

Woods Online
Saint Mary-of-the-Woods College

Appendix III: Miscellaneous Student Resources

Woods Online Student Handbook

Appendix III: Miscellaneous Student Resources

Nine Ways to Earn Credit at SMWC.....	III-3
Questions for Planning With Your Instructor.....	III-4
General Studies Choices for the Bachelor’s Degree through Woods Online	III-6
Math Placement	III-7
Effective Email.....	III-7
Reporting on Assigned Readings.....	III-8
Paraphrasing.....	III-10
Rubric for Written Papers	III-12
More About Assessment of Prior Learning (APL) Credit.....	III-13
More About College Level Examination Program (CLEP) Testing.....	III-17
More About Alternative Format (AF) Courses.....	III-18

Nine Ways to Earn Credit at SMWC

There are several ways to earn the credits you need to reach your academic goals. You could think of your program as a jigsaw puzzle you are completing, with pieces that come from the categories listed below. Be sure to explore the possibilities with your academic advisor and/or staff in the Office of Woods Online, Learning Resource Center, and Career Development. See detailed information later in this section.

1. **Transfer credit** from an accredited institution of higher education previously attended.
 - The grade must be at least a C.
 - Certain dated credits may not meet general studies or major requirements.
 - If credits are too old or you attended an unaccredited institution, you could show your learning is valid and current via exam (see below).
2. **Earn credit through SMWC distance learning 16-week courses** at home through our course management system, Desire2Learn (D2L).
3. **Earn credit through fast-track eight-week sessions** (two sessions per 16-week semester) through D2L.
4. **Earn credit through SMWC alternative format (AF) courses** on campus, usually on the weekend.
 - Courses meet all day and include a variety of learning activities.
 - Work will be required before the first and after the last class, and in between meetings.
 - AF courses are a great way to meet other students and interact with instructors in class.
5. **Gain credit through APL** by documenting your prior learning (30 hour maximum)The application form is available in Appendix II.
 - This is college-level learning you've done "on your own" – at home, work, through volunteer activities in your community, church, etc.
 - College faculty will **Assess** your **Prior Learning** application; you may be awarded APL credit, for which there is a per credit fee.
 - APL credit can apply to general studies, major, or elective requirements for graduation.
6. **Earn credit for training programs** such as those offered by the military, the American Bankers Assn., Certified Professional Secretaries, etc. that have been evaluated by the American Council on Education. With documentation, college credit is awarded to you at no cost.
7. **Earn credit via exam.**
 - National exam programs include CLEP, DSST (previously DANTESS--military), and AP (high school).
 - CLEP exams may be taken at SMWC or elsewhere and are relatively inexpensive. See collegeboard.com/clep for more information.
8. **Earn credit through SMWC campus classes.**
 - If your schedule and distance from campus permit, you may enroll in campus classes.

- Up to half your course load may be campus classes (which are daytime, weekday).
- Usually registration in August and January is required for this option.

9. Take courses elsewhere and then transfer credits to SMWC.

- Courses must be pre-approved (in writing) so you're sure they'll be accepted and know how they will be applied to your SMWC requirements.
- See the student handbook appendix or SMWC website for forms.

Questions for Planning With Your Instructor

Your syllabus will introduce you to the course, describing its objectives and learning outcomes, and outlining what you will do to reach them. It will also indicate the textbook you will use for the course. Here are questions you may want to answer by looking through the syllabus or asking your instructor (in person or by email).

Getting organized

1. How many assignments are there?
2. Are some assignments more difficult than others so that I should allow more time to complete them?

Preparing written assignments

1. How much writing is required?
2. What kinds of writing are required? (example: personal responses, journals, summaries, short answers, essays, documented papers, problem sets, workbooks, etc.)
3. How long should responses/essays/papers be?
4. Will there be research beyond the text(s)? Which documentation style should be used: MLA, APA, etc. (This refers to different ways of citing sources).
5. Are there assignments for which I may choose my own topics?

Getting feedback

1. What if I have questions? May I call you at home? Is email better?
2. How will the receipt of my assignments be acknowledged?
3. How long will it take to get feedback on assignments?
4. How are assignments evaluated? What form does the evaluation take? Will I receive a letter grade or points on each assignment? How will I know how I am doing?
5. Is my grade based on grammar, spelling, etc. as well as on content?
6. Is revision allowed? By what deadline and can it raise my grade?
7. Should I wait for an assignment to be returned before I send another?

