

Early Childhood Assessment Program

FORM A
Individual Experiential Learning
Assessment Proposal Form

Welcome!

If you would like to submit a proposal to have your MnAEYC Conference 2007 learning assessed for college credit, please complete this form and return it to Metropolitan State University, Early Childhood Assessment Program. If you have any questions, please call Charlotte Nitardy at 651-999-5824 or email at charlotte.nitardy@metrostate.edu.

Title of Learning: MnAEYC Conference 2007

Number of Credits (please check one):

- 1 Undergraduate
- 1 Graduate
- 2 Undergraduate
- 2 Graduate

Date for Completion _____ (Note: you must complete your learning assessment by November 30, 2006.)

I would like to take this for (please circle one): grade

pass/no credit

Part I. Personal Information

Student Name _____

Address _____
Street City State Zip

Home Phone _____ Work Phone _____

Email address _____

Degree focus or major, if known _____

Part II. Previous College Credits

Have you earned any college credits that are related to this track that you took at the MnAEYC conference? If yes, list the courses and credits below and attach a copy of your college transcript. If not, skip to Part IV.

Course Title _____ Number of Credits _____

Course Title _____ Number of Credits _____

Part III. Written Assignment

Complete your written assignment. *For undergraduate credits:* Write a 5 to 7 page paper that describes the topics presented at the conference workshops you attended. Identify five ideas from the conference to apply in your classroom or workplace. Describe why you selected the ideas. How will you use what you learned at the conference in your personal or professional life? Use your local library or internet to locate at least 3 references (e.g., articles, journals, books) on the topic presented. Include information from these references in your paper. The paper should be typed double spaced and include a list of references. References should also be cited (author, date) in paragraphs. *For graduate credits:* please write a 10 page paper of the assignment above, include research articles and a critique of the ideas presented and how the ideas could be used by educators and policymakers to improve or change the early childhood field. Use APA for citing resources and reference pages.

Part IV. Competence Statement

A competence statement describes something that has been learned in a subject area. Please look at the instructions provided on the last page of this Form A. Write your competence statement here:

Part V. Assessment of Your Learning

Your Faculty Evaluator will determine how your learning will be evaluated, using one or more of the following methods:

- paper simulation situational observation journal
 written test written exercise project oral test or interview
 group presentation other: ***Submit workshop logs***

Part VII. Signatures

Student Signature Date

Faculty Evaluator Signature Date

Part VIII. Submit Your Proposal

Submit your completed Experiential Learning Assessment Proposal Form (Form A), your written assignment by September 5, 2007 to:

Early Childhood Assessment Program
Psychology Department, Suite 101
Metropolitan State University
1450 Energy Park Drive
Saint Paul, MN 55108

Also, we will need your Quick Start Registration Form, and a check or money order to cover the \$25.00 per credit fee for each credit in your proposal.

We will contact you to let your know if your proposal has been accepted. If your proposal is not accepted, we will tell you why, and advise you about your next steps. It's possible that you can revise your proposal and re-submit it.

It's important to remember that attending the workshop track does not guarantee that you will be awarded credit. The decision to award credit is made only after your written assignment is assessed.

For Office Use Only

Department Chairperson or program faculty signature and date
I give consent to the above student to register for this assessment of prior/experiential learning.

Signature _____ Date _____

If approval is not given, please explain.

-----Registration
Office: Subcode # _____ Title _____ Date Processed
_____/_____/_____

8.05

Competence Statement Instructions for Part IV

Understanding Competence Statements

Competence is what you know and what you can do, with regard to a particular subject at a specified level. A competence has three elements:

1. A **subject area** – this refers to the major focus of content. Usually it is pretty clear what the subject matter of a competence is. The subject matter can be just about anything that can be evaluated at a college level. Examples: personnel management, family day care business management, English literature, counseling skills, black and white photography.
2. Both a **theoretical** and a **practical** element – the purpose of including both theory and practice is that we want you to not only know a subject, we want you to be able to use it... to do something with it. For experiential competences, learned from life/work experience, it is very important that you have a theoretical understanding of the subject matter in which you claim to be competent. All competence statements follow the same format, beginning with the theory and practice of a given subject matter. The word *theory* usually refers to the structure of the knowledge base that undergirds a subject. For example, there are a number of different theories that can be useful in working with young children and their families – behaviorist theory by Skinner and Watson, cognitive development theory by Piaget, sociocultural theory by Vygotsky, etc. Similarly, there are concepts and principles in the early childhood and other fields as well. The word *practice* refers to how one actually uses that knowledge in the everyday world. Some practices might include empathy, reflecting, feedback, etc. A variety of words can be used to address the issues of *theory* and *practice*. Look at the lists that follows to get an idea of the different kinds of the words that can be used to address theory and practice.

Theory Word: History, Theory, Concepts, Principles, Ideology, Beliefs, Laws, Relationships, Systems, Roles, Patterns

Practice Word: Methodology, Techniques, Methods, Skills, Approaches, Processes, Procedures, Treatments, Research Techniques, Functions

3. A specified level of achievement that communicates how well you know the subject or what specific content it is that you know with the minimum requirement of college-level learning. The last part of the competence statement considers the subject matter and communicates a specified level of knowledge and or application, at college level. This allows for differing levels of competence, and provides you with the opportunity to individualize your learning outcomes.

Steps for Writing A Competence Statement

1. Enter Subject Area
2. Select Theoretical and Practical Element of Subject Area
3. Select a Level of Competence and Describe
4. Describe Application of Knowledge

Knows _____ and _____ of _____
(theoretical) (practical) (subject area)

_____ and can _____
(level and description) (application)

Example: **Observation and Assessment of Children's Needs Competence Statement**

Knows the principles and techniques of anecdotal recording well enough to record and interpret observations of children's development and can apply these techniques as a family child care provider in a home setting.

These are the three crucial elements that specify what your learning outcomes are (or will be) and that indicate that this learning is worthy of college level credits.