University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **Intraunv 300 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Credit for Prior Learning Portfolio Course

**25-Character Abbreviation:** Credit for Prior Learning

**Sponsor(s):** Lauren Smith

**Department(s):**

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments: College of Arts and Com; College of Business; College of Letters and Sciences; College of Education

**Programs Affected:** **This is an adult student program. All of the colleges are likely to have some adult students participating in this program.**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** Must be adult student (above 25) or military vet; approval of instructor required.

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):**

**Instructor:** Lauren Smith

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours:       Total lecture hours: 24

Number of credits: 1.5-4.5 Total contact hours: 65

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree: 3 No of credits in degree: 4.5

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

Universities across the country have been offering a Credit for Prior Learning (CPL) portfolio course since the 1970’s as a way to meet the needs of returning adult students and make a college degree more accessible for them. With renewed efforts to accommodate adult students, there has also been a renewed commitment to offering CPL portfolio classes—particularly in Wisconsin, where a Lumina grant has funded a multi-year, multi-campus effort to create or reinvigorate CPL programs.

While UW-WWhitewater has a number of testing options for students to demonstrate learning done in other venues, a portfolio class had been unavailable to them until a CoBE grant through the College of Letters and Sciences funded the initial stages of creating such a class. After the first year of the CoBe grant, this effort was funded for two more years through a Lumina grant. The CPL course offered in the spring of 2013 will be the third portfolio course made available to adult students at UW-Whitewater.

In 2011, 16 adult students challenged 19 classes for 52 credits.  Students earned 19 credits for PLA and 47 credits through challenge. In 2012, 19 students challenged 26 classes for 84 credits.  Students earned 26 credits for PLA and 75 credits through challenge. While fewer than half of students who apply for entry into the course are granted entry, almost all of the students who get into the class have at least one successful challenge.

Though in any given semester, the number of students who enroll in CPL is fairly small and the number of classes for which they earn credit is fairly small (maximum of three), the cumulative impact on adult students of offering the course every year is significant. In addition, research demonstrates a consistent correlation between enrollment in CPL courses and the success of adult students.

Students enroll in the CPL course in order to have the opportunity to demonstrate, through portfolio, college-level learning they have done elsewhere but have been unable to earn credit for. Most students eligible for CPL will have done this learning in the context of employment: through in-services, trainings, certifications, and experience. They might also have taken a series of courses for which they have not earned credit, engaged in extensive volunteer work, or engaged in learning in any number of other contexts. If they can demonstrate their learning effectively and are adult students (25+) or veterans, they may be eligible for CPL.

The standards for enrollment in the course are high. The instructor and/or consulting advisor evaluates each application for admission to the course for the following:

1. Demonstration of learning—as opposed to life experience
2. Correlation between the learning done and a course offered at UWW
3. Usefulness of available course to the student

If the instructor concludes that the student has a high chance of success in the CPL course, then the student is admitted.

Once in the course, a hybrid that takes place primarily online, the student puts together an ePortfolio demonstrating learning in relation to each objective of the course he or she is “challenging” (requesting credit). The student demonstrates learning through artifacts (evidence of successful participation in relevant activities) and reflections. The student will earn pass/fail credit just for completing the portfolio.

The ultimate goal, however, is to earn credit for the challenged course. When the portfolio is complete, the student submits it to a faculty or instructional staff member who teaches the course being challenged or has demonstrated expertise in that area. It is this instructor who decides whether or not the student will earn additional credit for the class being challenged. The student does not accrue additional fees or tuition costs for a successful challenge.

**Relationship to program assessment objectives:**

CPL is not connected to any one program on campus. It fits in, however, with the central goals of the university:

1. Providing “dynamic and accessible” programming
2. Embracing diversity (which includes Adult Students)
3. Being an educational resource to the community

**Budgetary impact:**

The course will be offered through Continuing Education and will be largely self-supporting. We expect minimal budgetary impact.

