L399: Prior Learning Assessments (1-15 cr.)

Course Information

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<th>Semester Year:</th>
<th>Instructor: Staff</th>
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Course Description

Prior learning assessment (PLA): This course involves PLA credit to be earned for equivalent college-level knowledge gained from previous work experience, military training, or community engagement and showcased in a comprehensive portfolio through written or digital reflections documenting competencies gained through prior learning experiences. Student work is certified/approved for credit by a faculty committee.

Course Conduct

The Department of Labor Studies recognizes learning takes place in many venues other than the classroom. Other educational experiences such as workshops, seminars, job training, on the job experience, volunteer work, community engagements, travel, and self-improvement studies contribute to the overall educational experience of students. The student, in conjunction with an instructor, may document and receive college level credit for these experiences by preparing a structured, individualized comprehensive portfolio containing documents, artifacts, and other forms of evidence demonstrating college-level learning which will provide for the student a framework through which to display personal growth and achievement. Students articulate what they know and learned as it relates to competencies outlined in the course syllabus. If learning is to be recognized as college-credit, the learning must be stated, documented, measured, and evaluated. The portfolio is a way for students to document, organize, and present their best work and serves as a tool they can use when they leave the academic setting for future career opportunities or advancement into higher education levels within the academy.

PLAs emphasize defining and measuring what students learn at various levels of their education and assess the outcomes of that learning in a rigorous way. The competency-based assessment of these experiences is done by a faculty committee who review the portfolio for compliance with the competency requirements. The portfolio features the students’ interpretation of their best work and reflections on how their experiences strengthened their personal knowledge, skills, and abilities and how those experiences helped them develop and achieve their educational and personal goals. Through written and digital formats such as reflective writings, work products, or simulations, students can document their academic growth and create a record of their educational journey which showcases their growth and understanding of often complex issues.

Course Objectives
1. Identify a competency(ies) based on previous experiences which satisfies PLA credit (PLUS 1)
2. Organize and develop a detailed examination of past experiences to include competency for which credit is sought, length of involvement, specific responsibilities, problems, and conflicts and their resolutions (PLUS 3)
3. Prepare appropriate written or digital documentation to support a petition for PLA credit (PLUS 1)
4. Create a portfolio though a portfolio platform and upload documentation supporting petition for PLA credits based on IU standards for submission (PLUS 3)
5. Assess feedback from peer review (PLUS 1)

Course Conduct

This course is conducted using a research based and validated learner-centered approach to teaching. Based on a constructivist approach to learning (Wadsworth, 1996), the learner-centered approach focuses on student mediation of experience and information to form new knowledge. The assumption is that students, over time with appropriate support and instructional guidance within a safe learning environment, can and will create meaningful, coherent new knowledge and develop critical thinking and reasoning strategies to achieve complex learning goals. The success of the learner-centered approach relies on student motivation, which is influenced by emotions, beliefs, interests, goals, and thinking habits and requires extended learner effort and guided practice. Successful learners thrive in contexts where supportive relationships between instructors/students and students/students exist, where learners have a sense of ownership and control over the learning process, and where a safe and trusting learning environment exists (Wadsworth, 1996).

Required Texts


Books, articles, and digital sources as appropriate for the chosen topic.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings may be assigned throughout the semester and be posted on Canvas.

Course Outline

Module 1: Discuss the definition of and reasons for petitioning for PLA credit and describe the electronic development course

Module 2: Recognize acceptable methods of documentation

Module 3: Compare knowledge and skills with course-specific outcomes

Module 4: Compile an inventory of prior learning experiences with supporting documents which reflect prior learning and/or professional development

Module 5: Demonstrate the ability to produce a portfolio
Module 6: Assemble an electronic portfolio

Module 7: Present electronic portfolio module for review

Module 8: Appraise value of electronic portfolio development and application for life-long learning

I reserve the right to alter this schedule as may be appropriate.

Assignments and Grading

Grading

Grades are based on individual meeting participation, quality of work, and assignment completion.

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Course Policies

You may access course policies specific to your campus through the Course Policies link on the left side of the Canvas website.

Course and Instructor Evaluation. Consistent with the School’s academic policy, a formal evaluation of the course and its instructor will be completed at the end of the course.
Grade Appeal. If, at the end of the semester, you feel you did not get the grade you deserve, and you have discussed the matter with your instructor, you may appeal your grade to the Labor Studies Department: Dr. Marquita Walker, Interim Chair and Associate Professor at marqwalk@iupui.edu.

