Prior Learning Assessment

*Portfolio Process Initiative*

March 2005
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Prior Learning Assessment (PLA)

Our Lady of the Lake University (OLLU) in accordance with methods approved by the Council for the Assessment of Experiential Learning (CAEL) provides appropriate opportunity for interested undergraduate applicants to identify, articulate and demonstrate relevant learning acquired through life and work experiences and translate this learning into college credit.

Prior learning assessment is offered via the following methods:

- Credit by Examination
  - SAT II subject tests
  - College Level Examination Program (CLEP)
  - Advanced Placement (AP)
  - Defense Activity for Nontraditional Education Support (DANTES)
  - Proficiency exams in university approved disciplines
- Certificate/Certified Career Credit Evaluation
- Armed Forces Experience (Military Record) Evaluation
- Portfolio Evaluation

CREDIT BY EXAMINATION

OLLU gives credit by examination to students who can demonstrate subject or area mastery through appropriate scores on approved national tests or proficiency exams in university approved disciplines. Undergraduate students may gain credit through testing programs of the College Board, including:

SAT II subject tests

College Level Examination Program (CLEP)

Advanced Placement (CEEB-AP)

Defense Activity for Nontraditional Education Support (DANTES)

Specific information on subjects, minimum scores and application of credit awarded can be found in the OLLU “CREDIT BY EXAM” brochure or by contacting the Assessment Center located in the basement of the Walter Student Service Center or by phone at (210) 434-6711, ext. 2331.

Proficiency examinations are available in university approved disciplines. Students can earn credit for a specific course by demonstrating a satisfactory level of achievement on a comprehensive departmental examination. Examinations may be written, oral, practical, or any combination of these. These examinations are limited to those courses for which the university and the academic department deem are suitable for this
type of assessment. For more information on this type of examination, please contact the appropriate academic department.

CERTIFICATE/CERTIFIED CAREER CREDIT EVALUATION

The university will also award college credit for certain non-collegiate training programs which have been evaluated by the American Council on Education and the National Program on Non-collegiate Sponsored Instruction (NPONSI) which have also been validated and approved by the appropriate faculty, and those approved by a committee of university faculty and outside experts. These include licensure and certification programs such as insurance, data processing, secretarial, purchasing, as well as numerous other training programs in the military, business, and industry. A $100 evaluation fee is charged. For more information please contact the Registrar located on the first floor of the Walter Student Service Center or by phone at (210) 434-6711, ext. 2316.

ARMED FORCES EXPERIENCE (Military Record) EVALUATION

The university grants credit, as approved by the various colleges and schools, for formal military service school courses as recommended by the American Council on Education. Credit is also given for acceptable scores on subject standardized tests of Defense Activity for Nontraditional Education Support (DANTES). As a member of the Servicemembers Opportunity College (SOC) network, the university recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experience. No charge is made for credit granted for military training and experience. For more information please contact the Registrar located on the first floor of the Walter Student Service Center or by phone at (210) 434-6711, ext. 2316.

PORTFOLIO EVALUATION

In a competence-based curriculum, more emphasis is placed on the validation of learning than upon the manner or process by which learning, or competence is acquired. Since Our Lady of the Lake University has adopted a competence-based education program, it recognizes that one way in which persons achieve competence is through life/work experiences, or experiential learning. This non-traditional approach to learning, and has initiated a process whereby life/work experience competence may be evaluated. If competence can indeed be validated the institution will award academic credit in the appropriate areas.
OVERVIEW - THE PORTFOLIO FOR EXPERIENTIAL LEARNING CREDIT

Credits are earned on a course-by-course basis only. The experiential component must be equivalent to a course in the university catalog. **It is the student's responsibility to provide evidence that through experience, college-level learning has taken place.** Credit granted via the portfolio process eliminates the necessity for taking a particular course(s) as part of the degree program.

All portfolio material for course credit must be submitted at one time to the PLA representative. One original and one copy must be submitted for evaluation. All portfolio work must be submitted, approved and all fees paid one semester or trimester out from graduation.

The Portfolio will consist of a TABBED binder with:

1. A Cover Page (including name, student number, social security number, address, phone numbers, day and evening, email addresses).
2. An Index or Table of Contents
3. The extensive resume consisting of a chronological listing of all positions held with several accomplishments listed after each position. Additional education and training, community activities, professional activities must be listed.
4. The Autobiographical Narrative should be seven to fifteen typed, double spaced pages describing where and how each learning occurred, incorporating professional experience, education and training, life's turning points, and identify where and how learning occurred.
5. Each course (a collection of experiences) must include:
   
   Course syllabus which includes the learning outcome statements for the course which credit is being requested.

   A short course specific narrative (3-5 pages) detailing your learning experiences related to each course.

   Documentation - supporting the claim that equivalent college-level learning has taken place. **Three letters** from experts in the field who had the opportunity to observe the work performance OR other forms of documentation such as: certificates from workshops, job description and performance appraisal, newspaper articles, radio and TV programs about the student, videotape, et. al.

   Each student must have a current university catalog to determine the specific courses applicable to the portfolio process. Courses may be selected from any of the approved Our Lady of the Lake University course offerings (with noted exceptions) that are applicable to the student’s specified degree program. It is up to the decision of the academic department, school or colleges to what courses qualify for credit through the portfolio process.

   Students wishing to validate proficiency in a language other than English should take the C.L.E.P. exams.
GUIDELINES AND RESPONSIBILITIES FOR STUDENTS

DEVELOPING A PORTFOLIO THROUGH ASSESSMENT OF PRIOR LEARNING

To have your original Portfolio assessed you must submit your original Portfolio and one copy to the PLA Coordinator.