8. Will assignments be returned to me or are they kept?

Academic Planning Grid

	BA/BS		AA/AS	
Degree Requirements	Your major	Hrs you still need	Your major	Hrs you still need
(1) General Studies	53		32	
(2) Major				
(3) Electives				
Total	125		62	

My major is: _____

Hours required for this major: _____

Maximum electives with this major: _____

My total transfer hours were: _____

- counted for general studies: _____
- counted for my major: _____
- counted as electives: _____

As of today, I still need _____ electives.

General Studies Choices for the Bachelor's Degree through Woods Online

The General Studies curriculum is the foundation of a SMWC education, representing the College's liberal arts vision and its commitment to the preparation of every student for a diverse and changing world.

<p>Required Courses in Skills for Advanced Learning (20 hours) ID 105 Life/Learning EN 111 Composition/Research Writing CO 112 Interpersonal Communication CS 101 Intro to Computer Software</p> <p>MA 112 College Algebra MA 253 Statistics PE 110 Study in Fitness</p> <p>Required Courses in Foundations and Diversity (12 hours) TH 201 Foundations of Theology PH 200 Philosophical Foundations HI 222 Twentieth Century World Culture course (choose one):</p> <ul style="list-style-type: none"> - ID 150 Cultural Diversity - SP 150 Spanish/Latino Culture - FR 150 French Culture <p>Academic Perspectives Course Options (15 hours) Creative/Expressive Perspective (Choose one) AD 200 Studies in the Visual Arts EN 205 Introduction to Literature: Themes of Love & Justice EN 222 Literature & Myth (winter only) EN 235 American Women Writers (winter only) MU 200 Music for Living</p> <p>Scientific Perspective (Choose one) BI 101 Biology: Unity & Diversity CH 101 Chemistry for Changing Times</p> <p>Social/Cultural Perspective (Choose one) BU 105 The Responsible Woman Consumer BU 131 Macroeconomics PL 200 Law, Ethics & Society PS 111 General Psychology SO 211 Introduction to Sociology</p> <p>Second Course (Elective) From Perspectives Above (choose one)</p>	<p>Theology Electives (Choose one) TH 220 Introduction to Hebrew Scriptures (winter only) TH 225 Introduction to Christian Scriptures TH 341 Christian Ethics TH 343 Global Issues of Justice & Peace (not being offered in 2011/12) TH 371 Women Imaging God</p> <p>Interdisciplinary Courses (7 hours) Two-hour Linking Courses (Choose two) ID 300 Religions of the World</p> <p>ID 301 Images of Muslim Women (fall only) ID 302 Film, Culture, & Creativity (winter only) ID 310 Saints & Peacemakers ID 315 History of Education in the U.S. ID 349 Appalachia: America's — "Third World" Region ID 350 Images of Beauty & American Women ID 360 Science & Religion: Conflict & Conciliation (winter only)</p> <p>Three-hour Interdisciplinary Courses (Choose one) ID/WS 415 Feminist Theory (winter only) ID 420 Literature & the Moral Imaginations (fall only) ID 425 Value Issues in Modern World (winter only)</p> <p>ID 430 Women & the Law ID 435 Privacy in the Western World (fall only) ID 437 Environmental Ethics (winter only) ID 440 Women, Values, and Leadership (WED only) ID 450 Global Health (not being offered in 2011/12)</p>
--	---

Approved Courses for Perspectives and Interdisciplinary Sections

Note: New courses will continue to be proposed and approved for these sections of the General Studies Curriculum. Students should check the Rotation of Courses listing on the SMWC website for course availability. Students should consult their academic advisors to learn of new choices. (July 15, 2011)

Math Placement

SMWC's General Studies requires two math courses: MA 112, College Algebra, and another math course at a higher level (usually MA 253, Statistics; for some education majors, ED 308). Some students are prepared for MA 112, while others need another course (MA 101, Fundamentals of Mathematics) to prepare for success with MA 112. In order to place students properly at the right level of math course, a math placement exam is available.

You do **NOT** need to take the math placement exam if:

- You feel you are not ready for MA 112, and you plan to enroll in MA 101 at SMWC.
- OR**
- You have already met the general studies math course requirements by transferring courses for MA 112 and MA 253.