Accommodations for Students with Disabilities

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced. Please contact IUPUI Adaptive Educational Services as soon as possible if accommodations are needed.

For accessibility information for persons using adaptive technology with Canvas, please visit Canvas Product Accessibility.

*For a full description of The Code of Student Rights, Responsibilities, and Conduct see http://www.iupui.edu/code/

Netiquette

Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers even though they differ from their own. One thing to always keep in mind when taking any online course is that the others with which you interact throughout the semester - including your facilitators - are human beings and worthy of respect. The first rule of Netiquette is to "remember the human" when you are communicating with us or with your peers. When everyone works together in a professional and collegial manner it creates a more positive experience for all.

The second rule is to "adhere to the same standards of behavior online that you follow in real life." It's not likely that you would yell at, mock, belittle, bully, or harass another student in (or outside of) a face to face class, so please don't do it here either. The feeling of anonymity that some people have when they are online can lead to those sorts of behaviors, but they are not acceptable here or in any other online class. To help make sure your text comments are received in the manner you meant, please feel free to use emoticons such as :-) or ;-) or "(_(╥﹏╥)_)/" if you think your humor may be taken as serious. :-) 

Please take a few minutes before we begin and review all the Core Rules of Netiquette.

Resources

- Visit the Keep Learning website for information about transitioning online.
- Enroll in the Keep Learning Canvas site, for information about the most widely-used technologies for online courses at Indiana University. (Requires you to enroll in the Canvas site through Expand, the portal that IU uses for a variety of student and staff training resources.)
- UITS Tech Support: Open 24/7 to help with your technology questions.
- Coronavirus COVID-19 FAQ: The most up-to-date resource to address questions about COVID-19 in the IU community.
- Canvas Student Guide: Detailed instructions for using Canvas as a student.
IUPUI Syllabus Supplement (including Fall 2020 COVID-19 Policy)

Indiana University is concerned for the health and well-being of the entire community. The nature of COVID-19 is such that each of our individual actions affects not only our personal well-being but also those of every other person with whom we interact or share a space. Given the fluidity of the current situation, students and faculty alike will need to be adaptable and flexible as events may occur that necessitate a change in the course schedule or mode of delivery. To minimize the disruption that might occur if a student falls ill or is unable to attend classes for some other legitimate reason, class materials must be made available electronically to students unless the nature of the work makes this impossible.

To keep the IUPUI community safe, it is expected that every member of this course acknowledges the following university guidelines.

Masks

All students are expected to sign the Student Commitment Form. Agreement to abide by the public health measures outlined in the form is a condition of physical presence on the campus this fall. Included in that commitment are requirements for wearing masks in all campus buildings and maintaining physical distancing in all campus buildings. Both are necessary classroom requirements that will help keep our community safe.

1. All students and instructors must arrive to class wearing a mask over their mouth and nose. If a student does not have a mask, the student must pick up a disposable mask (available throughout campus) before joining the class session.
2. If a student enters a class without wearing a mask, the student will be told by the faculty member that they must put one on.
3. If a student refuses to put on a mask after being instructed to do so, the instructor will request that the student leave the class and will file a Public Incident Report with the Office of Student Conduct in the Division of Student Affairs. If the student refuses to leave, the faculty member will end the class immediately, and file a Public Incident Report with the Office of Student Conduct in the Division of Student Affairs.
4. If a student comes to class without wearing a mask a second time and again refuses to put it on, the student will be told to leave and will be advised that they can only attend the online version of the course, if such option is available, for the remainder of the semester. The faculty member will again file a Public Incident Report with the Office of Student Conduct.
5. If the course is not available online, the student will be informed that the in-person course is the only option and they will be given one more opportunity to return to class and wear a mask.
6. If a student appears in class without a mask a third time the student will be administratively withdrawn from the course and will again be referred to the Office of Student Conduct. The student will not receive a refund of tuition or fees.
7. Students should check for additional syllabus guidelines regarding additional PPE for laboratory classes.
8. Students who have concerns about wearing masks for medical reasons should request an accommodation from Adaptive Educational Services. (Contact: aes@iupui.edu or 317-274-3241.)