After the evaluation of the entire Portfolio, the original Portfolio will be returned to the student. The university will retain one copy for historical purposes.

Credit may be granted only for learning that has not been previously evaluated and granted credit. Learning from any source can only be credited one time.

The learning for which you are requesting credit must be of college-level and accomplished at a satisfactory level of performance.

The course(s) for which you are requesting credit must be a course or courses listed in the OLLU catalogs. There are specific courses that are not eligible for Portfolio credit. See your PLA coordinator verify eligibility of course prior to beginning documentation work.

At least three pieces of documentation or equivalent independent documentation are required for each course you are submitting.

Check pages in the catalog regarding Portfolio information.

Portfolios must be complete, neatly typed, and grammatically correct before submitting for review. 1” margins, double-spaced, minimum 10-point font size, Arial, Courier, or New Times Roman font. Your submissions should be in a 3-ring binder with cover page, index, resume, narrative, course contents, with tabs for each section. All literature or document reference must follow the APA format.


Internet Search:  [www.google.com](http://www.google.com) Enter: APA Format

Several colleges/universities have material on-line

Students submitting a Portfolio for assessment will be charged a fee equal to one-third of the cost of the current undergraduate tuition for the course they are challenging at the time of submittal; the fee is not based upon credit being awarded, but as a fee for the evaluation and course challenge. Payment must be made at the time of submittal of portfolio for evaluation.
YOUR RESUME

INTRODUCTION

In spite of its brevity, the resume is one of the most informative chapters contained within the Portfolio. It provides a framework to summarize your educational, military, employment and personal accomplishments and is an ideal introduction to all portfolio information that will follow. By its nature, the resume does not itself generate any credit; however, it is especially useful as a reference for the Faculty Evaluators and for the PLA Advisor.

According to Webster, the word "resume" literally means, "a summing up". As such, your resume should be a synopsis of your qualifications and background. It should be an example of your best work and reveal your organizational and written communication skills.

Before you begin to write, gather pertinent background data that will appear on your resume. Since this document will require updates over time, you should consider establishing a file to record such items as dates of employment, promotions, achievements, honors, etc.

While there are many different styles of acceptable resumes, you are asked to follow a chronological approach. Basically, this means that qualifications will be presented in reverse chronological order, with the most recent listed first. For each job, four or five responsibilities should be listed, using a verb to begin the statement.

Use the following format to develop your resume. Remember: This resume is not for a job search, it may be several pages long since it will encompass your entire work history.
FORMAT EXAMPLE #1

Same Font Style Throughout (Arial, Courier, Palatino Linotype, Times New Roman); Size 10 - 12; keep Underline – Bold – Italics to a Minimum)

NAME
ADDRESS PHONE
CITY, STATE ZIP EMAIL

PROFESSIONAL EXPERIENCE

Job Title (CURRENT) DATES
COMPANY, CITY, STATE
(Brief description of the company)
List four to five responsibilities using an action verb to begin the statement.

EDUCATION

(List all colleges, universities attended)

Our Lady of the Lake University, San Antonio, TX Expected Graduation Date
Bachelor of Professional Studies – MAJOR, # Credits Earned

Name Another University/College, City, State Graduation Date
AA/AS Name that Degree

Name Another University College, City, Country Dates Attended
Degree Pursuing, # Credits Earned

ADDITIONAL TRAINING

Seminar Title, City, State Date

Professional Training, Company Name, City, State Date

COMMUNITY SERVICE / ACTIVITIES

Organization Date
(If you have held an office, please indicate this)

PROFESSIONAL ORGANIZATIONS

Organization Date
(If you have held an office, please indicate this)

ADDITIONAL PERTINENT INFORMATION - STATE IT CLEARLY

* * * Please remember, that on a resume you always begin with the most current date on your listings and go backwards * * *
FORMAT EXAMPLE #2
Same Font Style Throughout (Arial, Courier, Times New Roman); Size 10 - 12; Underline – Bold – Italics to a Minimum

NAME

Address Phone
City State Zip email

EXECUTIVE SUMMARY
This is a brief (30 – 50 words) overall description of who you are professionally.

PROFESSIONAL EXPERIENCE

Your Job Title (Bold Face) Year – Year
YOUR COMPANY NAME (all in CAPS) City, State
Brief description of what the company or division does – service – manufacture – etc
List 4 + responsibilities using the action verb(s) and your accomplishment or contribution to your employer. Remember: Prioritize the list – most important first, least important last

Your Previous Job Title (Go Back Historically) Year - Year
YOUR COMPANY NAME City State
Brief description of what the company or division does – service – manufacture – etc
List 4 + responsibilities using the action verb(s) and your accomplishment or contribution to your employer
Remember: Prioritize the list – most important first, least important last

EDUCATION

Our Lady of the Lake University, San Antonio, TX
Name of Degree You Are Seeking Expected Graduation Month/Year
Total Number of Credit Hours Completed

Prior College(s), City, State
Name of Degree You Were Seeking (or achieved) Year - Year
Total Number of Credit Hours Completed

TRAINING / CERTIFICATIONS

Certification Obtained, Certifying Agency Date
Seminar Title, Location, Sponsor Date
Professional Training, Company Name, City State Date

PROFESSIONAL ORGANIZATIONS

Organization Name, City, State Year - Year
(If you held an office, please indicate this also)