You **do** need to take the math placement exam if:

- You believe you are now ready for MA 112 and do not want to take MA 101.
- OR**
- You want to try to test out of MA 112 by taking part 2 of the placement exam.

How to take the math placement exam

You will take the placement exam from home via Desire2Learn (D2L). If you take the exam at least six weeks before the start of a new semester, you could register for a math course during that semester.

Select math placement exam (MA001); read the directions. One hour is allowed. Be sure you will not be interrupted, since you cannot log in a second time, once you have begun. Your test will be scored immediately; print a copy of the report for your records. For questions or problems call the Learning Resource Center at 812-535-5271.

Effective Email

Here are some suggestions to make your email to SMWC more effective.

- **Identify yourself clearly. Use your SMWC email account.** Responding well is difficult when we can't reference your file, transcript, registration forms, etc. In order to defend against a virus or avoid spam, faculty and staff won't open an email if they don't recognize the sender.
- Make good use of the Subject line. Compare: "Hi" or "Help" with "Questions about BU 232 assignment" or "October registration schedule change." Some faculty sort email, answering questions immediately. Give them the right cues to your content. In addition, without a College-related subject line, a recipient may delete it as spam.
- **Don't SHOUT.** All-caps (especially a whole page of them) are hard to read and can turn off your recipient when used indiscriminately.

- **Use standard business English.** Instant messaging style isn't appropriate. Use capitals, punctuation and spell check. Use standard paragraph format.
- **Understand the medium.** Effective email messages are clear, to the point, and short. Multi-page emails get set aside and lost. If you must raise six different issues, at least number them for reference.
- **Use humor and sarcasm carefully,** since they are easily misinterpreted. Email lacks the body language and intonation cues of verbal communication
- **Vent with caution.** Email is easily forwarded and is not secure. If you're upset, hold the draft until tomorrow; once mailed, you can't take it back.
- **Re-read your message** for clarity before you hit the "send" button.
- **Use "high priority" with discretion;** it may not bring the fast response you want. Also know that faculty and staff are sometimes away from the office; not getting an instant response doesn't mean they're ignoring you.
- **Don't put faculty and staff on your forwarding list** to get every "funny" item that ripples through the Internet; chain letters, thoughts/prayers/recipes/jokes-for-the-day, etc. are usually inappropriate and take time that could be used to respond to your needs.

Reporting on Assigned Readings

This glossary of terms may be helpful to you in determining exactly what an assignment is asking you to do. "Summarize....evaluate....compare" – each has a specific meaning.

Summarize

You are asked to give the central idea and main points that have been presented in a piece of writing. Make clear and complete generalizing statements with only a minimum of supporting details. A summary and an abstract of a piece of writing are very nearly the same.

Illustrate

This word means specifically to give an example. Concrete examples or illustrations are used to help make the meaning of a general statement or principle clear. Being able to give a good example demonstrates that you understand how to apply a principle to specific situations.

Apply Principle

This term also means to give an example. But more specifically, when you are asked to apply a principle, you are being asked to show by explanation and example exactly how some particular principle or generalization can be used to solve a particular problem. Application implies consideration of the solution of a problem.

Explain

You are asked to explain so that someone else may understand, or to demonstrate your own understanding. Explanation generally involves showing the

relationship between a generalization or principle and some concrete example that illustrates the explanation. You explain generalizations by giving specific examples; conversely, you explain specific events by giving the generalization or principle which is illustrated by the event.

How to Do

You are asked to describe (usually in steps) how to perform some particular skilled act. Your object here would be to make the description clear, simple and complete, so that it can be readily understood by anyone. (If you understand something yourself, you will be able to give clear directions to someone else.)

Describe

You are asked to give a clear and complete verbal picture of something. You need to be factual and objective, since this is a report and not an evaluation. Often you need to be selective, providing only the essential descriptive features and leaving out minor or irrelevant details.

Evaluate or critique

You are being asked to make a judgment of value. Your opinion is being asked for, but you also must describe the evidence or experience which has led you to hold your opinion. So you are being asked to give an opinion and support it.

Discuss

Any generalization or idea which can be discussed is necessarily a problem to which several different solutions have been suggested. Thus you are being asked to identify some particular problem and to write about (describe and evaluate) several possible solutions. You may also include your own conclusion or opinion as to which solution seems most reasonable to you.

