cards, please do not contact me for exceptions on submitting your work, as I will regretfully have to decline your requests - NO exceptions beyond your wild cards. I understand there are challenges and difficult times for every college student, for every human being - myself included! So because I admittedly am not Wonder Woman (just don't tell anyone I admitted to this ;) I cannot accommodate more than 2 exceptions for one student during the term.

c. Please note that mis-postings or unreadable submissions (such as incorrect file extensions: .dac, .doc.doc vs. .doc), will not be granted special consideration or extra time for re-submission. Please be sure to check the technology requirements for online learning and

specifically for this course. Mis-postings or unreadable submissions will also be counted as Wild Cards.

d. Wild Card work will only be **accepted** 1 week beyond its original due date. NO exceptions. Any work that is submitted later than the second deadline will not be graded (and the second wild card cannot be used for an additional extension).

e. Week 10 work is exempt from Wild Cards, that is, you may not use a wild card for any work due on Week 10.

f. As an incentive for NOT using Wild Cards, any student who has no late work, has submitted all work required, therefore uses no wild cards during the term, will be awarded 3 extra credit points at the end of the term.

ADA Statement

Students with disabilities should notify the instructor if special **accommodations** are needed to take this class. For information about technologies that help people with disabilities in taking Web based distance-learning classes please visit CCC's Disability Resource Center (<http://www.clackamas.edu/DisabilityResourceCenter/>)

Campus Resources & Student Support

I believe it is important to note that there are crucial and vital resources for student support at CCC, such as the Writing Centers, Library, Student Help Desk (distance learning support). Because each student's needs are different, rather than listing all of these services here, for a comprehensive list of these and their respective contact information, please visit the online CCC Resource Index at: <http://www.clackamas.edu/StudentExperience/>

Code of Conduct and Integrity

Students are expected to comply with the Student Code of Conduct, including adequate standards of integrity as stipulated by the College. For further information/details refer to: http://www.clackamas.edu/Rights_and_Responsibilities.aspx , click on the Student Handbook link and refer to pgs. 113-125

Mahara is not the only e-Portfolio tool in the market. In fact there are many out there and the market is growing. For the purposes of this class however, we will be starting out with Mahara as our base e-Portfolio platform. Once you have developed your e-Portfolio in Mahara, you will be able to transfer files into other platforms that might find more useful.

There are a couple of reasons why we will use Mahara:

1. for easy and synchronization of the entire class
2. it is a tool of significant value that is available to us through Moodle, at no extra cost to you.

To get started with Mahara, follow the instructions on the following Screencast Video:

<http://screencast.com/t/Vp1IPbR2>

(if the hyperlink does not function, please copy and paste the URL onto a new web browser window).

Module 1 Review and Checklist

Question #

1

Response is required

*

I have logged into Mahara and know which components we will be using for the e-portfolio

Yes No

Question #

2

Response is required

*

I have read the Syllabus and understand that in order to pass this class I must:

Question #

3

Response is required

*

The number of credits I can earn through CPL at Clackamas Community College is:

Question #

4

Response is required

*

I have viewed the Class Orientation for this class.

Yes No

[Reset](#)

MODULE 1 - Course Description and Requirements

Welcome back!

If you've made it to this class it means you have taken and passed HD 185, Prior Learning Portfolio I, which explored the option of building an e-Portfolio for the purpose of credit for prior learning assessment.

It also means that you have concluded that building the electronic portfolio is indeed the best option for seeking course credit at Clackamas Community College through an alternative method, vs. through the traditional classroom method.

Keep in mind some of the cardinal rules of CPL at CCC:

You may only earn up to 24 credits through CPL and the documentation process is quite rigorous!




This class will help you prepare an efficient e-Portfolio. A portfolio is the required method for assessment of your career-related prior learning experience*. Each of the singular components covered in this class is a required portion the portfolio that you must submit to the academic department evaluating your CPL for credit. The instructor will review your materials to ensure they meet minimum departmental standards before they are submitted as part of your e-Portfolio.

As you discovered in HD 185, it is essential that you meet and talk at minimum with the department chair overseeing the department through which you are seeking credit.

He/she may also be the instructor who evaluates your portfolio, or they may assign the task to another instructor in the department. Once identified, if you have not done so already, introduce yourself to that instructor.

For now, please proceed with reading the entire contents of this Module: syllabus, the online orientation, the CPL process at CCC, and Mahara. Once finished with this Module review, complete the checklist for the Module. It is a required assessment for the class.

*Military experience is the the exception to this career-related prior learning experience evaluation

-  [SyllabusFile](#)
(FILE ATTACHED)
-  [Class OrientationFile](#)
(FILE ATTACHED)
-  [Process for CPL at CCCFile](#)
(FILE ATTACHED)

- [MaharaPage](#)

As you learned in HD 185, Mahara is the e-Portfolio platform we will be using for CPL. While we will not begin uploading files onto Mahara until wk 8 of the term, below is a basic refresher of the tools we will utilize in Mahara, and instructions on how to access the platform.

