

ADP 301 – Adult Degree Program Theory and Practice

3 Semester Hours
Spring 2013
Athens State University

COURSE FORMAT: Online

INSTRUCTOR: Mrs. Felicia Mucci

OFFICE LOCATION/TELEPHONE/E-MAIL ADDRESS:

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OFFICE HOURS: Monday – Friday 8:30 am – 4:30 pm

PREREQUISITES: Admission to the Adult Degree Program and successful completion of English Composition I and II or equivalency from another accredited institution

REQUIRED TEXTS:

- *Defining College-Level Learning Prior Learning Assessment Student Workbook* 2nd edition, Teresa Hoffman, PLA Consulting, copyright 2012.
- *Earn College Credit for What You Know*, 5th edition, Janet Colvin, ISBN 978-0-7575-9691-9

COURSE DESCRIPTION:

This course will focus on academic and personal issues unique to adult re-entry students, with emphasis on the university services available to nontraditional students. It will also provide students information regarding the concept of prior learning assessment and how to effectively document prior learning gained from work-place experience, training programs, military training, and certification programs.

ADDITIONAL COURSE INFORMATION:

This is a required course for any student enrolled in the Adult Degree Program at Athens State University and should be taken during the first semester of enrollment. Students will participate in hands-on activities to help them explore their learning styles, develop effective time management skills, and map out strategies of support and resources to assist them in reaching their academic goals. This course will guide students through the preparation and compilation of all components required for the evaluation of prior learning through the development of a professional portfolio.

COURSE OBJECTIVES AND/OR GOALS:

The course will assist students in a self-assessment of prior learning. The objectives of this course are for students to:

1. Develop an understanding of prior learning assessment and the process for documenting learning gained from non-traditional experiences
2. Identify appropriate standards to judge past learning
3. Identify the four cycles of Kolb's Experiential Learning Cycle
4. Prepare an inventory of prior learning that identifies and categorizes that learning
5. Use critical reflection skills to rethink the nature and value of learning from experience
6. Identify opportunities to petition for prior learning and utilize appropriate guides for credit awards
7. Secure documentation of prior learning and examples of learning application

8. Organize documentation into prior learning categories
9. Generate college-level writing that demonstrates learning
10. Develop a professional portfolio
11. Develop an academic plan for the completion of B.S. degree
12. Develop a plan for ongoing career development and lifelong learning

COURSE REQUIREMENTS

To prepare students to attain the desired outcomes, the course requirements are designed to meet the goals set.

1. *Demonstrate understanding of prior learning assessment.* Students will be required to read text chapters, pass tests that cover the fundamentals of experiential learning and prior learning assessment, and participate in discussions regarding these topics.
2. *Demonstrate an understanding of theoretical underpinnings of prior learning assessment.* Students will be required to read and understand Kolb's experiential learning cycle and Bloom's Taxonomy of Learning Model and apply these principles to sample student work as well as their own.
3. *Demonstrate the ability to prepare an inventory of prior learning and organize it in areas of specialization categories related to their degree majors and minors.* Students will develop a comprehensive inventory of their areas of expertise along with a professional resume.
4. *Demonstrate their ability to identify opportunities to petition for prior learning and utilize appropriate guides for credit awards.* Students will use their prior learning autobiography to identify specific opportunities to earn credit for prior learning and they will be required to research appropriate national guides to identify potential credit hour awards.
5. *Provide documentation of prior learning and examples of learning application.* Students will provide documentation of prior learning and examples of the application of that learning via documentation such as data base designs, website designs, projects managed.
6. *Demonstrate ability to organize documentation into specialized areas related to a degree and the ability to produce college-level writing.* Students will demonstrate their ability to organize documentation materials and be able to effectively communicate in writing what they learned and how they applied that learning through discussion board and weekly assignment activities.
7. *Demonstrate their ability to prepare the appropriate documentation for application for PLA.* Students will demonstrate their ability to document prior learning through the development of a professional portfolio.
8. *Develop an academic plan for the completion of their B.S. degree.* In partnership with ADP personnel, the student will utilize university resources to map out a reasonable strategy that includes all required coursework for the timely completion of their B.S. degree at ASU.
9. *Develop a plan for career development using critical thinking and decision-making skills.* Students will be required to analyze strengths and weaknesses and opportunities for growth through the development of a strategic plan for personal career development.