Cause and Effect

When these terms are used, you are being asked to describe a process sequentially, showing how one event or situation necessarily must follow some other event or situation. The explanation becomes clearer if you make a general cause-and-effect statement first, then give specific examples.

Relationship

You are asked to explain events or situations in relation to each other. Sometimes the relationship is that of cause and effect. But there are other relationships. Two events may be the result of some other cause, or they both may be causes of the same effect. A relationship may be very complex, or it might be quite simple. In any case, you are being asked to show what logical relationship, if any, exists.

Compare and Contrast

You are asked to show some particular relationship in terms of similarities and differences. Usually comparison implies showing similarities, while contrast implies describing differences.

Statement of Purpose

When you are asked to write about some thing or idea in terms of purpose, you are being asked to tell what it is good for. Usually to make the explanation complete you will need also to explain exactly how the particular thing or idea works in the process of fulfilling its purpose.

Solve the Problem

Sometimes a question simply describes a problem situation and you are asked to suggest a solution to the implied problem. This means that you need first to identify the problem exactly; then you need to describe some solution and explain why the solution is valid. Since this type of question is usually very practical and concrete, it generally demands a practical and concrete specific solution.

Support

This means to describe the reasoning or the experience which leads you to believe that some particular proposition is true or valid. Essentially, you are asked to justify a value judgment, either your own or someone else's.

Paraphrasing

Paraphrasing involves expressing someone else's ideas in your own words. It is a necessary skill when you write papers based on research or text-reading.

However, using someone else's words or ideas as your own constitutes **plagiarism**. Two ways to avoid this serious violation of academic standards are citation (enclosing another's words in quotation marks and clearly telling where they came from) and paraphrasing (also requires giving the source).

To write a good paraphrase, follow these steps:

Make sure you understand the material you are reading. Separate main ideas from examples, and try to figure out the relationship between them. Taking careful notes is helpful.

Use signal phrases. A signal phrase is a reference to the name of the author who wrote the source. You use signal phrases so that the reader knows that you are presenting someone else's ideas. Here is a list of verbs that can be used easily as signal phrases:

argues	comments	says	asserts	demonstrates
shows	believes	implies	states	claims
points out	maintains			

Example: Writing in 2005, Smith claims that Johnson's political stances began at San Marcos (7).

Cite the page number in parentheses after your paraphrase when you are using MLA (Modern Language Association) style. A full bibliographic entry for the source should appear at the end of your paper.

Put the ideas into your own words. It is very helpful to paraphrase “blindly.” This means you read the material, make notes, and then set them aside and paraphrase without looking at the material or your notes. This will help you to avoid plagiarism. Use synonyms, but use them carefully. Do not think that you can merely replace a few words in the source with synonyms and have a good paraphrase. Synonyms are helpful, and should be used, but they are only one step in paraphrasing. You may use key words from the original source. You shouldn’t substitute a different word for every word in the original.

When you copy anything from a source, take care to put it in quotation marks and indicate the source in your notes for later reference and for use in paraphrasing and citing.

For additional information, see: *The Writer’s Resource Handbook*.

Rubric for Written Papers

Papers in each category would have most of the characteristics listed.

	4-excellent	3-good	2- fair	1- limited
central idea; thesis	thought-provoking, original, imaginative, insightful or profound	interesting, but not highly significant or compelling	stereotypical or simplistic	stereotypical, simplistic, or vague
supporting ideas; evidence	full discussion of examples and reasons, content clearly related to central idea; effective use of any sources: clear distinction between words of writer and words and ideas from source	examples and reasons clearly related to central idea; mostly well-developed; effective use of any sources: clear distinction between words of writer and words and ideas from source	reasons or examples thinly developed; discussion limited; may wander from central idea; mostly accurate use of sources	limited support; brief discussion, may wander from central idea; ideas between sentences not clearly linked; sources poorly integrated or inaccurately cited
organization	logical arrangement of paragraphs; smooth flow of ideas between sentences and paragraphs	structure clear overall; some weak transitions or gaps between paragraphs or between sentences	flow within and between paragraphs sometimes vague	ineffective arrangement; paragraphs brief, unclear
sentences	crystal clear, forceful, graceful. May use humor or irony	clear and readable but seldom forceful or vivid	readable but simple; some problems with coherence or word order	some hard to follow
words	concise, fresh, standard usage	standard usage, but seldom striking or fresh	mostly standard usage but vocabulary limited	some vague or nonstandard usage
errors	few or none	few, if any	4 or 5 in paper	6 or more in paper; distracting