Student Absences

Consistent with the Student Commitment Form, students unable to attend class due to COVID 19 policy or another serious illness will:

1. notify their instructor and follow campus guidelines regarding a safe return to campus;
2. not be penalized for class absences assuming they make up missed assignments in a timely fashion, in consultation with (and at the discretion of) the instructor; and
3. be provided reasonable accommodations to access all course materials and will be given the opportunity to complete missed assignments online as is practicable.

IUPUI Policy on Disability Accommodations

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317-274-3241 or emailing aes@iupui.edu.

IUPUI Policy on Religious Holidays

IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students seeking accommodation for religious observances must submit a request in writing to the course instructor by the end of the second week of the semester and should use the Request for Course Accommodation Due to Religious Observance Form. More information is available in the IUPUI Policy on Religious Holidays.

IUPUI Policy on Academic Integrity

The IU Code of Student Rights, Responsibilities, and Conduct states that students must uphold and maintain academic and professional honesty and integrity; the code defines academic misconduct as any activity that tends to undermine the academic integrity of the institution. Students engaging in academic misconduct may therefore receive penalties from their course instructor and disciplinary action from the university. Policies against academic misconduct apply to all course-, department-, school-, and university-related activities. Academic misconduct may involve human, hard-copy, or electronic resources and includes but is not limited to the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. For definitions of these activities, visit the Definitions appendix on the Student Code website For information on how faculty and students are expected to handle cases involving academic misconduct, visit Academic Misconduct on the Student Code website. Additional information about the rights and responsibilities of IU students is available in the Code of Student Rights, Responsibilities, & Conduct.

IUPUI Policy on Sexual Misconduct

What you should know about sexual misconduct: Title IX and IU’s Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the university can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- Counseling & Psychological Services (CAPS) at 317-274-2548 (counseling services)
- Confidential Advocacy Resources at 317-274-5715 or saadv@iupui.edu
- IUPUI Student Health Center at 317-274-2274 (University Blvd. location) or 317-274-8214 (West Michigan St. location) (health and medical services)

It is also important that you know that Title IX and university policy require faculty to share any information brought to them about potential sexual misconduct with the campus Deputy Title IX Coordinator(s) or IU’s Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the university can respond and assist.

Find more information about sexual violence, including campus and community resources on the IU’s Stop Sexual Violence website.

Other resources:
IUPUI Non-Discrimination Policy

Indiana University prohibits discrimination on the basis of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status. If you feel like you have been discriminated against, please contact IUPUI’s Office of Equal Opportunity (OEO). OEO is located in Lockefield Village, LV 4443. You can reach the office by calling 317-274-2306.

IUPUI does not tolerate acts that are damaging to our safe, civil, and inclusive community—and neither should you. If you experience or witness an incident of bias, you should report it. For more information, see Student Incident Reporting.

Military Related Personnel Statement

IUPUI recognizes that National Guard Members, Reservists, veterans and active duty military personnel have special circumstances such as upcoming deployments, drill requirements, disabilities, and required veterans affairs health appointments. Students are encouraged to communicate any military related obligations that affect their educational pursuit, in advance if possible, to the instructor.

The Office for Veteran and Military Personnel (OVMP) is committed to serving all the needs of our military related student population including but not limited to providing advice, guidance, advocacy, and services assisting in the transition from military life. If you are a student Veteran, National Guardsman, Reservists, Active Duty Member or a military dependent and need any assistance with your transition, please contact the OVMP by visiting the Campus Center, Room 268, emailing gibenefi@iupui.edu, or phoning 317-278-9163. Thank you for your service.

Two-Step Login (Duo)

IUPUI students are required to enroll in Two-Step Login (Duo) to gain access to sensitive documents and Canvas using IU login credentials. The security of student information is critical. Be sure to bring your primary device (like a cellphone or tablet) to class, so you can log in to secure IU systems. Also, make sure you have a backup device like a hardware token or Google Voice. If you get stuck without a working device, the UITS Support Center can give you a bypass code, but you will need to verify your identity.

To learn more about or get help with two-step login, consult the following resources:

- Help for Two-Step Login (Duo)
- Two-Step Login (Duo) device recommendations
- Contact your campus IT Support Center (for locations of UITS Support Centers and phone numbers and a chat feature).

References