(FILE ATTACHED)

MODULE 2 - Student Learning Outcomes Part 1

In this section you will submit a document that contains

1. the title and course number
2. the course description, and
3. the Student Learning Outcomes

of the course or courses for which you are seeking credit. The course outline containing this information can be obtained directly from the department through which you will petition for credit.

This segment of the course is vital since you will be comparing your prior learning/work experience to each of these critical segments of the courses for which you seek credit. Instructors, departments, academia in general is very specific and vigilant about how and what you need to learn in any given course. You will need to show the department and subsequently the instructor evaluating your portfolio that you indeed have tackled the discreet subject matter and the student learning outcomes which are presented in their given course.

See the file below for information on how to develop this assignment.

-  [Course Outline for ANT 231 File](#)

Attached is the course outline for ANT 231 - Indians of the Pacific Northwest, which contains the course description, the student learning outcomes (SLO's) and other related course information.

This form was obtained from the Social Sciences Department, given Anthropology is one of the disciplines that resides in said department.

The assignment for Module 3 requires that I extract ONLY the Name, course number, course description and SLO's for each course, so you will need to create your own document containing only the required information.

For specific instructions on how to build this document to the required specifications, please see the following Screencast:

<http://screencast.com/t/RrrewVxr7F>

(if the hyperlink does not work, please copy and paste the above URL to a new web browser window to deploy).

Score to grade mapping rules

The minimum possible score for this rubric is **0 points** and it will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score **15 points** will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade.

If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

task was completed on time	not attained <i>0points</i>	late by 2 or more days <i>2points</i>	late by one day <i>4points</i>	attained <i>5points</i>
Instructions were clearly followed and as a result the task is now satisfactorily completed	not attained <i>0points</i>	partially followed by task is not satisfactory <i>2points</i>	followed but task is not satisfactory <i>4points</i>	attained <i>5points</i>
sufficient critical thought is evident in the writing and/or elaboration of this task	not attained <i>0points</i>	very basic task completion, little evidence of forethought/critical thinking <i>2points</i>	some evidence of forethought, limited critical thinking <i>4points</i>	attained <i>5points</i>

Once you have reviewed the entire content of this Module, which includes the Ppt. titled, Basic Components of Resume, and have visited at least one of the following Websites:

www.pinterest.com/source/vizualresume.com

or

www.myperfectresume.com

Upload your resume here.

Score to grade mapping rules

The minimum possible score for this rubric is **0 points** and it will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score **15 points** will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade.

If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

task was completed on time	not attained <i>0points</i>	late by 2 or more days <i>2points</i>	late by one day <i>4points</i>	attained <i>5points</i>
Instructions were clearly followed and as a result the task is now satisfactorily completed	not attained <i>0points</i>	partially followed by task is not satisfactory <i>2points</i>	followed but task is not satisfactory <i>4points</i>	attained <i>5points</i>
sufficient critical thought is evident in the writing and/or elaboration of this task	not attained <i>0points</i>	very basic task completion, little evidence of forethought/critical thinking <i>2points</i>	some evidence of forethought, limited critical thinking <i>4points</i>	attained <i>5points</i>

MODULE 4 - Current Resume

An effective resume will consist of 6 distinct areas:

1. the identifiers
2. the summary/profile
3. skills
4. employment history/work experience
5. education/training
6. related information

I will describe these to some extent in the attached PowerPoint.

There are also a number of different resources for you to obtain help on building an acceptable and effective resume.

Visit any of the following sites to begin, OR visit our own career center: http://www.clackamas.edu/Career_Services.aspx

Upon reviewing the ppt. and visiting at least one of the provided resources, you will create or revise your own resume. In Module 9, you will be uploading this file onto Mahara along with the various other files and artifacts that will form part of your e-portfolio.

Potential sites for resume building:

<http://www.myperfectresume.com>

<https://www.pinterest.com>

Previewing Questionnaire

Deploying e-Portfolio Questionnaire

Question #

1

Response is required

*

I have uploaded My Student Learning Outcomes Part I document to the Mahara, Files in the Contents area.

Yes No

Question #

2

Response is required

*

I have uploaded my Student Learning Outcomes Part II document to Mahara, Files in the Contents area.

Yes No

Question #

3

Response is required

*

I have build my resume in the Resume area of Mahara, using the resume I created in this class

Yes No

Question #

4

Response is required

*

I have uploaded my CPL Goals Narrative document to Mahara Files in the Contents area.

Yes No

Question #

5

Response is required

*

I have uploaded or linked my Outside References and Resources to Mahara in the Contents and/or Dashboard area.