More About Assessment of Prior Learning (APL) Credit

Saint Mary-of-the-Woods College recognizes that many adults possess college-level knowledge, competencies and skills acquired through experience, on-the-job-training, independent study, or course work completed at non-accredited institutions. The faculty of the College may award academic credit to students for such relevant and significant learning activities that resulted in college-level learning. Academic credit awarded on this basis is known as Assessment of Prior Learning (APL, pronounced “apple”) Credit and may be used to meet part of the requirements for a degree (up to 30 sem. hours toward the BA/BS degree).

Conditions for Assessment of Prior Learning

There are two conditions for assessment. First, the applicant must be enrolled as a matriculant or be pursuing a certificate or teacher licensure at the College. Second, the area of knowledge should generally not be one that can be assessed by an existing proficiency examination such as those available through the College-Level Examination Program (CLEP), which is also less expensive.

To make certain that students do not misunderstand the College’s philosophy, it must be stressed that SMWC does not award credit for experience as such, but rather awards credit for **college-level knowledge acquired in non-college settings**.

To request an assessment of prior learning, applicants must be enrolled as students at Saint Mary-of-the-Woods College. The area of knowledge should generally not be one which can be examined by an examination such as those available through the College-Level Examination Program (CLEP).

When to Apply for APL Credit

Students may apply for APL credit after enrolling at SMWC. Students are strongly advised to apply for APL credit early in their academic programs, since the award of APL credit will affect the courses and total number of semester hours remaining before graduation. 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’s degree, or two semesters prior to non-degree program completion. This allows time to enroll in courses prior to graduation or program completion. For a copy of the APL application cover sheet, see Appendix II, page II-3.

Determining APL Credit to be Awarded

The amount of APL credit awarded will be determined by faculty with subject matter expertise in the area being assessed, and students are informed of the credit to be granted. Woods Online staff administer the APL process and communicate the award, which the student may accept or reject. All APL applications should be sent to the Office of Woods Online. The credit will be listed on your transcript as a P (for pass). There is a fee per hour for APL credit awarded; consult a current fee schedule.

The student first defines the area of the assessment and then demonstrates, generally by the submission of a portfolio with corroborating documentation, that the student has acquired the college-level knowledge or proficiency in question. Credits gained through assessment are fully equivalent to academic credit earned at Saint Mary-of-the-Woods College through other means. However, credit is listed on the transcript without a grade.

(NOTE: Many colleges, including SMWC, require that courses have grades in order to be considered for transfer.)

Maximum Number of Credits Allowed Through APL

A maximum of 30 semester hours of APL credit may be awarded toward the bachelor's degree, and 15 semester hours toward the associate degree. If a student enters SMWC needing only 30 hours for graduation, those hours must be earned under the direct supervision of Saint Mary-of-the-Woods faculty and therefore cannot be earned through APL. But if the student wishes to have previous experience evaluated for academic credit for personal or professional reasons, he or she may apply.

Fee for Assessment of Prior Learning

A fee per semester hour will be charged upon acceptance of the APL credit. This fee is determined by the fee schedule at the date of submission of the application. Students wishing to use Financial Aid to cover APL fees should plan to use refunds for this purpose. Note: Student accounts must be cleared prior to registration so financial consideration should be considered when submitting APL applications.

Directions for Students for Submitting APL Applications

APL Standards

Assessment of Prior Learning (APL) is an alternative path for earning college credit. The Saint Mary-of-the-Woods (SMWC) APL process is based on Council for Adult and Experiential Learning (CAEL) standards. Applications are evaluated by SMWC faculty credentialed in the subject area being reviewed. Fees are charged after the evaluation is completed and credit is awarded.

To be granted APL, the learning must be documented, verified and be equivalent to college-level learning. (There are many learning experiences that are excellent and contribute to learning but are not college-level learning experiences.) APL standards require:

1. College credit will be awarded only for college-level learning, not just experience.
2. Credit will be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.