COMMUNITY ACTIVITIES

Organization Name, City, State Year - Year
(If you held an office, please indicate this also)
## Sample List of Action Verbs for Resume

<table>
<thead>
<tr>
<th>Accomplish</th>
<th>Establish</th>
<th>Persuade</th>
<th>Stage</th>
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</thead>
<tbody>
<tr>
<td>Achieve</td>
<td>Evaluate</td>
<td>Plan</td>
<td>Stimulate</td>
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<tr>
<td>Acquire</td>
<td>Expand</td>
<td>Prepare</td>
<td>Structure</td>
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<tr>
<td>Activate</td>
<td>Expedite</td>
<td>Present</td>
<td>Study</td>
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<tr>
<td>Adapt</td>
<td>Facilitate</td>
<td>Prevent</td>
<td>Succeed</td>
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<td>Administer</td>
<td>Finance</td>
<td>Process</td>
<td>Suggest</td>
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<tr>
<td>Advise</td>
<td>Forecast</td>
<td>Produce</td>
<td>Summarize</td>
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<tr>
<td>Allocate</td>
<td>Formulate</td>
<td>Promote</td>
<td>Supersede</td>
</tr>
<tr>
<td>Analyze</td>
<td>Gather</td>
<td>Propose</td>
<td>Supervise</td>
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<tr>
<td>Approve</td>
<td>Generate</td>
<td>Provide</td>
<td>Supply</td>
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<tr>
<td>Arrange</td>
<td>Guide</td>
<td>Publish</td>
<td>Survey</td>
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<tr>
<td>Author</td>
<td>Head</td>
<td>Purchase</td>
<td>Systematize</td>
</tr>
<tr>
<td>Budget</td>
<td>Illustrate</td>
<td>Redesign</td>
<td>Teach</td>
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<tr>
<td>Build</td>
<td>Implement</td>
<td>Reduce</td>
<td>Terminate</td>
</tr>
<tr>
<td>Complete</td>
<td>Improve</td>
<td>Select</td>
<td>Test</td>
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<tr>
<td>Conceive</td>
<td>Improvise</td>
<td>Represent</td>
<td>Trace</td>
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<tr>
<td>Conduct</td>
<td>Increase</td>
<td>Speak</td>
<td>Track</td>
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<tr>
<td>Consolidate</td>
<td>Influence</td>
<td>Restore</td>
<td>Trade</td>
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<tr>
<td>Construct</td>
<td>Innovate</td>
<td>Receive</td>
<td>Train</td>
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<tr>
<td>Contribute</td>
<td>Install</td>
<td>Recommend</td>
<td>Transact</td>
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<tr>
<td>Control</td>
<td>Institute</td>
<td>Reconcile</td>
<td>Transfer</td>
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<tr>
<td>Convert</td>
<td>Interpret</td>
<td>Recruit</td>
<td>Transform</td>
</tr>
<tr>
<td>Convince</td>
<td>Introduce</td>
<td>Report</td>
<td>Translate</td>
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<tr>
<td>Coordinate</td>
<td>Invent</td>
<td>Research</td>
<td>Travel</td>
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<td>Create</td>
<td>Investigate</td>
<td>Retrieve</td>
<td>Treat</td>
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<tr>
<td>Cut</td>
<td>Launch</td>
<td>Revise</td>
<td>Trim</td>
</tr>
<tr>
<td>Decrease</td>
<td>Lead</td>
<td>Save</td>
<td>Triple</td>
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<tr>
<td>Define</td>
<td>Maintain</td>
<td>Schedule</td>
<td>Uncover</td>
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<tr>
<td>Delegate</td>
<td>Manage</td>
<td>Serve</td>
<td>Unify</td>
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<td>Deliver</td>
<td>Market</td>
<td>Service</td>
<td>Update</td>
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<td>Demonstrate</td>
<td>Moderate</td>
<td>Settle</td>
<td>Upgrade</td>
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<td>Design</td>
<td>Modify</td>
<td>Set-Up</td>
<td>Use</td>
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<td>Develop</td>
<td>Motivate</td>
<td>Shape</td>
<td>Utilize</td>
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<td>Devise</td>
<td>Negotiate</td>
<td>Simplify</td>
<td>Validate</td>
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<td>Direct</td>
<td>Obtain</td>
<td>Solve</td>
<td>Verify</td>
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<td>Double</td>
<td>Operate</td>
<td>Staff</td>
<td>Volunteer</td>
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<tr>
<td>Earn</td>
<td>Organize</td>
<td>Start</td>
<td>Work</td>
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<td>Edit</td>
<td>Originate</td>
<td>Stress</td>
<td>Write</td>
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<tr>
<td>Eliminate</td>
<td>Perform</td>
<td>Stretch</td>
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</tbody>
</table>
THE NARRATIVE

1. The Narrative should be a minimum of seven to approximately fifteen typed; 1” margins; Arial, Courier, or Times New Roman Font, 10-12-point size; double-spaced pages.

2. The Narrative is an autobiographical précis that describes where and how your learning occurred. It provides the Assessment Team with a brief autobiographical sketch of you. It explains your life goals, philosophy and how you handled transitional situations in your life (turning points).

3. Do not attempt to re-describe your learning in the Narrative. The description of your learning is appropriate to the Learning Outcome Statements and documentation. Do not broach areas that are overly personal and confidential. The narrative is not personal in the sense that it needs to be overly explicit in areas that the committee has no need to know. For example, if at some point in your life you were an alcoholic and lost your job, your family, and your home, they do not need to know that. However, if because of that experience, you now have the learning necessary to counsel other individuals with similar problems, then you should touch on the alcoholism only briefly and focus on what learning occurred. The Narrative is not your personal autobiography, but rather an explanation of how the learning you possess enables you to do what it is you do and how well you do it.

