

**APL Course Outline Fall 2017**  
**Instructor: Nancy Vitale**  
**Monday 6.00 – 9.30 E125**

Week	Date	Lesson	Homework
	4 Sep	<b>Labor Day – College Closed</b>	
<b>1</b>	<b>11 Sep (M)</b>	Course Overview & Textbook Review Portfolio Foundation Worksheets Explore <b>Course Catalog</b> and <b>APL Notes</b> Discuss the Wish List and using APL credits: Choosing the Right Courses to Petition	Explore <b>Course Catalog</b> Portfolio Foundation Worksheets Wish List Textbook Reading: <b>Bloom's Verbs &amp; APL Notes</b>
<b>2</b>	<b>18 Sep (M)</b>	Introduce Bloom's Verbs Discuss Knowledge, Skills, and Abilities: College Level Learning Link Courses to Prior Learning	Bring Resume to next class (if you have one) Textbook Reading: <b>Resume</b> Reading: <b>Portfolio Sections Checklist</b>
<b>3</b>	<b>25 Sep (M)</b>	Guest Presentation: What the Board is Looking for in your Evidence Introduce Expanded Resume: Outline APL Resume Specifics Link Portfolio Foundation Worksheets, Bloom's Verbs, and Wish List to Resume Present Course Forms: Petition for Credit	Complete Petition for Credit Form Textbook Reading: <b>Learning Outcome Statement</b>
<b>4</b>	<b>2 Oct (M)</b>	Learning Outcome Statement (LOS) How to Transition Experience to Learning Objectives Complete one sample LOS as a Group Resume Q & A	Complete Combined Resume Draft two LOSs Reading: <b>APL ePortfolio - Student Guide</b> [we will create our ePortfolios together in class 9 October]
<b>5</b>	<b>9 Oct (M)</b>	Digication Workshop: ePortfolio Introduction Create your ePortfolio Explore the Template Upload Evidence LOS Q & A and Workgroups Provide Individual Feedback	Draft four additional LOSs Textbook Reading: <b>Documentation</b> Digication: Explore APL Example Complete Portfolio
<b>6</b>	<b>16 Oct (M)</b>	Primary Documentation Letter: Timing, Format, and Instructions Verifier Qualifications Foundation of Skills Form Provide Individual Feedback	Complete remaining LOSs Draft a List of Potential Documenters

Week	Date	Lesson	Homework
7	23 Oct (M)	Review & Evaluate LOSS Review & Discuss Primary Documenter Qualifications Documentation Letter Q & A Provide Individual Feedback	Contact Documenters via phone or in person to request Letter(s) of Documentation Draft a Documentation Request Letter & Complete one Foundation of Skills Form
8	30 Oct (M)	Review & Evaluate Documentation Request Present Course Forms: Documenter Registration Digication ePortfolio Workshop: Uploading Documentation Review	Compose Documentation Request Letters & Complete Foundation of Skills Forms as needed Submit your Documenter Registration Form ( <u>after</u> documenters have agreed to write a letter on your behalf)
9	6 Nov (M)	Documentation Workshop: Documentation Request Letters Foundation of Skills Form Plan of Study	Complete any remaining Documentation Request Letters Textbook Reading: <b>Narrative</b> Fill in Plan of Study form for Program Director Signature (indicate courses you are petitioning with ' <b>APL Pending</b> ')
10	13 Nov (M)	Narrative Writing Workshop: Format, Writing Style, Length Discuss the 'I' Statement Telling the story of your learning	Draft Narrative
11	20 Nov (M)	Narrative Review & Feedback	Revise & Complete Narrative Reading: <b>Checklist</b> Reading: <b>Submitting Your Prior Learning Portfolio for Evaluation</b>
12	27 Nov (M)	Portfolio Submission Workshop: Checklist & How-to Instructions Present Course Forms: Permission to Read	Proofread and Finalize all Portfolio Documents Submit Permission to Read Form
13	4 Dec	Portfolio Contents Review & Feedback	Proofread and Finalize all Portfolio Documents
14	11 Dec	Portfolio Contents Review & Feedback	Proofread and Finalize all Portfolio Documents
15	18 Dec	Portfolio Contents Review & Feedback	Proofread and Finalize all Portfolio Documents

**(M)** indicates a **Mandatory Class** – each unexcused absence will result in a half-grade deduction from your final grade. If an absence is excused, the student is still responsible for the material presented and the due dates for all assignments.