Yes No

Question #

6

Response is required

*

I have uploaded my all my Relevant Attachments, such as certificates, degrees, awards, etc. to Mahara Files in the Contents area.

Yes No

Question #

7

Response is required

*

I have uploaded a copy of the CPL form to Mahara, Files in the Contents area.

Yes No

Question #

8

Response is required

*

I have deployed/shared my e-Portfolio with the relevant faculty and department on campus

Yes No

Question #

9

Response is required

*

I have reviewed and tried using at least one other e-Portfolio platform besides Mahara.

Yes No

SUBJECT: Credit for Prior Learning (CPL)

PURPOSE: Awards course credits for experiential learning acquired outside the College.

REGULATION: Credit awards will be for courses taught at the College.

CONDITIONS:

1. No student may earn more than 24 CPL credits (including challenge credits) toward a degree or 12 credits toward a certificate. The credits do not count toward residence requirements for a degree.
2. The student pays a CPL evaluation fee per credit hour earned.
3. The student must document his/her experiential learning in a portfolio and submit it to all departments from which credit is requested.
4. The department evaluator may request an interview with the student.
5. All credit awards must be initialed by the appropriate Dean.
6. Credit for Prior Learning forms must be filled out with the Registrar's Office no later than the 8th week of the term for timely processing and recording. Forms received after the 8th week will be processed in the subsequent term.

PROCEDURES:

1. Students can obtain the Credit for Prior Learning form from the Enrollment Services Center, ~~Counseling and Advising Center~~, or an academic department office.
2. Students can inquire about the process for CPL credit from advisors, counselors or instructors of selected classes.
3. If CPL is appropriate, the student will work with counseling AND/OR the appropriate department to compile a portfolio documenting the request for prior learning credit by matching life experiences to the course objectives they are requesting credit. The student along with the department chair will determine which courses and how many credits the student can seek for CPL credit.
4. The student will submit the portfolio for evaluation to the department chair of each academic department which credit is requested. The department chairs will submit the portfolio to an instructor who teaches the course for which the student is requesting credit. The departmental evaluator may request an interview with the student as part of the evaluation.

Credit for Prior Learning (cont.)

5. When the review is complete instructor/evaluator(s) involved will inform the student of the results of the evaluation. The instructor/evaluator(s) also complete the Credit for Prior Learning form indicating the credit(s) earned. In cases where credit is denied, the instructor/evaluator(s) may suggest other ways to gain credit the student is seeking.
6. The department chair submits the form to the appropriate division office for Dean signature. Upon signing, the division office will send a copy of the CPL form(s) to the Course Scheduling Office for class section entry and will notify the student to pick up the completed CPL form.
7. The student pays the required CPL fee(s) for the credit(s) earned.
8. Faculty will process grading in the normal manner.

APPROVALS:

Instructional Council:	August 10, 1994
College Council:	May 4, 2001
College Council:	February 15, 2008
ISP Committee:	(Reviewed/Housekeeping update who creates section entry) November 10, 2011

Equal Employment Opportunity CASE is a WIA Title I- financially assisted program and is therefore an equal opportunity employer/program which provides auxiliary aids and services upon request to individuals with disabilities by calling 711 or 800.648.3458 TTY: US Department of Labor The CASE grant project (\$18,679,289) is 100% funded through the US Department of Labor's Trade Adjustment Assistance Community College and Career Training program. DOL Attribution This workforce solution was funded by a grant awarded by the US Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the US Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.

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COURSE OUTLINE

Course Number: HD-185
Title: Prior Learning Portfolio Development I
Approval Date: November 2013

Credits: 1
Length of Course: 11 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: Pass/No Pass Only
Prerequisites: None
Co-requisites: None
Recommended: None
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Counseling
Outline Developed by: Guadalupe Martinez
Course Approved as: Lower Division Collegiate

Course Description:

Students are guided through the required steps of building a portfolio with the goal of requesting college credit for learning acquired through work experience, volunteer work, industry training, etc. Details of the content of the portfolio are explained and alternative options for obtaining college credit through non-traditional learning experiences are reviewed.

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. describe the basic steps in the prior learning process,
2. list and rule out all credit for prior learning options,
3. relate career and educational experiences to CCC courses,
4. write a concise goal statement with regard to Credit for Prior Learning (CPL),
5. complete a full education plan with an advisor,
6. compile a detailed work history,
7. consult with appropriate faculty member to determine pursuit of credit for prior learning.

Major Topic Outline:

1. Personal objectives for CPL.
2. Intent of credit for prior learning.

3. Alternative credit-yielding options.
4. Steps of CPL process at CCC.
5. Prior experience in relation to CCC coursework.
6. Transferable skills and career options.
7. Knowing key CCC faculty in CPL process.
8. Educational planning with an academic advisor.
9. Components of CPL portfolio.

