

Course	INDZ 1000 Educational Program Analysis	Fall 2, 2009
Instructor	Name: Dr. Carolyn J. Cottrell Phone: 816-444-1000; 816-926-4289 Email: cottrecj@webster.edu Course meets Wednesdays in my office or 151.	
Course Description	This course helps students identify, describe, and document college-level learning that has been achieved through professional and life experiences. Students must document both their experiences <u>and</u> demonstrate an understanding of the theoretical base that supports that learning. Topics may not duplicate credit courses taken in a traditional university setting.	
Incoming Competencies (Prerequisites)	Before registering for this course, a student must be accepted as a degree-seeking student at Webster University, must have completed at least one undergraduate course at Webster, and must have attended a prior learning assessment informational presentation or received permission of Dr. Cottrell to take the course.	
Course Objectives	Students will develop a portfolio that does the following: <ul style="list-style-type: none"> • Identifies possible and appropriate forms of evidence to document one's claims of creditable learning • Demonstrates ability to explain both practice and theory of experiences in good writing form • Applies criteria for determining the college-level qualities of one's learning • Uses Webster University's process for submitting evidence of learning for assessment <p>In keeping with the Council for Adult and Experiential Learning (CAEL), the following standards will be observed:</p> <p>Standard I: Credit will be awarded only for learning, and not for experience. Standard II: College credit will be awarded only for college-level learning. Standard III: Credit will be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application. Standard IV: The determination of competence levels and of credit awards will be made by appropriate subject matter and academic experts. Standard V: Credit will be appropriate to the academic context in which it is accepted.</p>	
Course Materials	Provided by instructor.	
Course Grading	This course is offered on a pass/fail basis only. In order to receive credit, students must turn in an expanded resume, abstracts, competency statements, learning narratives, and indexes to documentation for one subject area. These must be presented in good written (final draft) form and meet the standards established in class. Good writing skills are essential for successful completion of the portfolio.	

Course Activities	<ul style="list-style-type: none"> The class involves independent study/research and individual conferences for the most part, supplemented by class sessions in which explanations and presentations, discussion of assigned reading, and small group work will take place.
Policy Statements	<p>Academic Dishonesty: Webster University strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic Dishonesty is unacceptable and is subject to a disciplinary response. See page 15-20 of the Webster University 2009-2010 Undergraduate Catalog for a complete description. The University reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.</p>
Note	<p>This syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.</p>
Assignments to begin prior to 1st class meeting	<p>Write your Work/Special Interests Autobiography. This is to be an informal essay describing what you have done at your jobs, beginning with your very first one, even if it was when you were a teenager. List job titles, job descriptions, including what you achieved and what you learned about through the process of doing those jobs. Include lots of concrete examples. Brag. Was there a time when you created something where nothing had existed before to solve a problem at a particular job? Write about that. If you pursue special interests in your spare time, such as genealogy, teaching Sunday School, political campaigns, special volunteering, historical re-enactments, etc., these also may serve as the basis for a portfolio topic.</p> <p>Concentrate on what things you have done, what you had to know in order to do those things, and what you learned. This assignment serves as a “database” for future portfolio topics. No one else will read it except for the instructor. While it helps if it is roughly chronological, starting either from now and going back or vice versa, it isn’t necessary to structure this paper very formally. It does not need to be perfectly spelled, punctuated, and grammatically correct – just understandable. It will be long. Don’t edit yourself; put in lots of stuff and keep going! Due Week 2.</p>

<u>Week</u>	<u>Assignment</u>	<u>Topic for the week</u>
1 10/28	Bring at least half of your Work Autobiography to class and a recent resume.	<i>Introductions and Reflecting on the Past.</i> Establish procedures for the course and portfolio.
2 11/4	Second half of Work Autobiography must be emailed to Dr. Cottrell. Begin relating work experience to possible topics. Reading assignment.	No Meeting (tentatively). Come to campus and look at topic notebooks completed by other students.
3 11/11	Write course descriptions for your top five topics. Narrow down topics and choose one you will complete for this course. Bloom's Taxonomy.	What is "college level learning?" What are your competencies? Examine some learning narratives and guidelines. What documentation is and what can be used.
4 11/18	Due: Set of Competency statements for your selected topic. First draft of Learning Narrative. Begin collecting documentation for topic.	We will go over competency statements, learning narrative(s) and course descriptions, and the expanded resume.
5 11/25	Polish all writing assignments. Reading assignment two.	No meeting.
6 12/02	Provide verification (documentation) for your selected topic.	What do faculty look for in the assessment process? What is the expanded
7 12/09	Your expanded resume is due.	Individual meetings with students – TBA.
8 12/16	Evaluation. All work must be completed and submitted by this date. Final reflection due.	Reflections on the Portfolio Process