Eastern Illinois University

New Course Proposal

OPD 3000, Learning Analysis Through Portfolio Development

Please check one:  ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: OPD 3000
2. Title (may not exceed 30 characters, including spaces): Learning Analysis
3. Long title, if any: Learning Analysis Through Portfolio Development
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered:  ☑ Fall  ☐ Spring  ☐ Summer  ☑ On demand
6. Initial term of offering:  ☑ Fall  ☐ Spring  ☐ Summer  ☑ Year 2011
7. Course description (not to exceed four lines): This course is designed to enable OPD majors to understand how to assess and document workplace experiential learning for college-level learning. This highly experiential course emphasizes the identification and development of skills as well as the conceptual frameworks needed to write the portfolio.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None.
   c. Who can waive the prerequisite(s)?
      □ No one  ☑ Chair  ☐ Instructor  ☐ Advisor  ☐ Program Coordinator  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:  ☑ Course may not be repeated.
      □ Course may be repeated to a maximum of 6 hours or 2 times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: OPD
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None.
10. Grading methods (check all that apply):  ☑ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: lecture  (This is a drop-down menu.)
**PART TWO: ASSURANCE OF STUDENT LEARNING**
(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      
      Upon successful completion of this course, students will:
      - Recognize adult learning theories.
      - Distinguish knowledge derived from significant college-level experiential learning from traditional college learning.
      - Prepare a comprehensive timeline to identify experiential learning.
      - Analyze competencies gained through experiential learning.
      - Appraise appropriate documentation from experiential learning.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>Short Writing Assignment &amp;Timeline</th>
<th>Learning/Knowledge Assessment Worksheet</th>
<th>Portfolio Presentation</th>
<th>Midterm Exam</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize adult learning theories.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Distinguish knowledge derived from significant college-level experiential learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Prepare a comprehensive timeline to identify experiential learning.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Analyze competencies gained through experiential learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Appraises appropriate experiential learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
3. Explain how the instructor will determine students’ grades for the course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Writing Assignments &amp; Timeline</td>
<td>100 pts</td>
</tr>
<tr>
<td>Learning/Knowledge Assessment Worksheet</td>
<td>50 pts</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 pts</td>
</tr>
<tr>
<td>Portfolio Presentation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

Total: 400 Points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:

   Midterm and final exams will be delivered through WebCT. All portfolio components and writing assignments will be delivered through WebCT assignment component. All handouts, resources, web links, and other pertinent materials will be delivered through WebCT and posted on the homepage and in the appropriate WebCT components. All information delivered in the face-to-face course will also be available through a WebCT face-to-face support course.

   b. Describe how the integrity of student work will be assured:

   The nature of this course itself contributes to the integrity of the student’s work. The assignments require personal information only the student would have the knowledge of through his/her own experiences. Throughout this course the student is asked to reflect on an experience, assess that experience, and then write about the experience. It would be difficult for another individual to attempt this assignment. The construction of the course, that being all documents are centered on the student leads to a consistency in the writing and the content of the writing. The assignments require student-centered responses. The instructor will be familiar with the student through all completed assignments and will recognize student writing style and abilities.

   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

   Instructor-student interaction will be facilitated using the WebCT email, chat function, and the use of the WebCT Discussion Board. The instructor’s telephone number is also available if a personal communication is needed or a face-to-face appointment is requested. Student-student interaction is required through the Discussion Board. Students will post their assignments for peer evaluations and comments using the Discussion Board.

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.
Not applicable.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

Not applicable.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course meets for one 2 ½-hour weekly class period over 15 weeks.

Week One
- Introductions
  - Course Expectations of Students and Faculty
  - Am I a Candidate for the Portfolio?
- Portfolio Overview
- Portfolio Manual
- Course Resources
- WebCT
  - 3200 vs. 3300 Credit
  - Chapter 6 in *Earning College Credit for What you Know*
- Military Credit
  - Read Chapters 1, 2, & 5 in *Earning College Credit for What you Know*

Week Two
- Understanding Prior Learning Assessment
  - CAEL Standards
  - Where Have You Been, Where are You Going?
- Identifying Experiential Learning
  - Introduction of Lewin and Kolb’s four phases of adult learners
    - Concrete, Reflective, Abstract, Active Experimentation
- What is learning?
- What is knowledge?
- What is life-long learning?
- Upper-Level college learning
  - Read Chapters 3 & 4 in *Earning College Credit for What you Know*
- Read Portfolio Text Chapters