**Course description:** (50 word limit)

The Credit for Prior Learning Portfolio Course offers adult students and veterans the opportunity to demonstrate, through portfolio, college-level learning they have already done but not earned credit for. Students who build successful portfolios can earn credit for up to three courses offered at UWW.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:**

Students will create an ePortfolio demonstrating the learning they have done relevant to a course offered at UW-Whitewater

**Prior Learning Assessment Portfolio Course**

**Spring 2012**

**INTRUNV 300**

HYBRID

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details, please refer to the Schedule of Classes, the “Rights and Responsibilities” section of the undergraduate catalog; the Academic Requirements and Policies and the Facilities and Services sections of the graduate catalog; and the “Student Academic Disciplinary Procedures (UWS Chapter 14); and the “Student Non-academic Disciplinary Procedures” (UWS Chapter 17).

Dr. Lauren Smith 202 White Hall

Office hours: MWF 9:30-11:30 472-6237

Or by appointment [smithlb@uww.edu](mailto:smithlb@uww.edu)

**What is Credit for Prior Learning?**

This course is designed to provide an opportunity for you to demonstrate the learning you have done in contexts outside the university and earn credit for a course offered at UW-Whitewater. You may have done the learning in military trainings, work in-services, volunteer training, courses you were not able to transfer to the university, or other experiences. For each course that you “challenge,” you will put together a portfolio that demonstrates the learning you have done. You will need different portfolios for each class. When you are done with your portfolio, an instructor for the course that you wish to earn credit for will evaluate the portfolio to see if you have demonstrated sufficient learning in the appropriate areas.

**How Many Credits will I Earn?**

For each class for which you wish to earn credit, you will sign up for one and a half credits of the portfolio course. As long as you complete your portfolio for that course, you will automatically earn one and a half credits. If your portfolio is successful, you will also earn all of the credits associated with the course you successfully challenged. You will not be charged anything extra for these additional credits.

If you are challenging two courses, you will need to sign up for three credits of the portfolio course and will earn three credits if you complete both portfolios, as well as all the credits associated with the courses you successfully challenge. You may request credit for as many as three courses in this way.

Each course for which you wish to earn credit must be approved by the Credit for Prior Learning instructor/coordinator ahead of time. We only accept people into the course if we believe they have a good chance of success. If you are not accepted for a particular course, it may be because you haven’t done the range of learning expected in the class, because we couldn’t find a faculty member to read your portfolio, or any number of other reasons.

***Getting accepted into the portfolio class does not guarantee a successful portfolio.*** Even a very detailed and thoughtful portfolio can be unsuccessful if the evaluating faculty member feels that you have not done the learning associated with the course in question.

**What is a Portfolio?**

For our purposes, a portfolio is a collection of artifacts and reflections that demonstrates your knowledge or skills in the area for which you hope to earn college credit. You are earning credit for learning rather than for experience, so your portfolio should include items that demonstrate learning. All portfolios will also include a resume or vita, an introductory reflection, and a copy of the syllabus for the course being challenged.

In addition, portfolios will contain various types of artifacts and reflections that explain how all of the artifacts demonstrate the learning required in the course being challenged. Artifacts may include but are not limited to in-service programs, training syllabi or plans, class plans, letters from supervisors, letters from colleagues or customers, copies of work produced, recordings of work or other kinds of performances, business plans, job descriptions, certifications, awards, etc. A more complete list of potential artifacts is available on our D2L site.

At the beginning of the semester, I will set up a meeting during which I will show you how to put together a successful portfolio. I will also invite you to see several examples of ePortfolios. When you have difficulties, you can contact me by phone or e-mail; and you are welcome to set up a face-to-face meeting with me as well.

**This Class is Online?**

Yes. The class will have a D2L site, and you will all also have access to ePortfolio through D2L. I will set up a discussion board where you will be able to discuss challenges with your classmates and dropboxes where you can put documents you wish me to see before they go into your ePortfolio. I will show you how to use the online platform during our beginning of the semester meeting, and you are also free to set up meetings with me at any point in the semester.

