

**Saint Mary-of-the-Woods College**  
**Education Department**

APL for *Education* courses

Assessment of Prior Learning (APL) is an alternative path for earning college credit for what you have learned from your work experience that is related to your major course of study. To be granted APL, learning and experience must be documented, verified and be equivalent to college-level work/learning. (There are many experiences working with children that are excellent and contribute to your learning but are not college-level experiences. Examples of these would include, but is not limited to, Girl/Boy Scouts, 4-H, Sunday School, Vacation Bible School, summer camp, and other church-related groups.)

Students may apply for APL (Assessment of Prior Learning) credit for any of the education courses. (For other courses, contact the WED Office or department offering the course for instructions/assistance.) The teacher candidate should discuss APL with the Academic Advisor. The Academic Advisor can assist you in determining if your learning through experience is appropriate for an APL application and can provide you with the scoring rubric for the course.

APL in the Education department is granted most frequently for what has been learned during field experiences; but may be granted for other courses as well.

The APL for which you are applying must be directly related to the course for which you are seeking credit. For example, if you are applying for APL for a field experience in middle school/high school math, the learning and experience you are documenting should be related to teaching math in grades 5-12. (You need not have worked with all of these grades but experience in elementary school or preschool is not appropriate in this case.) If you are applying for a field experience in elementary education, the learning and experience you are documenting should be in grades 1-5/6. APL related to mild intervention must be in the grade level(s) for which you are applying and must include more than work with one student and the intervention must be at the mild level. A critical area for documentation for a field or practicum is verifying the impact of your instruction on students' achievement.

Teacher candidates must prepare an application, which is really a mini-portfolio, consisting of:

- The cover sheet for APL
- A narrative describing/documenting the experience (described below)
  - ✓ Describe the experience/context
  - ✓ Write to each of the objectives in the course module. Consider using the stem, "What I have learned..."
- Letters of recommendation (required for field experience, practica, student teaching experiences)

Teacher candidates may not use the same experience for multiple APL applications (being a teaching assistant in second grade can be used for Field I but cannot then be applied to other field experiences or student teaching). Occasionally, a document such as a letter of recommendation may be used more than once. There are few documents for which this would be true.

Prepare a separate application for each course for which you are applying for APL. For example, if you are applying for APL for both Field I and II, submit an application related to each of these courses. As stated above, the two experiences (for two applications) must be in different classrooms/grade levels.

When preparing your application, request the APL Scoring Instrument from your Academic Advisor. Be sure you use the correct protocol to prepare your application. For didactic coursework, field experiences, and practica, use the scoring rubric that lists the outcomes/objectives found in the course module. For student teaching experience, prepare a portfolio based on the EDPGs of the Education Department.

Begin your documentation with a narrative that is 2-3 pages in length. This overview should provide background information that will assist the evaluator. It will describe the experience you are documenting and indicate amount of time in the experience, grade level(s) in the experience, and your responsibilities in the experience. Continue your application by addressing the course objectives; but, do not approach this like an assignment. You are writing a narrative that would demonstrate your competence related to the objective. This means you are describing what **YOU HAVE ACTUALLY LEARNED**, not about what you have read or observed. With the description, provide some documentation. For example, if you are describing a variety of assessment techniques you have used, include a sample rubric you designed or sample quiz you wrote.

As you prepare your application and documentation, remember that confidentiality is critical. When you describe students or include a sample of student work, be sure names are removed.

Include letters of recommendation as appropriate. These are required when applying for APL for a field experience, practicum, or student teaching. Your recommendation letters should be signed by the author of the letter. It is desirable that the letter be written on the school's letterhead.

The application will be reviewed and scored using a rubric based on these objectives. You must attain 75% of the points available to receive the credit.

Completed applications should be submitted to the WED Office. Materials will be forwarded to the appropriate evaluator. Applications are evaluated by persons who teach the course or supervise the field experience.

Keep in mind that Field I experiences are prerequisites for Field II experience. You will not be permitted to enroll in Field II until Field I has been completed either by approval of the APL or completing the course.

All APL applications must be submitted for evaluation before the student has 100 hours completed towards a bachelor's degree, 45 semester hours towards an associate degree, or two semesters prior to non-degree program completion.

APL for field experiences/practica/student teaching will not be accepted after the Clinical Capstone Experience Application is submitted.

Submitting APL is a privilege granted to students because we believe it is important to acknowledge knowledge learned from work experience. Submitting the APL does not guarantee that the credit will be granted. The application will be reviewed carefully and the evaluator will use the rubric to ensure consistency of scoring. The evaluation will result in one of two decisions:

- ✓ APL is accepted (teacher candidate is notified of decision and billed for appropriate amount, credit is applied to transcript)
- ✓ APL is denied. Candidate is notified of decision and reason for denial. Candidate must enroll in the course.

Materials submitted are retained by the Education Department. It is your responsibility to copy any documents you wish to maintain in your own files.

**EXAMPLE**

**APL Scoring Instrument follows course objectives**

**ED 220 FIELD EXPERIENCE I: ELEMENTARY EDUCATION**

Name \_\_\_\_\_

Evaluator Name(s) \_\_\_\_\_

Course # \_\_\_\_\_ Course Title \_\_\_\_\_

Credit Hours \_\_\_\_\_ Date \_\_\_\_\_

Please review documentation and base scores on the following outcomes/objectives.

4=Exemplary                      3=Proficient                      2 = Basic                      1 = Unsatisfactory

<b>Outcome/Objective</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The teacher candidate will understand fundamental concepts of fine arts, languages, mathematics, science, technology, social studies.				
2. The teacher candidate will develop the ability to incorporate central concepts of fine arts, language, mathematics, science, technology, social studies in classroom experiences and activities.				
3. The teacher candidate will develop social and interpersonal relations skills in a variety of ways.				
4. The teacher candidate will develop effective verbal, nonverbal and media communication techniques.				
5. The teacher candidate will develop knowledge of how children differ in their growth, development, and approach to learning to create and modify environments and experiences to meet the individual needs of all children in an inclusive educational setting.				
6. The teacher candidate will develop an appreciation of the importance of educational theories, along with child growth and development theories, as fundamental blocks of the curriculum and as the basis of developing one's own personal philosophy.				
7. The teacher candidate will develop effective classroom management techniques to promote positive relationships, cooperation, and purposeful learning in the classroom.				
8. The teacher candidate will develop a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.				

<b>Outcome/Objective</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
9. The teacher candidate will develop an understanding of the influence of the family, community, and culture on the learning and development of the child.				
10. The teacher candidate will develop the ability to foster and maintain positive working relationships with families, school colleagues, support services, and community members at large to support children in their learning.				
11. The teacher candidate will develop professionalism through collegiality, peer support, and self-reflection.				
12. The teacher candidate will develop an understanding of the importance of multiple assessments (informal and formal, formative and summative) and uses a variety of developmentally appropriate assessments, some of which are performance-based, to improve student learning.				

Total points possible 48      Total points earned \_\_\_\_\_

Percentage earned \_\_\_\_\_      (75% required for credit to be granted)

Credit \_\_\_\_\_      No Credit \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date