DePaul University

School of Continuing and Professional Studies

Undergraduate Program

Prior Learning Assessment
RPL 101

Course Description:

Your knowledge from years of learning in the workplace, community and other situations is stored in your brain as tacit knowledge. Increasingly, organizations recognize the importance of surfacing, articulating and transferring that knowledge in order to promote innovation. For professionals, this same process can result in self-awareness, recognition of expertise by others and even college credit.

This course will guide you through the process of articulating, documenting and presenting learning for credit. Students will think through how to augment their evidence of learning to meet college–level expectations and choose from a variety of formats to best present their knowledge and ability. The deliverable for this course is one submission with the intended outcome of planning for additional submissions of learning for credit toward your SNL degree. In the process, you will learn how to advance the transfer of knowledge in the workplace and elsewhere.

<u>**Credit hours:**</u> 2

<u>**Learning Outcomes:**</u>

1. Identifies criteria that represent college-level learning.
2. Applies these criteria to identify and describe a college-level learning experience.
3. Articulates the skills, knowledge and insights gained from this experience.
4. Contextualizes this learning in light of others' ideas and findings.
5. Designs and presents evidence of learning for credit evaluation

<u>**Competence:**</u>

F-X   Can apply principles of knowledge transfer for personal and organizational advancement.

<u>**Learning Strategies and Resources**</u>

Always consult our D2L site for handouts and assignments There is no textbook required for this class. All readings, course documents and assignments will be posted on our D2L site.

To login to D2L.depaul.edu type in the user name and password that you use for Campus Connect. You will post assignments to Submissions and email other classmates from the Class list.

Learning Deliverables

1. Assignments that build toward the documentation of learning for credit.
2. Final presentation of learning for credit.

Grading Criteria and Scale REVISE

40% Class attendance and participation
30% Weekly assignments
30% Presentation

In addition to 2 credit hours for this course, students may receive credit upon completion and approval of their documentation and presentation of prior learning that 1) meets academic standards; 2) clearly articulates learning from experience; 3) relates the ideas of others to students' experience through the discussion of appropriate sources.

Course Schedule

Module 1   Reflecting on learning from experience

Reading:
1. Kindred, J. (2014) A sociocultural perspective on work-based learning for the prior learning portfolio. *Prior Learning Assessment Inside Out*. 2(2).
2. Taylor, K. and Marienau, C. (2016) Practices that enhance adult learning in *Facilitating Learning with the Adult Brain in Mind*

Discussion
1.1 My learning story (due Jan 10)

Assignments:
1.2 Matching College-level Learning to Outcomes/Competence (due Jan 10)
1.3 Why I choose this topic (due Jan 10)

Module 2   Articulating learning from experience

Reading:
1. Peet, M. (2012) Leadership transitions, tacit knowledge and organizational generativity. Journal of Knowledge Management. 16:1, 45-60.

2. Leonard, Barton and Swap (2015) Capturing Deep Smarts—with Help in *Critical Knowledge Transfer: Tools for managing your company's deep smarts*

Discussion:
2.1 Using the skill of knowledge transfer

Assignments:
2.2 Complete GKI and submit what you learned about your partner (due Jan 22)
2.3 Essay: What I know (due Jan 17)
2.4 Plan for demonstration of outcomes (due Jan 17)

Module 3 Researching learning from experience

Readings:
1. Taylor, K and Marienau, C (2016) Why the adult brain likes PLA: Part II. Council for Adult and Experiential Learning
2. Read, Lamont (1994) Shitty First Drafts in *Bird by Bird*

Discussion
3.1 Researching learning from experience (due Jan 24)

Assignments
3.2 Consultation with Instructor (due Jan 24)
3.3 Annotation of five sources (due Jan 24)
3.4 Complete first draft of presentation submitted to Writing Center (due Jan 31)

Module 4 Documenting learning from experience

Discussion
4.1 The challenges I'm facing (due Feb 7)

Assignments
4.2 Feedback to my partner (due Feb 7)
4.3 Second draft of presentation (due Feb 14)

Module 5 Presenting learning from experience

Reading:
Leonard, Barton and Swap (2015) The GE Global Research Centers Story in *Critical Knowledge Transfer: Tools for managing your company's deep smarts.* Boston, MA: Harvard Business Review Press.

Assignments:
5.3 Submit final presentation of prior learning (due March 7)
5.4 Planning for additional portfolios (due March 14)

5.5 Complete and submit either 1) Independent Learning Pursuit Submission Form or 2) Course Match for PLA form as directed by instructor (due March 14)

Optional Zoom Meetings, are scheduled for:

Thursday, Jan7 at 6:00 pm CT
Thursday, Jan 21 at 6:00 pm CT
Thursday, Feb 4 at 6:00 pm CT
Thursday, Feb 18 at 6:00 pm CT
Thursday, March 4 at 6:00 pm CT

Pass/Fail Grade Policy

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

Incomplete (IN) Grade

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.
- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).

- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Course Policies

This course includes and adheres to the college and university policies described in the links below:

APA citation format (GRAD)Academic Integrity Policy (GRAD)
Academic Integrity Policy (UGRAD)
Incomplete (IN) and Research (R) Grades Expiration Policy
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Research Involving Human Subjects

Other Resources for Students

University Center for Writing-based Learning

Dean of Students Office