4. Your Narrative should adequately describe the learning involved so that an expert in the field can read and assess the amount of learning that has taken place. Naturally, you should be as concise as possible, but on the whole; most students tend to write less than is necessary. This probably is due to the fact that we often tend to assume that most other people know what we know, consequently, descriptions of learning tend to be vague. Try to be as specific as possible, give examples that demonstrate your point.

5. You should not be "modest" in your Narrative. We have been taught that it is not polite to brag and, as a result, you may find it difficult to "blow your own horn". Your Narrative is the appropriate place for you to make strong, positive statements about what you have learned, and how well you have learned it. Remember that your objective in this portion of the portfolio is to accurately reflect your self-assessment of your learning outcomes. The documentation that you will include in the next portion will indicate the assessments by other experts.

6. The Narrative is your place to shine. In our culture, we as Americans have difficulty saying "I did this, I can do that, I have accomplished that". The use of the "I" statement may seem awkward at first, but you will feel comfortable with its use. Because you do not have the opportunity to tell the assessment committee personally just how wonderful you really are, you must rely on the Narrative.

7. Restrict your comments to learning, do not waste too much space telling us you were born in, you were the third of five children... and you live in, etc.. If you cannot resist stating these things, limit them to a few paragraphs only.

8. The Narrative should consist of all the college-level learning that has occurred since high school as a result of your volunteer or work experience. The first paragraph should consist of a self-introduction and explanation as to why you did not choose to complete (or begin) college directly after high school, or if you did start, why you did not finish.

The first draft of this Narrative is painful. It dredges up old memories and old hurts. Work through it, edit it and submit it to the instructor. Remember to keep your tenses consistent and to maintain subject verb tense agreement. Have someone else your work for you before you submit it.

To help you get started, complete The Turning Point exercise.
TURNING POINTS EXERCISE

Identify the turning points in your life. Describing who or what contributed to your life and what effect they have had, can give us a better picture of whether we are in control of our lives. Examples:

Birth of Child, College Experience, Death, Divorce, High School Graduation, Job Loss, Marriage, Military, Relocation, Severe Illness, Addiction Recovery, Crime Victim, Live In Commune or Kibbutz, etc. . . .

TO DO:

Think back over your life and identify at least five critical past events, which, if they had not occurred, would have made your present life much different. Complete the sample form. Then, identify the cause of the turning point or event. Was it internal (something within you that brought it out) or external (something beyond your initiation and control)? Third, list the people involved. Finally, indicate whether the turning point had a positive or negative effect on your life.

<table>
<thead>
<tr>
<th>Turning points/ Critical Past Events</th>
<th>Cause (Internal/ External)</th>
<th>People Involved</th>
<th>Effects upon my life (positive/ negative)</th>
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LEARNING OUTCOMES

The process of identifying the learning components necessary to complete the learning outcome section of your portfolio is made easier if you think in the following terms:

**I KNOW HOW TO:**

1. Identify. What do you know how to identify... the methods, or the techniques, or the functions, or the procedures etc.?


3. Next, specify the concept or the principle involved.

**EXAMPLE:**

(I know how to) utilize financial data to establish and prioritize goals and objectives for my direct reports.
(I know how to) effectively price my service to be competitive and profitable.
(I know how to) evaluate the audience to receive my communication and prepare the content of the message accordingly.
(I know how to) paraphrase a client’s words to convey empathy.
(I know how to) evaluate a child’s performance in a tutoring session and recommend a course of action.

Remember:

- Each area of study has its own learning outcome statements.
- Each area of study will contain at least eight to ten statements.

Many hours will be spent developing your Learning Outcome Statements. As you think about all you have done related to a course, write down everything. The choosing of the most appropriate components comes later. Visualize everything it is you need to know and understand to complete your job, even if that means just turning on a machine at first and follow that train of thought through until your job is completed. For example: if you are the person at your firm who is responsible for generating all reports, you have to type, edit, proofread, and produce the final copy of that report. Where do you begin? Would you do the data entry first? Would you research the material first?

After you have thoroughly exhausted the list of learning in your first area of study and have mastered the concept, proceed to the next area of study.
WRITING LEARNING OUTCOME STATEMENTS FOR PORTFOLIO

1. Enter the level of knowledge using block A.
2. Select one from column B to identify theoretical aspect, and/or
3. Select one from column C to identify practical aspect, and
4. Complete D.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
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<tbody>
<tr>
<td>Advanced</td>
<td>Beliefs</td>
<td>Approaches</td>
<td>Specifically (list specific theories, concepts, etc)</td>
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<td>Basic</td>
<td>Classifications</td>
<td>Functions</td>
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<td>Intermediate</td>
<td>Concepts</td>
<td>Methodology</td>
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<td>Know</td>
<td>Generalizations</td>
<td>Procedures</td>
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<td>History</td>
<td>Processes</td>
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<td>Ideology</td>
<td>Research Techniques</td>
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<td>Laws</td>
<td>Techniques</td>
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<td>Patterns</td>
<td>Treatments</td>
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<td></td>
<td>Principles</td>
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<td>Relationships</td>
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<td>Theory</td>
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<td></td>
<td>Vocabulary</td>
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</table>

A + B and/or C of [enter subject] + D
USEFUL OUTCOME STATEMENT VERBS
FOR MORE PRECISE STATEMENTS