Students may apply for APL credit for many courses offered at SMWC (including general studies, major and elective credit courses). Credit cannot duplicate credits

previously applied to a transcript. It is usually most appropriate for lower-level courses.

APL Procedures

Consider the following resources as you decide whether to compile an APL application:

- Your academic advisor can help you determine if your knowledge and experience is appropriate to consider assembling an APL application.
- Director of Woods Online is available for general consultation.
- Faculty members in the department offering a course being considered. Obtaining a copy of the syllabus and/or the textbook used for the course may be helpful as you plan and prepare your application materials.
- Supplemental guidelines for some specific course/areas are available through the Office of Woods Online (CO 112, CS 101, PE 110).
- Reference Book: Earn College Credit for What you Know by Janet Colvin, (Chicago, Kendall/ Hunt Publishing Company 2006). Available through the SMWC Library.

The APL application portfolio (hard copy or on a CD) should be mailed to the Office of Woods Online, 1 Saint Mary-of-the-Woods Coll, PO Box 69, Saint Mary of the Woods, IN 47876-0069.

The Portfolio—a separate application/portfolio is needed for each course and should include:

- Cover sheet for APL
- Table of contents
- Introduction—self-introduction to your educational goal, how you plan to use the requested credit and a context for how you have learned about this subject
- Narrative—10-20 page typed, double-spaced description of your knowledge concerning the subject matter. (Size of narrative may depend on subject; consult supplemental guidelines if available.) In some cases, providing information on how you know something or your process in using a learned skill may be appropriate. Incorporate terminology and concepts learned if enrolled in the course with references to supporting documentation. The narrative may be organized in several ways:
 - course outcomes
 - topics included in course description or
 - general topics that make sense to the course

The purpose of the narrative is to:

- Describe your knowledge in context of course outcomes and course objective as found in course syllabus
- Describe how you learned the information and concepts
- Give detailed examples of what you know
- Describe incidents that demonstrate your learning and practical application of theory
- Reflect on how you use the knowledge

- Supporting documentation/verification of what you have indicated in your narrative to confirm learning, examples include:
 - Letters of recommendation&/or verification
 - Awards, certificates, commendations
 - Work samples, lesson plans
 - Writing samples
 - Programs, brochures, newspaper articles
 - Videotapes, slides, audiotapes
 - Evaluations
 - Job description, resume
 - Licenses
 - Photographs

The Process—Submit APL portfolios to the Office of Woods Online. Materials will then be forwarded to the appropriate evaluator. Applications are evaluated by persons who teach the course. The process generally takes a minimum of 30-60 days so plans should be made accordingly when credit for a course is needed as a prerequisite or graduation requirement. 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's degree, or two semesters prior to non-degree program completion. This allows time to enroll in courses prior to graduation or program completion.

Submitting the APL application does not guarantee that the credit will be granted. The application will be reviewed carefully and the evaluator will determine if:

- ✓ APL is accepted—student is notified of the decision and billed for appropriate amount. Credit is applied to transcript.
- ✓ More documentation is requested by evaluator—student is notified in writing. If additional documentation is not received within 30 days, the APL application will be denied. Upon receipt of added documentation, credit is granted or denied. Student is notified of decision.
- ✓ APL is denied—student is notified of decision and reason for denial. Appeals may be addressed to the Director of Woods Online.

APL materials are normally returned to the student except for applications submitted to the Education Department. It is the student's responsibility to copy any documents she/he wishes to maintain in their own files in case the materials need to be retained by the College.

GH 1/6/10 with assistance from materials created by education department and Earn College Credit for What you Know by Janet Colvin (2006)
Process and policy approved by Academic Council 2/11/10.

More About College Level Examination Program (CLEP) Testing

For more than 25 years, the nationally recognized College Level Examination Program (CLEP) has helped millions of students document their college-level learning through exams covering introductory college courses. Over 200,000 CLEP exams are taken each year.

About 1200 colleges and universities are testing centers, including 100 in Indiana, Illinois, and Ohio. Even more institutions grant credit for passing scores but don't administer the tests. Saint Mary-of-the-Woods College has a test center, but our students may take CLEP exams wherever it is most convenient for them. SMWC follows the recommendations of the American Council on Education regarding passing scores and credits awarded.

Who shouldn't take CLEP examinations? People who are test-phobic probably won't do well on CLEP. And you shouldn't take a CLEP exam "just to see how I'll do." It takes real knowledge of the subject, and not just test-taking skills, to earn a passing score.

