

Spring 2010

Class: ASMT 295 1M Title: Prior Learning Assessment
Meetings: Wednesday 6:30 – 8:20 Dates: 1/13 1/27 2/10 2/24
Location: Main Campus TBA Credit Hours: 1

INSTRUCTOR:

Mary Ann Chastain
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PRE-ASSIGNMENT

Students should complete the following before the first class session:

1. Submit the PLA application on line to mchastain@maryville.edu
2. Read Chapters 1 and 2
3. Bring his/her degree planning sheet to the first class

TEXTBOOK

The PLA Workbook may be purchased in the University Bookstore

Desire2Learn (D2L)

Class PowerPoint slides and the majority of handouts will be posted to the course's D2L site

INDIVIDUAL CONFERENCES

In addition to the four scheduled class meetings, I advise that we meet on an individual basis between the second and third class sessions to discuss your degree program, prior learning assessment goals and any questions or concerns you may have with your portfolio development. A sign-up sheet will be available during the second class session for these meetings.

COURSE DESCRIPTION

The Prior Learning Assessment (PLA) Workshop is a one-credit elective course designed to follow the Weekend and Evening College format. The course is a prerequisite for any Maryville University student wishing to earn credit through the PLA program. The workshop will consist of group discussions, lectures, and individual assignments to facilitate the student in his/her understanding of the portfolio process. Students will be expected to meet with the instructor or other faculty members as needed.

THE GOALS OF THE PLA WORKSHOP

- Developing the skills of self-assessment
- Clarifying personal, career and educational goals
- Understanding learning in a context of a degree program
- Developing the ability to identify, articulate and document learning acquired through life experiences
- Identifying the Maryville courses in which the course objectives meet the students' college level learning experiences

LEARNING OUTCOMES

The student will be able to:

- Use goal-setting techniques to develop career and educational plans.
- Develop a degree plan in concordance with the policies and procedures of Maryville University.
- Identify, describe and separate college level learning experiences from general life experiences.
- Describe in narrative form the life/work experience for each course.
NOTE: Use of basic rules of grammar, including correct spelling and punctuation, subject-verb agreement and subject-object complement, writing clear and logical paragraphs organized into an essay, and compare and contrast concepts in both paragraph and outline form are required.
- Identify and collect appropriate documentation.
- Understand and demonstrate the appropriate format for developing a portfolio.

INSTRUCTIONAL METHODS

The learning outcomes for this course will be fulfilled through lectures, group activities and homework assignments.

DESIRE2LEARN (D2L)

Class PowerPoint slides, suggested extra readings, portfolio forms, etc. will be posted on Maryville's D2L for our class. Instructions to access D2L will be given during first class session.

CLASS ATTENDANCE

Attendance and participation in the workshop are essential. If a student has an emergency and must miss class, it is the student's obligation to contact the instructor prior to the class meeting and assume responsibility for content missed.

COURSE ASSESSMENT

Grades will be determined by the students' demonstration that they have met the various learning outcomes of the course through both class assignments and the Mock Portfolio Project. A final grade will be determined by the following method:

- 50% Submit the Mock Portfolio Project in appropriate format by the indicated due date. See page 3 of the syllabus for more details.
- 40% Submit the class assignments on the dates indicated
- 10% Active participation in class discussions

Students who receive a grade of "D" or below may not receive PLA credit.

Completed final portfolios (not mock portfolios) are evaluated on a "rolling" basis. The length of time that a student can expect the results will depend on the time of the semester that the portfolio reaches the evaluators. The end of a semester is often the time that a student can expect the process to take longer.

SESSION #1 –

Class Discussion

- Introduction to the course
- Introduction to the goal statement
- Degree planning sheet – each student should bring to class his/her degree planning sheet completed by student's advisor. Contact your adviser if you do not have a copy prior to the first class session

Assignments:

- Read Chapters 3 and 4
- Write goal statement
- Grammar and sentence structure exercises
- Complete degree planning sheet which should indicate which courses you are going to take at Maryville, which courses you are going to submit for PLA review and approval

SESSION #2 –

Turn in goal statement, degree planning sheet, grammar and sentence structure exercises

Class discussion:

- Experience to learning – Understanding theory
- Chronologue

Assignments:

- Read Chapter 5
- From handout of chapter, outline important parts that you believe would relate to your understanding of what was being taught
- Complete chronologue

SESSION #3 –

Turn in chronologue section

Turn in outline from chapter

Class discussion

- Learning Components
- Course narrative

Assignments:

Read chapters 6 and 7

Write the Learning Component for once course

Write Course Narrative for the Learning Component course

SESSION #4 -

Turn in Revised Chronologue if necessary

Turn in Learning Component

Turn in Course Narrative

Class discussion

- Documentation

Assignment:

Mock Portfolio due April 22, 2010

The Mock Portfolio

The Mock Portfolio will be due April 22, 2010. **Mock Portfolios will be submitted to me electronically through Desire2Learn (D2L).**

The Mock Portfolio should consist of the following components and will account for 50% of your final grade:

1. **Summary Sheet**
2. **Portfolio Evaluation Report** with top portion completed
3. **Title Page**
4. **Table of Contents**
5. **Goal Statement**
6. **Degree Planning Sheet** (completed and color coded)
7. **Source of Learning Key**
8. **Learning Component** for one course
9. Complete **Course Narrative** for one course
10. Complete **Chronologue**
11. **Index to Documentation** for the Learning Component included

This syllabus is subject to change at the discretion of the instructor to accommodate instruction and/or student needs.