OUTCOMES ASSESSMENT

Students completing the Prior Learning Assessment course will possess the following skills and competencies:

1. Demonstrated understanding of prior learning assessment (PLA)
2. Demonstrated understanding of the theoretical underpinnings of PLA in understanding the combined Kolb and Bloom Model

3. Demonstrated ability to prepare an inventory of prior learning that identifies and categorizes that learning
4. Demonstrated ability to identify opportunities to petition for prior learning
5. Demonstrated ability to effectively apply critical thinking skills to analyze appropriate guides for non-traditional credit
6. Demonstrated ability to secure documentation of prior learning and examples of the application of that learning
7. Demonstrated ability to organize documentation into areas of specialization categories
8. Demonstrated ability to prepare appropriate documentation for application of PLA
9. Demonstrated proficiency in college-level writing and communication

COURSE ASSIGNMENTS & GRADING

Assignments

- Complete SmarterMeasure DL Readiness Assessment
- Time Management Assessment
- Complete Learning Styles Inventory
- Develop/Update Professional Resume
- Create Educational Goals Statement
- Complete “Experiential Learning” activity
- Complete “Roles and Responsibilities” activity
- Identify forms of documentation for prior learning
- Review components of prior learning portfolio
- Document evidence of learning using the Learning Experience Description & Reflection form
- Develop Prior Learning Narrative for professional portfolio
- Develop a Professional Development plan

Grading

Discussion Board Postings (12 x 5 points each).....	60 points
SmarterMeasure DL Readiness Assessment.....	50 points
Time Management Activity	75 points
Learning Styles Inventory.....	50 points
Professional Resume.....	100 points
Educational Goals Statement	75 points
Plan of Study.....	25 points
Case Study	50 points
Experiential Learning Activity	50 points
Roles & Responsibilities Activity.....	25 points
Questions for Learning Autobiography	75 points
Prior Learning Inventory.....	150 points
Prior Learning Narrative	150 points
Professional Development Plan	65 points
Total	1000 points

1000 – 900 points = A

899 – 800 points = B

799 – 700 points = C

*Students must achieve a minimum grade of C to continue in the Adult Degree Program

COURSE ORGANIZATION	
ANNOUNCEMENTS	The latest and most important information is posted in Announcements. New announcements will be posted when new information has been added or something has changed in the course. The location of the changes or new material will be identifies; e.g., in Course Information, Course Materials, Assignments, etc.
COURSE INFORMATION:	The Course Syllabus, Weekly Class Schedule, or other important information that you might need to refer to for this course. Always follow the Weekly Class Schedule to know when your assignments and other work is due.
COURSE MATERIALS:	The Course Materials section may have additional notes that will cover material that may not be in the text but will be important to know when taking texts.
RESOURCE CENTER:	The Resource Center will provide portfolio examples and other resources.
ASSIGNMENTS:	Assignments are posted in this section with grading guidelines. Assignments are due on the EXACT date listed on the Weekly Class Schedule.
DISCUSSION BOARD:	Is available for introductions, discussions on course materials or life experience discussions and for discussions on the major class project.

GRADING POLICY: Students must achieve a final grade of “C” in order to continue in the Adult Degree Program.

EVALUATION/GRADING POLICY:

Per Athens State University 2003-2005 catalog, letter grades of “A”, “B”, or “C” represent levels of accomplishment sufficient to allow students to make satisfactory progress toward graduation. “D” level work is considered inferior and the minimum-level accomplishment that will allow the students to continue their studies at Athens State University. A grade of “F” is assigned to the student who (1) fails to meet minimum course requirements, or (2) voluntarily discontinues class attendance without officially withdrawing. A grade of “W” will be assigned to a student who officially withdraws during the first nine (9) weeks of the semester. Starting with the tenth week, a “W” can be assigned only with the permission of the instructor. After the final exam is given, a “W” cannot be assigned. Absence from class does not constitute an official withdrawal. A “W” cannot be changed to a grade, nor can a grade be changed to a “W”. A student not following these procedures will receive the grade of “F.” Withdrawal from classes is not complete until the student has been cleared through the Office of Admissions. Students should retain the official withdrawal form once approved through Admissions. Special regulations pertain to those receiving veterans’ benefits or financial aid, and those individuals should confer with the Coordinator of Veterans’ Affairs or the Director of Student Financial Services prior to initiating a withdrawal action. Specific dates for withdrawal will be included in the schedule each semester. A grade of “I” (incomplete) will be given only under extenuating circumstances. If an “incomplete” is given, the time allotted a student to complete the course is at the discretion of the

instructor; however, a student receiving an “I” in any semester should be aware that the “I” must be completed before the end of the next semester or the “I” automatically becomes an “F” unless extended by the instructor. For the purpose of computation “I” is always evaluated as “F” until a grade change is made.

