

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_ (Mo/Day/Yr)

**PERS 2160 Rubric for Effective Prior Learning Assessment Submissions**  
**Perspectives on Leadership; 2 hours credit**

**Course description:** This course will investigate several different perspectives of the process of leadership and being a leader. Students will analyze leadership theories and styles as presented in class readings and from guest speakers. Students will also be encouraged to develop their own tenets pertaining to leadership and to create their own personal model of effective leadership. The format will be a combination of traditional lecture, class discussion and group projects. Students in this class will be asked to actively participate in class discussions, readings, and assignments throughout the semester.

Criteria for Satisfactory grade: Candidates must score at the minimum level of “satisfactory” in each element of the rubric.

Resubmission policy: Candidates who score at the minimum level of “satisfactory” in some, but not all, elements of the rubric may resubmit documentation once within 60 days of receiving their evaluations.

ITEM	Target	Satisfactory	Unsatisfactory
<b>SOURCES OF LEARNING (EXPERIENCES)</b>			
<b>Documentation and description of experiences as a basis for PLA.</b>	Sources of Learning section succinctly narrates and describes the significance of the candidate’s relevant learning experiences and establishes the candidate as qualified to write on the subject. Completed in PLA 2000		
<b>EVIDENCE OF LEARNING (COMPETENCIES)</b>			
<b>Evidence (overall)</b>	Candidate provides evidence of learning from experience.		
<b>Evidence aligned with specific learning outcomes</b>  Criteria for satisfactory grade of course learning outcomes:	Student will: 1. Develop an understanding of the various components of leadership theory from a historical perspective. (VSU General Education Outcomes 4 & 7)		

Candidates must score at the minimum level of “satisfactory” in five of the seven learning outcomes of the rubric.	2. Formulate a personal position on the following philosophical issues: “Are leaders born or made?” “Is leadership an art or a science?” “Is leadership dynamic or static?” (VSU General Education Outcomes 4 & 7)		
	3. Assess styles of existing leaders and be able to identify their styles based on course readings. (VSU General Education Outcomes 4 & 7)		
	4. Review the literature on effective leadership. (VSU General Education Outcome 4)		
	5. Develop a personal model of leadership based on readings, assignments, discussions and past experiences. (VSU General Education Outcomes 4 & 7)		
	6. Become acquainted with several local leaders and be able to critically analyze their leadership styles. (VSU General Education Outcomes 4 & 7)		
	7. Demonstrate how to work effectively in small groups and to prepare effective oral presentations. (VSU General Education Outcome 4)		
	<b>Evidence aligned with personal experience</b>	From the candidate’s discussion of personal examples, it is clear that the learning arose from the candidate’s experience and/or experience represents the	

	candidate's understanding of the topic.		
<b>Evidence aligned with academic theory</b>	Appropriate amount and use of academic theory is integrated within the submission, so that the candidate's learning is grounded in the academic frameworks of the topic.		
<b>QUALITY OF PRESENTATION OF SUBMISSION</b>			
<b>Breadth / Depth of Submission</b>	There is an appropriate depth and breadth of discussion related to requested credits (upper vs. lower division, and amount).		
<b>Introduction / Conclusion</b>	<input type="checkbox"/> Introduction effectively introduces the topic in general and the contents of the essay specifically. <input type="checkbox"/> Conclusion effectively summarizes main points and states significance of the essay topic.		
<b>Citation of Source Material</b>	In-text and end-of-text citations of all sourced materials are correct and complete.		
<b>Documentation</b>	Documentation is effective evidence of experience; documentation is effectively referred to within submission, and its significance and relevance is clear.		
<b>Sentence Structure, Mechanics, and Overall Presentation</b>	<input type="checkbox"/> PLA submission is well-organized, uses adequate subheadings clearly aligned with competencies, and progresses in logical, convincing order. <input type="checkbox"/> Each sentence structured effectively; rich, well-chosen variety of sentence styles and length. <input type="checkbox"/> Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment. <input type="checkbox"/> Exceptional vocabulary range, accuracy, and correct and		

	<p>effective word usage.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> PLA submission is professionally presented, complete, and clear.</li></ul>		
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