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Prior Learning Experience Portfolio Development I
HD 185-01

Clackamas Community College
19600 S. Molalla Ave, Oregon City, OR 97045

Course Name: HD 185-01, Prior Learning Portfolio Development I,
Term: Winter 2014
Credits: 1 cr
Section/CRN Information: (Online -11 wks)
Instructor: Guadalupe Martinez
Email: lupem@clackamas.edu
Phone: 503-594-3185
Office Hours: By appointment only or Online Chat appt. email instructor w/ preferred time/date of chat session or preferred time of F2F appt.

Course Description

Students are guided through the required steps of building a portfolio with the goal of requesting college credit, for learning acquired through work experience, volunteer work, industry training, etc. Details of the content of the portfolio are explained and alternative options for obtaining college credit through non-traditional learning experiences are reviewed.

Student Learning Outcomes

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

1. describe the basic steps in the prior learning process
 2. list and rule out all credit for prior learning options
 3. relate career and educational experiences to CCC courses
 4. write a concise goal statement with regard to CPL
 5. complete a full education plan with an advisor
 6. compile a detailed work history
 7. consult with appropriate faculty member to determine pursuit of credit for prior learning.
-

Instructional Approach

This online course is arranged chronologically and employs a modular design. Each week, students should complete all assignments listed in that week's module. These modules will appear directly on the homepage during the week they are due.

The due date for each Module is on Saturday of its respective week, by 11pm. Module 1, for example, is due on Saturday, Jan 11, 11p. Due dates will also be listed in the Assignments Schedule Document which is available in the Orientation Module. Assignments within the modules may direct students to use many of the tools contained in Mahara including the Assignments drop box, Discussions board, and Quizzes. These areas will be accessible both from the front page of the class.

Communication Guidelines

1. Each student is expected to visit the class 2 times per week; it is especially important to view the Updates and/or my feedback on work and assignments.
2. In the case of a critically important issue, I will send e-mail communication to all students, in addition to posting an Update with a relevant message.
3. Assignments will be checked on a weekly basis, and grading typically will be completed within a week of its due date.
4. Please use e-mail as your primary method of communicating with me, as it is more conveniently tracked. E-mail can be sent through Moodle. I will USUALLY respond to e-mail correspondence within 48 hours (2-days), unless messages are sent over the weekend or holidays (please expect an additional 24 hr delay in replies to these).

Online Learning Philosophy

Use the rules of "Netiquette" ("online etiquette") to ensure you communicate successfully in the online environment:

Write a meaningful subject line for your e-mail and message board contributions so others will know what to expect. (Notice that when you reply to a discussion post, you can change the subject line if appropriate to something more meaningful.)

- o Be polite and respectful. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages. Good online manners are vital to a productive and supportive online learning environment. A useful test for anything you're about to post or mail is to ask yourself, "Would I say this to the person's face?" If the answer is no, re-write and re-read.
- o Be tolerant of views expressed by others. Your PCC online classroom may well bring you into contact with people from all over the world. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own.

- When reacting to someone else's message, address the ideas, not the person. Again, remember that there are real people on the other end.
- Be careful when using sarcasm and humor, and don't include any obscenities in your messages. Because the receiver cannot see your face or body language, she may misinterpret the shades of meaning in the messages. She may misinterpret your remark, and you never know who may be offended by expressions that are commonplace to you.
- Avoid using all capital letters, which are interpreted as shouting.
- Don't send commercial advertisements or "chain mail" to your classmates.
- If you want to post a message only to one person, send a private e-mail message instead of posting to the discussion board.
- The discussion board is not a chat room. Use standard English grammar and spelling, not abbreviated chat language.
- A discussion board is a place for you to develop your ideas more completely. Unless your instructor tells you to do otherwise, you should expect to post messages of substance, not simply respond by saying "I agree."

Course Prerequisites

College placement test scores into college level reading and writing

Required Text(s) & Other materials

Participation Expectations

1. Students in this course are expected to enter the course at least 2 times a week to work on the modules, check email, and participate in discussions when/if required.
 2. Prompt participation in discussions is especially important since others in the class are depending on your input. Late work/posting will not be considered or graded, unless you have requested the use of one of your two allowed wild cards (see below for wild card info.)
 3. Each time you log into the course be sure to check for any new Updates, email, discussion messages and calendar postings. Please remember that this is your responsibility - "I didn't know," will count as one of your wild cards - and you only have 2!
-

Activities, Assignments and Assessments

Basis Steps of Prior Learning Process

The Value of e-Portfolio and Personal Objectives for CPL

Using Mahara

Alternative Credit Yielding Options

Personal Experience and CCC Courses

Goal Statement

Educational Plan

Compilation of Detailed Work History

Identify and Meet Key CCC Faculty

The evaluation for this class will consist of

1. A weekly module quiz, which is directly associated to each of the learning topics for the week.
2. Weekly Assignment submissions or task completion
3. A final exam

Grading Criteria

A 90-100 pts

B 80-89 pts.