Among SMWC students who have been successful with CLEP are students who took courses at non-accredited colleges. These credits will not transfer, but CLEP provides an inexpensive way to document college-level learning. Some business majors have prior business credits that are too old to transfer here to fulfill the requirements of the major. CLEP exams can help prove that knowledge is current. Other students have gained college-level learning through self-study, training programs, or other means prior to admission to SMWC.

You may pursue credit for prior learning through either CLEP or Assessment of Prior Learning (APL). CLEP is less expensive and over thirty subject exams are available. To gain college credit for prior learning in other areas, you prepare an APL application, which will be evaluated by SMWC faculty.

The fee to take a CLEP exam is less than \$100 (payable to CLEP), plus a small administrative fee to the test center. For an application form and list of test sites in your area, contact the Office of Woods Online or visit www.collegeboard.com/clep. Be sure to designate Saint Mary-of-the-Woods College (**#1704**) as the "score recipient" on the application form. Otherwise another test center may require an additional fee to send your test scores to us.

Some final tips: Discuss CLEP possibilities with your academic advisor. As with APL, explore this option early in your studies. Take only one exam at a time and begin with your strongest subject. Books with sample questions to familiarize you with formats are available through the SMWC Learning Resource Center, in libraries, and bookstores; sample tests can be downloaded from the CLEP website. Don't take an exam if you already have college credit in that subject; it can't be counted twice on your transcript.

If you wish to take a CLEP exam at Saint Mary-of-the-Woods College, call the Learning Resource Center at (812)535-5271 or email http://www.lrc@smwc.edu.

More About Alternative Format (AF) Courses

What are Alternative Format courses? What are the advantages of taking an AF class?

AF courses are courses that meet less than weekly on campus. They are designed to give students the opportunity for campus-based experiences with an instructor and other students, yet still fit adults' busy schedules. Classes usually meet on Saturdays, either spread throughout the fall, spring, or summer. Sometimes the classes are concentrated in several consecutive days. Students must attend all of the sessions.

There are several advantages to taking an AF course. It gives distance education students a chance to meet other students and to interact with them. AF courses also give students a chance to learn from an instructor in a classroom setting. Just being on the Woods campus sometimes gives students a renewal or boost to continue on to meet their goal. Taking AF courses helps many students make faster progress toward their goals. Since AF courses are somewhat less writing intensive, some students find they can help increase their semester load.

How do I know what is offered?

AF course schedules are updated regularly and published in the quarterly newsletter *Bridges*, provided to students during registrations, and available on The College website at <http://www.smwc.edu>. Please call the Office of Woods Online and speak with Jeannette Wrin (812-535-5251) if you have any questions.

How do I get my name on the list to take an AF class?

When you are on campus for your registration, you will meet with your academic advisor. An AF course can be put on your update sheet (next semester's plan) which will then be processed in the Office of Woods Online. See Appendix II, page II-4 for AF reservation form. Or, if registering without a campus visit please review the offerings and contact the Office of Woods Online.

How much do they cost? How do I pay for it? Is a deposit required?

Tuition for an AF course is the same as a distance or on-line course. The AF course must be put on your registration form when you register. In order to track AF course grades and for financial aid reasons, the end date of an AF class should fall within the project time period.

Some AF courses fill up quickly; some may have limited enrollment. A \$100 deposit is required to hold your place in all AF courses. Please send check, money order, or charge card number with expiration date to Jeannette Wrin/Office of Woods Online, 1 Saint Mary of the Woods Coll, PO Box 69, Saint Mary of the Woods, IN 47876-0069. (Please note class with payment). You may also use financial aid for your deposit, if funds are available on your account. For answers to questions, please call 812-535-5251 or email jwrin@smwc.edu.

**When will I get my syllabus? Is there work to do before the course meets?
Afterward?**

Generally, the syllabus is accessible on D2L. Classes will require pre-work before the class meets, work between class meeting dates and usually final papers, projects and other work after the last class meeting. See the syllabus for detailed information.

Students may purchase books in the bookstore or elsewhere. When purchasing your book, please be sure that you order the correct book and edition. Tell the bookstore you are taking the AF course. Some courses use different books for the AF course than for independent study or on-line courses.