### **Course Description**

This course has been designed for adults who have achieved college-level learning through direct life/work experience and would like to seek Three Rivers credit for courses which align with this learning. Students will explore past learning experiences and plan future educational goals.

### **Objectives:**

**Students will:**

1. analyze and identify the quality and quantity of their experiential learning in order to appropriately align their learning with current course objectives and outcomes
2. use this qualitative and quantitative information to engage in the collaboration of their learning
3. recognize and systematically organize their learning into sources of academic units
4. compile a learning portfolio to verify and document the quality of their experiential learning comprised of:
  - a. Narrative description of their significant life/work/volunteer experiences, and the application of their learning.
  - b. Resume that outlines their life/work/volunteer experiences.
  - c. Learning Outcome Statements that identify the learning, skills, and values they acquired through prior experiences and demonstrate the use of Blooms' Taxonomy.
  - d. Primary Documentation Letters from experts to verify and validate the claims put forth in a-c.

### **Instructional Modes:**

Lecture, large group discussion, small group instruction, and practicum; independent and supervised work using individualized materials.

### **Evaluation Procedures:**

Grade options for this course are A, B, C, D, or F (with +/- where applicable).

Students are expected to complete their portfolios and submit them for a grade at the final class. The grade of Incomplete (I) will be given only under **extreme** conditions. Both the instructor and the director's signature are required.

Students must submit a completed portfolio that specifies and verifies the college level learning they have acquired through prior life/work/volunteer experiences. Students may not submit a portfolio for evaluation unless they have successfully passed the course.

Students shall not be awarded credits outside of subject areas encompassed by the approved curricula of Three Rivers.

Credits earned via prior/experiential learning cannot comprise more than 50% of the credits required to complete a degree. This represents a combination of military, CLEP, test-out, and APL credits.

### **Academic Integrity:**

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to success in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

### **Attendance:**

Students are required to make every effort to attend class during the semester. If it is necessary to be absent, the student must notify the instructor and obtain the assignment for the missed class. Some classes are designated as mandatory. Failure to attend a mandatory class may adversely affect your grade.

**College Withdrawal Policy:**

A student who finds it necessary to discontinue a course must complete a withdrawal form in the registrar's office at the time of withdrawal. Please refer to the [academic calendar](#)<sup>i</sup> for the withdrawal deadline. Students who do not withdraw but stop attending will be assigned an 'F'. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar.

**Disability Statement:**

If you have a hidden or visible disability that may require classroom or test-taking modifications, please see the instructor as soon as possible. If you have not already done so, please be sure to register with the learning disabilities specialist, who coordinates services to students with disabilities (see <http://www.threerivers.edu/student-life/support-services/accessibility-services/>)

**Required Text:**

The APL textbook is created by the APL Office and is available in the Blackboard Course Shell.

**The MyCommnet Alert:**

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site.

**TRCC Email:**

All students are assigned TRCC email addresses – we strongly encourage the sole use of the TRCC college email for ALL College related communications, whether it be with TRCC students or TRCC administrative offices. The consistent use of the college email provides a foundation for college unity and enables students to more easily navigate communicating with you, and future instructors. If you need assistance with your account, please visit [http://www.trcc.commnet.edu/Div\\_StudentServices/admissions/Student\\_email.shtml](http://www.trcc.commnet.edu/Div_StudentServices/admissions/Student_email.shtml)

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<sup>i</sup> <http://www.threerivers.edu/about/academic-calendar/>