ANALYSIS
analyze, appraise, combine, compare, conclude, contrast, criticize, deduce, defend, evaluate, explain, formulate, generate, induce, infer

APPLICATION
assuming, conceptualizing, creating, interpreting, investigating, observing, valuing

BEHAVIORAL
arrange, attempt, categorize, chart, cite, circle, classify, compile, diagram, document, driving, feeding, find, follow, formulate, gather, include, itemize, locate, map, organize, precision, working, quote, record, relate, reproduce return, search

DRAMA
act, clasp, correct, cross, direct, display, emit, enter, exit, express, leave, move, pantomime, pass, perform, proceed, respond, show, start, turn

GENERAL ARTS & CRAFTS
assemble, blend, brush, build, carve, color, construct, crush, cut, dab, dot, draw, drill, finish, fit, fix, fold, form, frame, grind, hammer, handle, heat, illustrate, make, melt, mend, mix, mold, nail, paint, paste, pat, position, pour, press, procedure, roll, rub, sand, saw, sculpt, sew, shake, sharpen, smooth, stamp, stick, stir, trace, trim, varnish, wipe, wrap

INTERPERSONAL
administering, advising, advocating, arbitrating, assigning, bargaining, chairing, clarifying, conferring, conning, consulting, controlling, counseling, dancing, determining, entertaining, facilitating, finalizing, influencing, instructing, interpreting, interviewing, leading, listening, maintaining, managing, mentoring, miming, negotiating, resolving, signaling, stimulating, story-telling, strategy planning, supervising, teaching, testing, training

KNOWLEDGE
recognizing, recording, retaining, storing

LANGUAGE
abbreviate, accent, alphabetize, argue, articulate, capitalize, edit, hyphenate, indent, outline, pronounce, punctuate, read, recite, speak, spell, summarize, syllabicate, translate, type, verbalize, write

MATHEMATICAL
add, bisect, calculate, check, compound, compute, count, derive, divide, estimate, extrapolate, measure, multiply, number, plot, prove, reduce, solve, square, subtract, tabulate, verify
MUSIC
blow, bow, clap, compose, conduct,
finger, harmonize, hum, mute, play,
pluck, practice, tap, whistle

PHYSICAL
arch, bat, bend, carry, catch, climb,
coach, coordinate, critique, float, grip,
hit, hip, jump, kick, knock, lift, march,
perform, pitch, run, sore, skate, ski, skip,
somersault, stand, stretch, strike, swim,
swing, throw, toss

SCIENCE
calibrate, compound, connect, convert,
decrease, demonstrate, dissect, graft,
grow, increase, insert, lengthen, light,
limit, manipulate, nurture, operate, plant,
prepare, reduce, remove, replace, report,
reset, set, specify, strengthen, time,
transfer

SIMPLE TASKS
attend, choose, collect, complete, copy,
count, define, describe, designate,
detect, differentiate, discriminate,
distinguish, distribute, duplicate, find,
identify, imitate, indicate, isolate, label,
list, mark, match, name, note, omit,
order, place, point, provide, recall,
repeat, select, state, tally, tell, underline

SOCIAL
accept, agree, aid, allow, answer, buy,
communicate, compliment, contribute,
cooperate, disagree, discuss, excuse,
forgive, greet, guide, help, inform,
interact, invite, join, laugh, lend, meet,
offer, participate, permit, praise, react,
relate, serve, share, smile, supply, talk,
thank, volunteer, vote

SYNTHESIS
alter, change, design, develop, discover,
expand, extend, generalize, modify,
predict, propose, question, rearrange,
recombine, reconstruct, regroup,ename, reorganize, rephrase, restate,
restructure, retell, rewrite, simplify
INTERRELATIONSHIP OF EXPERIENTIAL LEARNING OUTCOMES & COURSE SYLLABUS

For each course you challenge by Portfolio, you must obtain a course syllabus to identify what is taught in the classroom at OLLU. You will need to submit a listing of the courses you identified in the university catalog that match your experiences. The department will send you copies of the syllabi for each of these courses. Then, reexamine the course description, syllabus and your experience to determine if you still think you could Portfolio the course. **By a process of elimination**, you will determine the make-up of your Portfolio. It will be up to you to prove to the evaluator reading your Portfolio that your experience is sufficient, and has provided you with enough college-level learning to meet the course requirements.

You need to schedule an appointment with the PLA coordinator to know and verify that you indeed, have the appropriate background to apply for experiential credits. You may communicate by e-mail or by phone if a personal visit is not feasible.

In order for you to do the analysis, you must understand learning outcomes. Therefore, you need to think through the course outline and analyze which position or positions enabled you to learn the material included in the academic course.

The criteria for identifying college-level learning should include:

1. The learning should be describable.
2. The learning should have applicability.
3. The learning should be transferable to a specific course taught at OLLU
4. The learning should be measurable.
5. The learning should be verifiable.

Remember that all learning does not necessarily come from professional experience. If you have been deeply involved in volunteer work, it is possible your learning from this experience equates to an academic course in our catalog. The same is true for a hobby, e.g., photography.

It is usually easier to identify your learning through the skills or knowledge approach. Making a list is helpful.