D2L is quite intuitive. Portfolio is also relatively easy, though somewhat less intuitive. Some of you may need very little help from me or your classmates. For those who are confident about figuring ePortfolio out on their own, detailed instructions are available under “content” on D2L, and I will also send them to you by attachment.

**Timeline:**

You will not lose points for failing to follow a timeline. You may, however, end up with an incomplete if the artifacts and reflections are not in your portfolio by the designated times.

**Week 1**: All students should be enrolled in the course, and Dr. Smith will send names forward for ePortfolio access. Dr. Smith will also set up a meeting for you to learn about portfolios generally and the ePortfolio more specifically. Please find the course syllabus for the course you wish to challenge, and put the syllabus and a copy of your vita or resume on your ePortfolio. For now, these can remain as artifacts; they do not need to be incorporated into a presentation.

The vita or resume you put into your ePortfolio should be revised to highlight any aspect of your work or volunteer life that is relevant to your course challenge. Your evaluator should be able to get a sense of the scope of your experiences, but you should prune out less important experiences that are not relevant to the course you are challenging. Your vita/resume should be detailed!! Include in-services, trainings and seminars.

Finally, you must invite me to look at your uploaded resume and syllabus.

**Week 2**: Make sure you’ve touched base with me in relation to the syllabus and resume/vita. Sometime this week, you should begin putting more artifacts into your portfolio. Every time you put an artifact in the portfolio, you should also write a detailed reflection explaining how that artifact demonstrates learning. If you include a certificate, for example, that shows you are trained in fire safety, explain in detail what you had to learn in order to get that certification. As you are writing your reflections, always refer to the syllabus to make sure you are connecting the learning you did with the learning objectives on the syllabus.

**Weeks 3-6**: Before the end of this time period, most of the artifacts should be in your portfolio. You should look carefully at the syllabus to see if there are areas on the syllabus or learning objectives that are not represented in the portfolio. If you find missing areas or objectives do your best to address these. If there are some you cannot address, make a note of this. As you finish putting artifacts into your portfolio, make sure to check with me to get a second opinion about your progress. Also, make sure you’re inviting me to view your portfolio as you add things.

**Weeks 7-8:** Write an introductory reflection that will be included in your ePortfolio on the first page—with the syllabus and vita. This should provide a narrative overview explaining to the reader how your prior learning addresses the goals on the syllabus. You may include other details as well if you think they are relevant to the subject matter addressed in the class, even if you do not see it explicitly mentioned on the syllabus. If there are areas where you think your portfolio may be weak, this is the opportunity to narrate your knowledge. For example, if you need to know about child development but don’t have an artifact demonstrating your knowledge, then you would want to go into detail about how and what you learned in this area.

This will be one of the first things your evaluator reads, so don’t make a poor impression. Make sure you’ve copyedited your document and arranged your thoughts carefully.

**Week 9**: Your portfolio should be complete or nearly complete. All the artifacts and reflections, the resume/vita, introductory reflections and syllabus should all be part of just one presentation. Everything should be labeled clearly. Look at the final product before you submit it. Would someone who is completely unfamiliar with your portfolio be able to find and identify all the pieces? Is everything clearly labeled so that the reader knows what each item is before s/he opens it? Are the connections between the artifacts and their reflections clear?

**Week 10**: If you hope to have a decision by the end of the semester, your portfolio should be turned in this week. Earlier is fine. I will forward information to evaluating professors. Focus on your other classes for awhile.

**Week 13:** By now, you should know whether your challenge is successful or not. In some few cases, the faculty member may ask you for additional information, or even to complete a project in order to get full credit.

**Week 14:** Any additional information or work should be completed now and turned in to the Coordinator for Prior Learning.

**Week 15 and exam week:** Final decisions will be made for those students who are not taking an “I” in the course. Please note: an “I” is a real possibility in this class. The disadvantage of taking an “I” is that you are no longer on a schedule devised by your teacher. It will be up to you to complete so that you do not lose the opportunity OR have your grade turn to an “F.”

**Bibliography:**

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