C 70-79 pts.

D 60-69 pts.

below 60 points is NOT Passing/Failing

For specific information on dropping and withdrawing date deadlines please view the class schedule: <http://www.clackamas.edu/schedule/>

Wild Cards (late work-policy)

1. Please submit your work in a timely fashion.
2. It is especially important to submit your Discussion postings in a timely fashion, as your peers are depending on it for a portion of their grade
3. Late work is subject to the following Wild Card guidelines:

- a. You get 2 wild card passes for the term.

Wild Card passes are a sort of "excuse" for any circumstance or situation, expected or unexpected, which may come up for you during the course of the term. This is how your Wild Cards work: Example 1 - Everything went wrong the day of the midterm and you were not able to take it. You contact me and I allow you to do a make-up exam. You've used one of your wild cards. Another example: Your family has a reunion planned on a remote island somewhere off the coast of Australia and you must attend. You will not be able to complete your weekly quiz

and/or assignment as you will not have internet access for the entire week that you are there. You contact me, and I extend the deadline for you. You've used your [second] wild card.

b. When you exhaust your wild cards, please do not contact me for exceptions on submitting your work, as I will regretfully have to decline your requests - NO exceptions beyond your wild cards. I understand there are challenges and difficult times for every college student, for every human being - myself included! So because I admittedly am not Wonder Woman (just don't tell anyone I admitted to this ;) I cannot accommodate more than 2 exceptions for one student during the term.

c. Please note that mis-postings or unreadable submissions (such as incorrect file extensions: .dac, .doc.doc vs. .doc), will not be granted special consideration or extra time for re-submission. Please be sure to check the technology requirements for online learning and specifically for this course. Mis-postings or unreadable submissions will also be counted as Wild Cards.

d. Wild Card work will only be accepted 1 week beyond its original due date. NO exceptions. Any work that is submitted later than the second deadline will not be graded (and the second wild card cannot be used for an additional extension).

e. Week 10 work is exempt from Wild Cards, that is, you may not use a wild card for any work due on Week 10.

f. As an incentive for NOT using Wild Cards, any student who has no late work, has submitted all work required, therefore uses no wild cards during the term, will be awarded 3 extra credit points at the end of the term.

ADA Statement

Students with disabilities should notify the instructor if special accommodations are needed to take this class. For information about technologies that help people with disabilities in taking Web based distance-learning classes please visit CCC's Disability Resource Center (<http://www.clackamas.edu/DisabilityResourceCenter/>)

Campus Resources & Student Support

I believe it is important to note that there are crucial and vital resources for student support at CCC, such as the Writing Centers, Library, Student Help Desk (distance learning support). Because each student's needs are different, rather than listing all of these services here, for a comprehensive list of these and their respective contact information, please visit the online CCC Resource Index at: <http://www.clackamas.edu/StudentExperience/>

Code of Conduct and Integrity

Students are expected to comply with the Student Code of Conduct, including adequate standards of integrity as stipulated by the College. For further information/details refer to: http://www.clackamas.edu/Rights_and_Responsibilities.aspx , click on the Student Handbook link and refer to pgs. 113-125

- [The value-add of E-portfolios & Creating Your Personal Learning Outcomes Assignment](#)

E-Portfolios:

While we have selected to use Mahara as an e-portfolio development platform to evaluate credit for prior learning experience at CCC, there are a number of other lifelong, learning and career e-portfolio tools out in the market.

I can lecture for days on what my perceived value is for each of these different tools, BUT it will be meaningless until you find a personal value for each of them.

While preparing this class for its launch, I had the opportunity to attend several e-portfolio building conferences, seminars, lectures. My favorite had to be one in which the conference included a session where students graduated students actually came back to present their e-portfolios and then talked about why they initially took the portfolio class during their senior year in college, how they used the e-portfolio, when, the value (or not), etc.

As you might expect, some of the students had very intricate tools and talked about how they were able to persuade employers, firms, agencies... the working world in general, to consider them given the content of their portfolio. I had understood in concept the notion of how versatile an e-portfolio can be, it indeed has many uses. However, it didn't become practical or "real" until I saw each of these students explaining their own purpose.

For those who'd used it in the career world, the portfolio tool was an expanded and almost living resume, more than a curriculum vitae (look the term up if you're unfamiliar with it). The e-portfolio allows you to have your work compilation, your experience, your references, and a myriad of other "artifacts" that you can use to market yourself, all organized in one place AND with the ease of adding, changing, deleting in a very simple and organized fashion.

Additionally, in the electronic age it gives you the advantage of being able to market yourself in the fashion that the career world is now preferring. You can make your portfolio private, semi-private or even public in some cases, which gives employers access to your profile with significant ease.

Other students in the session I referenced above were just as candid in explaining that they saw no immediate value in their e-portfolios, but like every learning experience they came to realize how they might take advantage of the utility.

