



Ashland University
College of Online & Adult Studies
PLA Student Portfolio Training Course
Self-Paced

Your Course Facilitator:

PLA Coordinator: Kristy Tipton
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Course Description:

This course is a self-paced course that serves as a detailed "how to" create and submit an Ashland University PLA Portfolio for assessment. There are seven modules in this course with an additional resources section providing tools resources for building your portfolio. Modules 3-5 include practical exercises to build each required section of your portfolio. Module 6 includes a link to submit your portfolio for assessment.

1. Module 1: What is Prior Learning Assessment (PLA)? PLA's history, theoretical underpinnings, role and benefits.
2. Module 2: Discovering your Prior Learning Experiences: Brainstorming your learning experiences and identifying courses to petition for credit.
3. Module 3: Documenting your Prior Learning Experiences: Gathering and cataloging documents that substantiate your prior learning experiences and creating your Blackboard PLA Portfolio front matter.
4. Module 4: Writing your Portfolio Narrative: Researching, outlining, and writing your portfolio narrative and creating a learning chronology.
5. Module 5: Organizing and Editing your Portfolio: Review of your portfolio in preparation for submission, indexing and finalizing your supporting documents.
6. Module 6: Submitting your Portfolio: In this module you will use the assignment link to submit your completed portfolio for assessment.
7. Module 7: Processing the Results of your Portfolio Assessment: Guidance on next steps after receiving your portfolio results. Includes actions for approval, revision, or denial decisions.
8. Resources: Tools, forms, readings, web resources, and a bibliography of sources pertaining to PLA and writing.

Prerequisites: None

Student Learning Objectives:

Create a PLA Portfolio that meets the Ashland University PLA Portfolio standards and submit it for assessment.



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Required Texts: None

Optional Texts:

Colvin, J. (2012). Earn college credit for what you know. KendallHunt.

Evaluation of Students:

The course is designed on a pass/fail basis. The only assessment is to submit a properly constructed PLA Portfolio. An Ashland University certified PLA Assessor will evaluate the portfolio and make credit recommendations. These recommendations will be reviewed by the Ashland University PLA Committee and the university Registrar. The assessment decision will be one of the following: 1) credit awarded (amount of credit will vary), 2) credit denied, or 3) revision and resubmission recommended.

Course Procedures:

- *Attendance:* This course is self-paced with no attendance requirement.
- *Contacting Course Facilitator:* If you have a question or difficulty with the course please email the PLA Coordinator directly at bbannin2@ashland.edu or call 419-207-4998.
- *Assignments:* The only assignment is the development and submission of the PLA Portfolio.
- *Rubrics:* [Ohio Department of Higher Education PLA Rubric](#)
- *Grading:* The course is designed on a credit awarded (pass) or not awarded (fail) basis.

Academic Integrity:

Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (<https://www.ashland.edu/administration/office-records-and-registration>).

As a student, it is your responsibility to understand the expectations of academic integrity and the code of conduct you ascribe to when choosing to become an Ashland University graduate student. Please be sure to read through the Academic Catalog.

Bibliography:

Colvin, J. (2012). Earn college credit for what you know. KendallHunt.

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- Klein-Collins, R. (2010). Fueling the race to postsecondary success: A 48-institution study of prior learning assessment and adult student outcomes. www.cael.org
- Klein-Collins, R. & Hudson, S. (2018). Do methods matter? PLA, portfolio assessment, and the road to completion and persistence. www.cael.org
- Klein-Collins, R., Taylor, J. Bishop, C. Bransberger, P. Lane, P., & Leibrandt, S. (2020). The PLA boost: Results from a 72-institution targeted study of prior learning assessment and adult student outcomes. <https://www.wiche.edu/wp-content/uploads/2020/10/PLA-Boost-Full-Report-CAEL-WICHE-Oct-2020.pdf>
- Kolb, D. (2015). *Experiential learning: Experience as the source of learning and development*. Pearson. (Original work published in 1984).
- Knowles, M., Holton, E. F., III, & Swanson, R. (2015). *The adult learner: The definitive classic in adult education and human resource development*. Routledge. (Original work published in 1973).
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L.M. (2007). *Learning in adulthood: A comprehensive guide*. John Wiley & Sons.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. Josey-Bass.
- Ohio Board of Regents. (2014). *PLA with at purpose: Prior learning assessment & Ohio's college completion agenda*. https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/PLA/PLA-with-a-Purpose_Report_FINAL_041614_0.pdf
- Younger, D., & Marienau, C. (2017). *Assessing learning: Quality standards and institutional commitments*. Kendall Hunt.