Week Three
- Questions
- Learning Style Inventory
- Adult Learning Theories
  - Knowles and Bloom
Reflection and Learning
Writing Exercise: Timeline
Identifying Learning Experiences
Writing Your Autobiography
Read Chapter 7 in *Earning College Credit for What you Know*

**Week Four**
What is a portfolio?
Portfolio Manual & Chapter 8 in *Earning College Credit for What you Know*
What is a competency?
What are your competencies?
Tools and Resources
Transitioning Experience to Competencies: Identifying Knowledge
Beginning Research on Competencies
Read Chapter 9 & Chapter 10 in *Earning College Credit for What you Know*

**Week Five**
Portfolio Development: Getting Started
Portfolio Format
Past Tense/Present Tense
Portfolio Sample Pages

**Week Six**
Knowledge Assessment Worksheet
Chapter Outline/Narrative/Documentation
Competencies
Designing Competency Statements for Each Chapter
Where to Locate Competencies
Read Portfolio Text Chapter

**Week Seven**
Designing Learning Outcomes for Each Chapter
Chapter Narrative Format
Direct & Indirect Documentation Chapter Narratives
Requesting Documentation
Read Portfolio Text Chapters

**Week Eight**
Resumes
Professional
Occupational
Educational
Goals: Developing Goal Statements
Read Portfolio Text Chapters

**Week Nine**
Finalize Resumes
Goals
Chapter Narrative

**Week Ten**
Presentation of 1st Chapter Narrative Draft
Identifying other Chapter Narratives
**Weekly Objectives**

**Week Eleven**
- Begin draft of Second Chapter Narrative

**Week Twelve**
- Table of Contents
- Chapter Narrative
- Format
- Future Writing Strategies
- Read Portfolio Text Chapter

**Week Thirteen**
- What Evaluators Look For
- Peer Evaluation of Chapter Narrative
- Questions to Ask
- Proofreading

**Week Fourteen**
- Evaluation for Entire Portfolio
- Putting It All Together
- Review of Requirements and Dates
- Checklist for Portfolio
- Read Portfolio Text Chapter

**Week Fifteen**
- Portfolio presentations
- Sign off for Portfolio Development Plan
- How to submit portfolio
- Review of cost

Midterm and Final Exams are scheduled accordingly by university’s exam schedules.

The online version of this course contains the exact assignments and course resources. The online version maintains the same course objectives and requires the same course outcomes. The course time allotment would require a minimum of 3 hours classroom work and 6 hours outside of the classroom.

**PART IV: PURPOSE AND NEED**

1. **Explain the department’s rationale for developing and proposing the course.**
   At the request of the Vice President for Academic Affairs, the Organizational and Professional Development program was asked to examine the portfolio fee structure in order to align the cost (fees) of the portfolio to be comparable to that of other portfolio programs on campus. As a result of that requested review, the OPD program committee also identified the need to revise and align the OPD1000 Portfolio Development course to parallel with other comparable portfolio courses on campus. In addition, the revision of the course to a three (3) credit course will benefit students by making the course eligible for financial aid, military grants, and employer tuition reimbursements. Students completing this course are more aware of workforce competencies, and the value of recognizing and documenting continuous education and training activities.

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
Not applicable.

b. **If the course or some sections of the course may be technology delivered, explain why.**
The OPD program serves off-campus, working adults. The majority of these students reside outside of Coles County. The OPD program has been approved by the North Central Association (NCA) to offer the entire program online. This course is one of the OPD courses that would be required to be offered online to both identified OPD online program students and traditional OPD students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
The course will be restricted to OPD students. The course is designed to facilitate the process of identifying experiential learning for the purposes of preparing a portfolio for college credit. The course is applicable only to the OPD program. The credit and level of the course will be comparable to other portfolio courses on campus.

3. If the course is similar to an existing course or courses, justify its development and offering.
   
a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

   **No duplications after deletion of OPD1000.**

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

   **OPD1000 will be deleted after the approval of OPD3000.**

4. Impact on Program(s):
   
a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

   Course is a program requirement only if a student selects the portfolio option in his/her plans of study for the Organizational and Professional Development program.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

   **Not applicable.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

**Not applicable.**
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Dr. Diana A. Wyatt, Dr. Thomas Hawkins, or other qualified faculty

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

   Not Applicable.

2. Additional costs to students:

   None.

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):

   COURSE TEXTS:

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

None.

PART VII: APPROVALS

Date approved by the department or school: 1/13/11

Date approved by the college curriculum committee: 2/16/11

Date approved by the Honors Council (if this is an honors course)

Date approved by CAA: 3/3/11
*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).