Example: Management Functions
Forecasting and Planning
Staffing
Dynamic of an Organization

Review your list. Do items represent university level learning? Should some be eliminated? Are your categories too broad? If you have had experience with a large organization and listed Business Management, you will need to make that more specific. Some students find it easier to structure their thinking by reviewing each of their jobs or major experiences chronologically. Try a list with three headings such as this:

<table>
<thead>
<tr>
<th>Job or Experiences</th>
<th>What did I do? Responsibilities</th>
<th>What did I learn? Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flintstone School</td>
<td>Teacher's Aide</td>
<td>Teaching Strategies</td>
</tr>
<tr>
<td></td>
<td>Rock Tutor</td>
<td>Use of A-V Aids</td>
</tr>
<tr>
<td></td>
<td>Audio-Visual Aid</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE: LEARNING OUTCOME STATEMENTS

NAME _________________________________________

PHONE (H) ______________________ (W) _______________________

COURSE EQUIVALENT AT OLLU - MGMT 3350 Principles of Management

I utilize market share data, industry and economical forecast to establish our MBO targets for my direct reports.

I understand the difference between strategically and tactical planning and employ both as part of my job responsibilities.

I establish goals, set priorities and establish timetables for twenty-two employees.

I discuss with the employees how these goals will be measured using the Management-by-Object (MBO) approach.

I use sales forecast to establish a unit and financial budget for each territory.

I understand the different types of organizations and the relationship of line and staff.

I understand the importance of staffing and worked extensively with establishing job specifications while in training and development field.

I know basic interview techniques and employee evaluation procedures as established by the corporation.

I understand the meaning of leadership and can effectively get work done through others.

I understand motivational principles as well as basic personality and behavioral traits.

I have studied and utilized Herzburg's two-factor model and then compared it to Maslow's Hierarchy of needs and found both concepts useful in my work.

I understand the methods and importance of controlling, whether it be measuring the performance against established goals or auditing expense control and or account profitability.
PORTFOLIO DOCUMENTATION

Documentation is one of the most important parts of your Portfolio. Up to the point of documentation, your Portfolio has been an assertion of learning on your part. The documentation portion is the verification of your learning from an expert in the field. Verification must come from someone (an independent corroborator – no family members or significant others) who had the opportunity to observe you performing your duties.
Credit will not be awarded unless your learning is thoroughly and accurately documented.

You are provided with a sample of letters to be sent to the individuals you wish to obtain documentation validation. Your corroborator must understand that their letters need to address "learning". THEY CANNOT BE LETTERS OF REFERENCE. The committee for clarification or validation purposes may contact your corroborators.

Usually, individuals asked to document are quite pleased to do so when they understand the importance of the material in enabling you to attain your educational goal. However a great deal depends on your approach.

Although other portions of your Portfolio are difficult because they require you to be more introspective, you will probably experience the most frustration during this part of the process. You have little control over documentation. You may call and ask, you may request a specific deadline, but you cannot control the person writing the letter. Just be aware that you may experience a high level of frustration; we strongly encourage you to SEND OUT YOUR LETTERS IMMEDIATELY.

Since the letters should address themselves to your learning at each position, it is important for you to understand what it is you believe you learned at each position you held.

It is suggested that you track actual response to your requests using a form similar to this example. (Form available in the Appendix – page 31.)

DOCUMENTATION REQUEST TRACKING

<table>
<thead>
<tr>
<th>COURSE#</th>
<th>DOCUMENTATION SOURCE</th>
<th>DATE SENT</th>
<th>DATE RECEIVED</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
DOCUMENTATION POSSIBILITIES OF EXPERIENTIAL LEARNING ACTIVITIES

WORK EXPERIENCE

- Congratulations on high performance
- Evidence of suggestions adopted
- Explanation of ranking, rating, or classification system in company or organization
- Job description and performance evaluation
- Letters of corroboration from superiors, subordinates, peers, clients, customers, suppliers
- Membership requirements for professional/trade organizations
- Performance standards for acquiring licenses
- Videotape
- Letter of commendation
- Bill of sale
- Rating forms
- Awards
- Military Separation Papers
- Military records
- Promotion evaluations
- Evidence of promotion
- Samples of work
- Job descriptions/Performance Reviews
- Scores on licensing exams
- Licenses

COMMUNITY SERVICE ACTIVITIES

- Letters of corroboration from supervisors, co-volunteers, clients served, etc.
- Commendations
- Awards
- Newspaper & Magazine Articles / Clippings

NON-COLLEGE COURSES AND TRAINING

- Letter attesting student was enrolled in course
- Learning outcomes or objectives of course
- Number of clinical or Practicum hours
- Amount of time spent on outside assignments
- Course description(s) outlines(s)
- Evidence of completion
- Diplomas / Transcripts
- Amount of assignments
- Number of didactic hours
- Certificates
- Licenses
- Syllabi

SPECIAL ACCOMPLISHMENTS

- Audiovisual presentations
- Books published
- Conversations with experts
- Exhibits such as shells, plants, etc.
- List of books read/films seen
- List of countries visited
- Machines designed
- Mementos from countries lived in and traveled to
- Music written
- Patents obtained
- Photographs of famous landmarks visited
- Pictures painted
- Programs for performances
- Proposals written
- Speeches given
- Writing samples
LETTER: Guidelines For Documentation

Dear ______________:

You have been asked to write a letter on behalf of ___________________________________.

Our Lady of the Lake University recognizes the value of learning acquired on the job and/or through everyday life as well as in the classroom. Your letter will help the student to provide evidence that the learning that he/she asserts actually did occur. These guidelines are intended to help you provide the evidence in the best possible way.