ATTENDANCE/ASSIGNMENT POLICY:

Per Athens State University 2003-2005 catalog, it is accepted academic philosophy that sustained class attendance is essential to the overall educational value of a course of study in higher education. In order to achieve maximum benefit from educational activities, Athens State University expects regular class attendance from all students. Those students receiving veterans’ benefits are required to attend classes according to the regulations of the Veterans Administration. The standards of performance to be met by each student, including specific attendance regulations for each course, will be set by each faculty member for his or her own course. For traditional classes (non-distance learning), you are allowed to miss up to 3 classes or its hourly equivalent before it is suggested you drop. In the event of a necessary absence, the student is responsible for obtaining information relative to the class missed and related assignments given. If a test is missed, the student should arrange to take the test during the same week as the scheduled test. As a courtesy to the instructor and fellow students, please be on time! If a student must leave class early, arrangements must be made with the instructor. Regular tardiness as well as excessive absences will be noted. A student’s performance in relation to the established standards and class attendance regulations shall determine the student’s grade in a course.

DISABILITY ACCOMMODATION STATEMENT:

If a student has a disability that might require special materials, services, or assistance, the student should notify the instructor as soon as possible or arrange to see the Career Counseling Center, Kari Allen, Sandridge Student Center, telephone number (256) 233-8143.

ACADEMIC MISCONDUCT:

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, and abetting any of the above. Academic misconduct represents unethical behavior unbecoming to college students. Therefore, there is no tolerance of such behavior. Academic misconduct may result in a failing grade for the course.

LIBRARY RESOURCES:

The University Library provides a number of online periodical databases for student research use. ABI/Inform, Business Source Premier, General Business File ASAP, and Business & Company Resource Center are searchable indexes that provide access to the full text of more than 1200 business journals and newspapers. In addition, Business & Company Resource Center includes company profiles, financial data, historical information, rankings, investment information, and other data on thousands of companies and industries, and Business Source Premier includes company profiles with SWOT analyses, detailed information on companies is also available from both Hoover’s Online and Mergent Online. Both of these provide current and historical financial data as well as information on products, executives, subsidiaries, etc. All these resources can be accessed directly from any networked computer on campus, or from off-campus by logging in using the on-screen instructions.

BLACKBOARD INFORMATION . . . FOR CLASSROOM-BASED AND ONLINE COURSES

SYSTEM REQUIREMENTS

General Requirements:

1. Internet provider with reliable service (preferably broadband)
2. Browser preferences set to enable Java/JavaScript and to accept cookies.
3. Screen resolution must be set to a minimum of 1024x768
4. Sun Java Virtual Machine: Java Standard Edition 5 (1.5.0_12) or later installed

For Microsoft Windows PCs:

1. Internet Browser: Firefox 3.0 or higher
2. Operating System: Windows XP, Vista, or higher; minimum of 64 MB RAM.

For Macintosh PCs:

1. Internet Browser: Safari 3.0 or higher
2. Operating System: Mac OS 10.4 or higher

So that you have all key information available to you off-line, it is highly recommended that you print the following items for reference. The syllabus; Staff information page (click on the Staff information button)

Users must be able to perform the following tasks:

1. Attach and send files/documents
2. Download and open files received
3. Navigate the world wide web.
4. Participate in chats and threaded discussions.
5. Navigate file structure; save and retrieve documents
6. Demonstrate working knowledge of Microsoft Word 2000 or higher compatible word processing software.

ACXIOM AUTHENTICATION TOOL DEPLOYED FOR TESTS

For two of the tests in this course a software tool is being use for two of the tests to authenticate that you are the student taking the test.

When Acxiom is enabled for a test and a student clicks the “Begin” button, there is a percentage chance that the student will be presented with a series of multiple-choice challenge questions.

The questions are drawn from data stored in public and private databases. For example you may be asked about the street number of a home you once owned and you must pick from several choices. You will have 2 minutes to complete all the authentication questions.

If you fail the authentication process you will be allowed to continue the test, but an e-mail is sent to the professor notifying me that you have failed the authentication challenge.