Of these latter presentations, the most significant to me was one of a young lady who filled her portfolio with artifacts that represented her educational and growth journey. She became a mom shortly after she finished school and

suddenly realized that her e-portfolio would be one of her legacies to her child. In her portfolio she had photo journals and letters that explained her environmental activism, her love of nature, and her overall voyage (with many tribulations) to finish her college degree. It was a very emotional piece. In that moment, I wished I would have built a similar memoir for my son! The point is, this young woman didn't see the value of the e-portfolio she was creating until after a year of having started it. It started as a compilation of random artifacts, but had no personal purpose until her child was born.

Ok, that's my lecture on the value of e-portfolios. Now to make it significant I would like for you to explore other portfolio tools out in the technological world we navigate. Here are my suggestions, but if you have other prospects you've run into please feel free to explore/analyze those and use them for this assignment.

- a. Wordpress.com
- b. Wix.com
- c. GoogleDocs.com
- d. Weebly.com

The assignment consists of these steps:

- a. register a profile with at least one of these tools
- b. Answer the following questions-
 1. Which tool did you explore?
 2. Do you see yourself using it beyond this initial exploration?
 3. Was the tool easy to navigate?
 4. What is one significant purpose you might consider for this tool?

Your Personal Learning Outcomes:

In thinking about this class, I would like for you to develop a set of 4 personal objectives and learning outcomes. At first glance this task may be difficult to consider, but if you think about the simple wording of a learning outcome the task becomes much easier to understand, so here it is -

1. Think of a career or personal objective that might be associated with your creation of an e-portfolio. Something like (pay special attention to the bolded/italicized wording)

"***I want*** to build an appealing and professional document of my work history"
or "***I want*** to illustrate my professional work to a new audience"

2. An additional part that I would like you to add is a purpose for your objectives. That would be worded something like this -
"...**so that** I can create a new client market base."

The full statement with one of the examples above might look like this:
"**I want** to illustrate my professional work to a new audience **so that** I can gain 10 new clients in the next 6 months."

Ok. Your turn. 3 Objectives and Outcomes for your new e-portfolio:

Module 2 Quiz

1

Marked out of:

[mod 2 q 1 There is only one way to create a credible e-portfolio to make yourself](#)

[marketable](#) ••True/False

2

Marked out of:

[mod 2 q 2 The name of the e-portfolio platform used for developing your prior learning portfolio that we will be using for HD 185 and HD 186 \(if you continue with HD 186\) is](#)

[called:](#) ☰ Multiple choice

3

Marked out of:

[Mod 2 q 3 For this class, you it is necessary for you to create your own set of objectives and outcomes for creating an e-portfolio. The intent is for this to help you correlate the](#)

[student learning ...](#) ••True/False

4

Marked out of:


1

[mod 2 q 4 The 3 primary types of e-portfolios mentioned in the instructor lecture AND the Auburn University website are \(give a brief description of each\)](#)  Essay

5

Marked out of:

1

[mod 2 q 5 "Artifacts" as they pertain to e-portfolios can be defined as:](#)  Multiple choice

The value-add of E- portfolios Learning Outcomes

& Creating Your Personal

E-Portfolios:

- While we have selected to use Mahara as an e-portfolio development platform to evaluate credit for prior learning experience at CCC, there are a number of other lifelong, learning and career e-portfolio tools out in the market.
- I can lecture for days on what my perceived value is for each of these different tools, BUT it will be meaningless until you find a personal value for each of them.

- While preparing this class for its launch, I had the opportunity to attend several e-portfolio building conferences, seminars, lectures. My favorite had to be one in which the conference included a session where students graduated students actually came back to present their e-portfolios and then talked about why they initially took the portfolio class during their senior year in college, how they used the e-portfolio, when, the value (or not), etc.

- As you might expect, some of the students had very intricate tools and talked about how they were able to persuade employers, firms, agencies... the working world in general, to consider them given the content of their portfolio.

I had understood in concept the notion of how versatile an e-portfolio can be, it indeed has many uses. However, it didn't become practical or "real" until I saw each of these students explaining their own purpose.

- For those who'd used it in the career world, the portfolio tool was an expanded and almost living resume, more than a curriculum vitae (look the term up if you're unfamiliar with it).

The e-portfolio allows you to have your work compilation, your experience, your references, and a myriad of other "artifacts" that you can use to market yourself, all organized in one place AND with the ease of adding, changing, deleting in a very simple and organized fashion.

Additionally, in the electronic age it gives you the advantage of being able to market yourself in the fashion that the career world is now preferring. You can make your portfolio private, semi-private or even public in some cases, which gives employers access to your profile with significant ease.

- Other students in the session I referenced above were just as candid in explaining that they saw no immediate value in their e-portfolios, but like every learning experience they came to realize how they might take advantage of the utility.