In general, to make your assessment most helpful, please:

1. Send your typewritten evaluation on letterhead stationary.
2. Include a description of your present position and pertinent past experience.
3. Identify your relationship to the candidate and the conditions or situations in which you have observed the competence being demonstrated.
4. State specifically what competence (skills and learning) you are assessing and documenting.
5. Indicate how well the person performed.
6. Describe the results of his/her activities (if this can be done within reason).

If you are not sure what competence to assess, you should feel free to ask the student to be more specific. It is important to know that you are NOT being asked to make a recommendation. Rather, you are asked to verify how well the candidate knows or can do what s/he asserts.

Your statement will be most helpful, both to the student and to the evaluators, if it is entirely straightforward. We wish to thank you in advance for taking the time to provide as thoughtful and candid an assessment as possible.
LETTER: Request For Documentation #1

Mildred Ratched
Louise Fletcher Park
San Antonio, TX  78248

October 31, 2004

Randle Patrick McMurphy
1 Flew Over
Cuckoo Nest, OH 54321

Dear Randle:

I am presently enrolled in the Bachelor of Social Work Degree program majoring in Social Work at Our Lady of the Lake University. In fulfilling the requirements for this degree, I am submitting a portfolio documenting my college-level learning through professional experience.

I am now in the process of compiling information necessary for my portfolio. This is why I am asking you to help me document my learning. The area to be addressed is my ability to counsel patients in various settings, identify special problems, listen reflectively and refer outpatients to the proper agency or professional counselor on staff at the Psychiatric College.

I realize you have a lot of irons in the fire, but would greatly appreciate your support in documenting my skills and abilities to obtain college level credit. Your typed letter should be address to:

Our Lady of the Lake University
San Antonio, TX

Dear Faculty Evaluator:

For your convenience, I am enclosing a self addressed stamped envelope. If you have any questions, please call me at home at (999) 426-6887 or at work (888) 462-7299 or my email at mratched@lake.ollusa.edu

Your response by _____ will allow me to graduate in May 2006. Thank you for your support.

Sincerely,

Mildred Ratched, RN

Enclosure.
LETTER: Request For Documentation #2

October 8, 2002

Mr. Franklin Hart
925 Doralee Rhodes Blvd.
Parton TN 44455

Dear Mr. Hart:

I am presently enrolled in the Bachelor of Arts degree program at Our Lady of the Lake University. In fulfilling the requirements for this degree, I am submitting a portfolio documenting my college-level learning through professional experience.

I am now in the process of compiling information for my portfolio. The areas of learning for which I am requesting credit for experience have to be documented. This is where I need your assistance.

Please verify that I have indeed learned these areas and comment on whether I do them well. The areas to be addressed are:

<table>
<thead>
<tr>
<th>Business Communication</th>
<th>Co-develop employee newsletter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communicate effectively orally and in writing</td>
</tr>
<tr>
<td></td>
<td>Write appropriate replies to and initiate correspondence</td>
</tr>
<tr>
<td></td>
<td>Manage calendar, answer phones, for two executives</td>
</tr>
<tr>
<td></td>
<td>Administer and explain various to clients</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Administer and explain various tests to prospects</td>
</tr>
<tr>
<td></td>
<td>Prioritize and direct customer complaints to appropriate areas</td>
</tr>
<tr>
<td></td>
<td>Diffuse an irate customer</td>
</tr>
<tr>
<td>Human Resource Assistant</td>
<td>Conducted screening interviews for new hires</td>
</tr>
<tr>
<td></td>
<td>Maintained accurate files</td>
</tr>
<tr>
<td></td>
<td>Participated designing flexible work schedule benefit</td>
</tr>
<tr>
<td>Work Ethic</td>
<td>Time management</td>
</tr>
<tr>
<td></td>
<td>Active Listener</td>
</tr>
<tr>
<td></td>
<td>Organizational Skills</td>
</tr>
<tr>
<td></td>
<td>Manage Petty Cash</td>
</tr>
</tbody>
</table>

I enclose a set of guidelines for your convenience. Please mail me your letter and direct your response to: Our Lady of the Lake University - Faculty Evaluator:

If you have any questions, please call me at any time. W: 999-123-4567, H: 555-987-6543, or my email itomlin@fonda.com.

Sincerely,

Violet Newsted
Enclosure
SAMPLE: Response #1

Bedrock Corporation
123 Quarry Lane
Pebbles, CO 87654

September 22, 2002
Our Lady of the Lake University
San Antonio, TX  78207

Dear Faculty Evaluator:

I have worked with Fred since 1998 in the credit and collection department. We have both seen our corporation go through many changes but what remains constant is our dedication to customer service. What is unique about our department, besides contacting customers for outstanding receivables, but we resolve problems customers may have – finance related or not.

I have been a manager in finance/accounting function for five years and managed a customer call center for over a year. I am a graduate of Bam-Bam University with a major in Business Administration, I am well versed in managing businesses and assessing employee’s performance with over fifteen years experience in business.

Fred has handled large dollar customers with many unique problems. He is resourceful in finding solutions to ensure customer satisfaction. This is particularly tricky as he calls on delinquent accounts, many of whom are over 90 days past due. He takes the time to determine the customer concern, analyze the problem, negotiates with the customer and related Bedrock departments to develop a satisfactory plan of action or resolution.

In the past couple of years, I received numerous phone calls from customers expressing their appreciation for Fred going “above and beyond” to resolve a nagging issue. Fred has participated in customer service training teams, trained new department employees on customer service techniques, and was recently appointed to lead a team on improving customer service region-wide.

I hope my assessment of Fred will be sufficient to earn the credits he needs. If you have any additional questions, please contact me.

