



## Web Schedules

Fall 2022  
Spring 2022  
Summer 2022

## One Credit Courses

Fall 2022  
Spring 2022  
Summer 2022

## Course Planning by Program

2022-23

## Essential Objectives

# Course Syllabus

Revision Date: 07-Apr-22

## Fall 2022 | EDU-1240-VO02S - Assessment of Prior Learning

### Synchronous Class

Synchronous courses are delivered through a combination of online and regularly-scheduled Zoom sessions. In synchronous classes, students must attend Zoom sessions and actively engage with each other and faculty in course activities and discussions.

**Location:** Online

**Credits:** 3 (45 hours)

**Synchronous Section:** This course has schedule meeting dates and times online via Zoom. See below or consult Self Service - [Search for Courses and Sections](#) for specific dates and times.

**In-Person Meeting Day/Times via Zoom:** Wednesday, 06:00P - 08:00P

**Semester Dates:** 09-07-2022 to 12-14-2022

**Last day to drop without a grade:** 09-26-2022 - [Refund Policy](#)

**Last day to withdraw (W grade):** 11-07-2022 - [Refund Policy](#)

**Open Seats/Section Limit:** 9/16 (as of 08-19-22 1:05 PM)

**Materials/Lab Fees:** \$300.00

### Faculty

**Victoria Angis**

[View Faculty Credentials](#)

[View Faculty Statement](#)

**Hiring Coordinator for this course:** [Gilberto Diaz Santos](#)

### Course Description

This course provides an opportunity for students to earn college credit for prior learning acquired either on the job, through independent study, or in other settings. Students explore past learning experiences and identify future educational goals. Students develop an individual portfolio describing and documenting college-level prior learning. Upon successful completion of the course, students may submit their portfolios to the Office of Prior Learning Assessment for review of credit requests. Recommended prior learning: English Composition or equivalent writing skills, fundamental computer skills. Students must consult an academic advisor before enrolling.

### Essential Objectives

1. Discuss and continue to explore personal, career and educational goals.
2. Explore the diversity and complexity of higher education; learn to discriminate among colleges, degrees, courses, and programs; and begin to formulate specific plans for obtaining a degree.
3. Develop a portfolio that distinguishes between learning and experience, identifies and articulates college-level learning, organizes the learning into broader disciplines, and follows the guidelines established by the Vermont State Colleges System Office of Prior Learning Assessment.
4. Determine whether or not to have the portfolio assessed.

### Required Technology

More information on general computer and internet recommendations is available on the CCV IT Support page.  
<https://support.ccv.edu/general/computer-recommendations/>

Please see [CCV's Digital Equity Statement](#) (pg. 45) to learn more about CCV's commitment to supporting all students access the technology they need to successfully finish their courses.

### Required Textbooks and Resources

This course only uses free Open Educational Resources (OER) and/or library materials. For details, see the Canvas Site for this class.

## Methods

- Small group discussions
- Interactive activities
- Readings
- Short written essays

## Evaluation Criteria

Letter Grade Criteria:

A = Submission of portfolio which

- is submitted by the stated deadline,
- meets all PLA specifications, and
- contains no typos or grammatical errors.

B through D = Failure to meet one or more of the above criteria.

F = Failure to submit a portfolio.

NB: A late submission of a portfolio will automatically result in a lower letter grade.

## Grading Criteria

CCV Letter Grades as outlined in the [Evaluation System Policy](#) are assigned according to the following chart:

	High	Low
A+	100	98
A	Less than 98	93
A-	Less than 93	90
B+	Less than 90	88
B	Less than 88	83
B-	Less than 83	80
C+	Less than 80	78
C	Less than 78	73
C-	Less than 73	70
D+	Less than 70	68
D	Less than 68	63
D-	Less than 63	60
F	Less than 60	
P	100	60
NP	Less than 60	0

## Weekly Schedule

Week/Module	Topic	Readings	Assignments
1	Introduction to the portfolio, the PLA process, and online resources.		
2	The difference between experience and learning		
3	What is considered college-level or college-type learning?		
	Introduction to Bloom verbs and learning components.		
4	Introduce areas of study, credit requests, and titles.		
5	Introduce degree plans.		

6	Review learning components, areas of study, titles, and degree plans.
	Introduce documentation.
	Discuss assessment process and appeals.
7	Review documentation.
	Draft documentation cover letter.
8	Introduce personal essay.
9	Introduce bibliography.
	Introduce resume.
	Review punctuation.
10	Continue working on essay, resume, and degree plan.
11	Hold a mock assessment committee.
12	Discuss page numbering and putting the portfolio together.
13	Review status of all pieces of the portfolio.
14	Review all topics covered to date.
	Introduce portfolio checklist.
15	Portfolios due.

## Attendance Policy

Regular attendance and participation in classes are essential for success in and are completion requirements for courses at CCV. A student's failure to meet attendance requirements as specified in course descriptions will normally result in a non-satisfactory grade.

- In general, missing more than 20% of a course due to absences, lateness or early departures may jeopardize a student's ability to earn a satisfactory final grade.
- Attending an on-ground or synchronous course means a student appeared in the live classroom for at least a meaningful portion of a given class meeting. Attending an online course means a student posted a discussion forum response, completed a quiz or attempted some other academically required activity. Simply viewing a course item or module does not count as attendance.
- Meeting the minimum attendance requirement for a course does not mean a student has satisfied the academic requirements for participation, which require students to go above and beyond simply attending a portion of the class. Faculty members will individually determine what constitutes participation in each course they teach and explain in their course descriptions how participation factors into a student's final grade.

## Participation Expectations

- Attend all Zoom sessions, on-time and for the full session.
- Complete all of the week's reading and assignments before the start of the session.
- Respond to all posts within 48 hours.

## Missing & Late Work Policy

Firm deadlines will be established for each piece of the portfolio. Missing or late work jeopardizes your ability to complete a portfolio on time.

## Accessibility Services for Students with Disabilities:

CCV strives to mitigate barriers to course access for students with documented disabilities. To request accommodations, please

1. Provide disability documentation to the Accessibility Coordinator at your academic center.  
<https://ccv.edu/discover-resources/students-with-disabilities/>

2. Request an appointment to meet with accessibility coordinator to discuss your request and create an accommodation plan.
3. Once created, students will share the accommodation plan with faculty. Please note, faculty cannot make disability accommodations outside of this process.

## Academic Integrity

CCV has a commitment to honesty and excellence in academic work and expects the same from all students. Academic dishonesty, or cheating, can occur whenever you present -as your own work- something that you did not do. You can also be guilty of cheating if you help someone else cheat. Being unaware of what constitutes academic dishonesty (such as knowing what plagiarism is) does not absolve a student of the responsibility to be honest in his/her academic work. Academic dishonesty is taken very seriously and may lead to dismissal from the College.

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