- Of these latter presentations, the most significant to me was one of a young lady who filled her portfolio with artifacts that represented her educational and growth journey. She became a mom shortly after she finished school and suddenly realized that her e-portfolio would be one of her legacies to her child. In her portfolio she had photo journals and letters that explained her environmental activism, her love of nature, and her overall voyage (with many tribulations) to finish her college degree. It was a very emotional piece. In that moment, I wished I would have built a similar memoir for my son! The point is, this young woman didn't see the value of the e-portfolio she was creating until after a year of having started it. It started as a compilation of random artifacts, but had no personal purpose until her child was born.

TASK 1

- Ok, that's my lecture on the value of e-portfolios.
Now to make it significant I would like for you to explore other portfolio tools out in the technological world we navigate.
Here are my suggestions, but if you have other prospects you've run into please feel free to explore/analyze those and use them for this assignment.
 - a. Wordpress.com
 - b. Wix.com
 - c. GoogleDocs.com
 - d. Weebly.com

The assignment consists of these steps:

- a. register a profile with at least one of these tools
- b. Answer the following questions-
 1. Which tool did you explore?
 2. Do you see yourself using it beyond this initial exploration?
 3. Was the tool easy to navigate?
 4. What is one significant purpose you might consider for this tool?

(SUBMIT YOUR ANSWERS IN THE ASSIGNMENT LINK BELOW)

Your Personal Learning Outcomes:

- In thinking about this class, I would like for you to develop a set of 4 personal objectives and learning outcomes. At first glance this task may be difficult to consider, but if you think about the simple wording of a learning outcome the task becomes much easier to understand, so here it is -
 1. Think of a career or personal objective that might be associated with your creation of an e-portfolio. Something like (pay special attention to the bolded/italicized wording)

2. An additional part that I would like you to add is a purpose for your objectives. That would be worded something like this -
"...***so that*** I can create a new client market base."
- The full statement with one of the examples above might look like this:
"***I want*** to illustrate my professional work to a new audience ***so that*** I can gain 10 new clients in the next 6 months."

TASK 2

- Ok. Your turn.
3 Objectives and Outcomes for your new e-portfolio are...

(SUBMIT THESE IN THE ASSIGNMENT LINK BELOW)

MODULE 2 - The Value of e-Portfolio beyond CPL

For this Module we will be exploring 3 things:

1. Definitions of e-portfolio
2. The wholistic value of e-portfolios and,
3. Your personal objectives/learning outcomes for this particular class and the e-portfolio experience (assignment)

Each of these topics has its unique purpose in the class. For the first topic, let's consider this: What is an e-portfolio? In simple terms -

Professional ePortfolios are personal websites created by students that:

- Communicate and showcase skills, experiences, and learning
- Contain diverse artifacts – documents and media
- Contextualize those artifacts for potential employers, graduate schools, etc.

Second, it is important for you to see the relative value of an e-portfolio, since it will be yours to own, manage and continue to expand even after this class is over. You'll need to have "buy-in" if you will, otherwise the e-portfolio simply becomes another assignment in a million that you'll have throughout your life and college experience.

Finally, the third topic is equally important, but has a more specific value for the prior learning experience. If/Once you move forward to building your portfolio in HD 186, you will need to evaluate Student Learning Outcomes for the specific classes in which you wish to obtain credit. Therefore, it is an important step in the CPL process that you are familiar with the significance of student learning outcomes.

All of these topics and their respective tasks will be completed on one single assignment in this Module.

You will find in this Module some resources that will hopefully help you understand the concept of e-portfolios in the personal and professional realm. Take a look at the definitions that Auburn University provides for the various types of e-portfolios. You can also listen to the brief (2 min or so) student presentation on her e-portfolio.

Please review these before you get started with your assignment for this week.

Let's get started... And don't forget that at the end of the week you will have to come back and complete the weekly Quiz :)

-
- [E-Portfolio Definitions URL](https://fp.auburn.edu/writing/ePortfolios/examples.aspx) –
https://fp.auburn.edu/writing/ePortfolios/examples.aspx
 - [E portfolio Checklist Page](#)

Create a Site that will become your ePortfolio. Remember to choose a theme or template for your site

Name your site, use your username as the URL and add the appropriate categories from the Acceptable ePortfolio Categories page.

Adjust the privacy settings: choose to allow everyone to view your site or only those people you invite to view your site

Edit your site - begin to structure your site to include a page for each of the objectives you have

Add objects and reflections for these objects relating them to the core competencies

Review your ePortfolio for grammar, style and ease of use.

-  [Lecture and Assignment Explanation File](#)

(Attached separately)

Module 2 Quiz

1

Marked out of:

mod 2 q 1 [There is only one way to create a credible e-portfolio to make yourself](#)

[marketable](#) ••True/False

2

Marked out of:

mod 2 q 2 [The name of the e-portfolio platform used for developing your prior learning portfolio that we will be using for HD 185 and HD 186 \(if you continue with HD 186\) is](#)

[called:](#) ≡Multiple choice

3

Marked out of:

Mod 2 q 3 [For this class, you it is necessary for you to create your own set of objectives and outcomes for creating an e-portfolio. The intent is for this to help you correlate the](#)

[student learning ...](#) ••True/False

4

Marked out of:

mod 2 q 4 [The 3 primary types of e-portfolios mentioned in the instructor lecture AND](#)

[the Auburn University website are \(give a brief description of each\)](#) 📄Essay

5

Marked out of:

mod 2 q 5 ["Artifacts" as they pertain to e-portfolios can be defined as:](#) ≡Multiple

choice

SIMPLE COST BENEFIT ANALYSIS Assignment:

Below is an example of how you might develop your cost-benefit analysis. In the end, please select the option that leaves you with a greater VALUE. Weigh in ALL factors in your assignment of a cost and benefit score. You can include an explanation for your score in the cost and the benefit column, for your reference.

To see a listing and description of all other options go to:

http://wcmsprod.clackamas.edu/other_credit_options.aspx

	BENEFIT		COST	
	You Must assign a point value. Use a range of 1-10)	- (Minus)	(You Must assign a point value. Use a range of 1-10)	Total VALUE
Item/Choice:				
<i>Advanced College Credit</i>	10		8	2



MODULE 4 QUIZ

1

Marked out of:

[module 4 q1ACC will work as a credit earning option only for courses through high school](#)

••True/False

2

Marked out of:

[Mod 4 q2ACC stands for](#) Short answer

3

Marked out of:

0.5

[Mod 4 q3 With CLEP, you need to take certain classes in order to obtain college credit.](#) ••

True/False

4

Marked out of:

0.5

[mod 4 q4 _____ \(indicate the full name vs. only the acronym or abbreviation\) is another way of taking college-level classes in high school, then taking an exam to determine if](#)

[your scores earn ...](#) ⇐ Short answer

5

Marked out of:

0.5

[Mod 4 q5 IB stands for Instant Baccalaureate](#) •• True/False

6

Marked out of:

0.5

[Mod 4 q6 For military credit options, a student must go through the _____ in order to transfer credit for military training to CCC.](#) ⇐ Short

answer

7

Marked out of:

0.5

[Mod 4 q7 Credit for Prior Learning is the only real credit-earning option for prior experience at CCC.](#) •• True/False

8

Marked out of:

0.5

[mod 4 q8 CPL is one of various and likely the most cumbersome credit-earning option for prior experience, offered at CCC](#) •• True/False

MODULE 4 - Alternative Credit Yielding Options

Before starting with the process for CPL Portfolio (In HD 186), it is important to review the possibilities for earning college credit through other options. The CPL process is a cumbersome one, albeit worthwhile if you are committed to completing it.

Please listen to the brief lecture on Screencast by going to the following URL: <http://screencast.com/t/r7IYLjIxol>

For this Module, you will create a chart detailing a cost-benefit analysis for each of these options as they apply to you.

The following link will direct you to the College site that describes each of the alternative options for seeking credit at CCC (it is also available in the assignment area). Review these options carefully and proceed to the assignment to perform your cost-benefit analysis.

http://wcmsprod.clackamas.edu/other_credit_options.aspx

Tasks to complete for this Module:

1. Cost-Benefit Analysis on alternative credit yielding options
2. Module 4 Quiz (come back at the end of the week to take the quiz)

MODULE 4 QUIZ

1

Marked out of:

0.5

[module 4 q1ACC will work as a credit earning option only for courses through high school](#)

••True/False

2

Marked out of:

0.5

[Mod 4 q2ACC stands for](#) ⌘Short answer

3

Marked out of:

0.5

[Mod 4 q3With CLEP, you need to take certain classes in order to obtain college credit.](#) ••

True/False

4

Marked out of:

0.5

[mod 4 q4 _____ \(indicate the full name vs. only the acronym or abbreviation\) is another way of taking college-level classes in high school, then taking an exam to determine if](#)

[your scores earn ...](#) ⌘Short answer

5

Marked out of:

0.5

[Mod 4 q5IB stands for Instant Baccalaureate](#) ••True/False

6

Marked out of:

0.5

[Mod 4 q6For military credit options, a student must go through the _____ in order to transfer credit for military training to CCC.](#) ⌘Short

answer

7

Marked out of:

0.5

[Mod 4 q7Credit for Prior Learning is the only real credit-earning option for prior experience](#)

[at CCC.](#) ••True/False

8

Marked out of:

0.5

[mod 4 q8CPL is one of various and likely the most cumbersome credit-earning option for](#)

[prior experience, offered at CCC](#) ••True/False

Equal Employment Opportunity

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US Department of Labor

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