Sincerely,

Barney Rubble, Manager
Regional Credit and Collection
brubble@bedrock.com
(888) 555-6789

BR:sae
SAMPLE: Response #2

SHAMU ENTERPRISES
123 Ocean Drive
On the Coast, WA 98765

September 19, 2002

Our Lady of the Lake University
San Antonio, TX  78207

Faculty Evaluator:

I have known and worked closely with Sebastian for the past eleven years - several of those years in a sales and marketing role and approximately four years as a product and skill development trainer, reporting directly to me.

My qualification to make this assessment is reinforced with twenty-six years of sales, marketing and training experience with Shamu. I have held a wide variety of positions including salesperson, product trainer, merchandising manager, marketing, regional field sales manager, and my current position as Manager of Corporate Sales and Marketing Training. In addition, I have a BA from University of Kentucky in Lexington.

It is with these credentials I offer the following assessment of Sebastian. As stated earlier, I have worked with Sebastian as a peer and also managed him as a trainer. I have knowledge of his competence in both field and product training and in his ability to deliver training as well as to perform needs analyses and construct training program. Sebastian has exceptional skills in all areas of training and particularly in construction and platform delivery.

Sebastian's assignment while in Training & Development included Manager of Product Training as well as special assignment of instructional design for a comprehensive training program known as Professional Skills and Development Program.

First, as a product trainer, he was responsible for the development of product knowledge, training techniques, and collateral materials for Shamu Enterprises. In this role, he was asked to make presentations to both internal and external audiences. He has extraordinary ability to analyze and identify needs and then to design solutions.

As for Sebastian’s competency in skill development, one only has to point to the comprehensive and successful Professional Skills Development Program designed, written and administered by Sebastian’ organization. PSDP was a 26-week, OJT, classroom program designed to fully equip new entry-level employees to assume a sales role. This program not only concentrated on product knowledge, but on the numerous skills necessary for a sales role at Shamu. In addition he designed a coaching role and received Managerial Awards for his involvement in this program.

Sebastian has previously served in the role of Field Trainer where primary responsibility was to schedule and conduct training meetings for GE personnel and appliance dealers. In this role, he was called up to utilize many different skills such as site and room size selection, food and beverage selection, room display and audience seating, presentation, inactive participation, audience control and overall budgeting. It was here that Shamu began to see that Sebastian’ qualifications for advancement to managerial ranks.

Let me now address the specific course and his/her competence:

Introduction to Training Techniques
Sebastian is an outstanding Trainer. He possesses attributes such as organization and detail skills, excellent platform skills, very articulate and excellent command of language skills. Shamu provides excellent training for one to have these skills (s) he availed himself of this training. During their employment in Training & Development Operation, he attended several train-the-trainer seminars:

Effective Communications, Effective Presentation, Workshop in Negotiation Skills, Account Development Strategies (Xerox) and Professional Selling Skills III (Xerox) seminar. He was certified to lead all the above plus Selling Techniques Seminars, Sales Orientation Seminar, as well as Professional Sales Development Seminar. The above training was in addition to previous and formal training. He has an insatiable appetite for knowledge.

In addition, he served on a study team to restructure Training & Development Operation, a structure we still use today. From the more technical aspects of training, s/he is very adept in Instructional Design. He helped introduce interactive training; role-plays and establish measurement to evaluate our effectiveness.

Human Resource and Techniques
It is believed that at Shamu, people are a valued asset. The selection, development, performance appraisal, coaching and reward of people are very important. Sebastian has an excellent track record in management of people. A great number of his direct reports have achieved promotional opportunities due to his tutelage. He is asked to recruit and interview future employees. He has above average competency in human resource management.
Training Techniques for Supervisors
Training at all levels is important to the whole. Sebastian is adept in this area. He introduced the first program designed to help introduce coaching into our supervisor training; needs analysis and the design of supervisory training was a major contribution. He attended numerous seminars to prepare to design and teach first line supervisor curriculum. Sebastian is very competent in training for supervisors.

Practicum
Training and Development Operation was given the responsibility to design, develop and implement a program for all Shamu new hires. We were given complete freedom in this area and I selected Sebastian to co-author this program. The program, Professional Sales Development Program (PSDP) took nine months in its development. He was involved in all phases including needs assessment, interviewing, research, drafting, editing, rewrite, evaluating and implementing. He was particularly instrumental in developing the coaching segment of this plan. The program, 26 weeks in duration, won management approval and a Managerial Award for Sebastian. It established his credibility as a Trainer.

Market Research
All product training at Shamu has its roots in Market Research. We continually read the consumer, the industry and establish consumer questions to establish our Future Benefit format. In his role in developing PSDP, Sebastian not only did the research, but also participated in focus groups, interviews and questionnaires. He did exhaustive research on competitors' product plan. As a product trainer, he played a vital role in all aspects of the marketing plan. He has unusual ability to integrate the training support with the execution of the marketing plan.

As I close, let me thank you for indulging me this lengthy appraisal of Sebastian. The truth of what I have written can be verified by the fact that he has attained the management position through tireless and endless work and the fact that he has returned to the classroom to seek the verification of his years of experience... a degree.

Thank you.

Arial The-Mermaid Director,
National Training & Development Operations
Email: amermaid@shamu.com
Work: 888-555-1234

This is a widely used textbook, which breaks the five major management functions into segments, so as to lead the reader, chapter by chapter, through the fundamental theories and sciences of the principles of management. The authors are quick to point out that in the seventh edition of Management (formerly titled Principles of Management), the word "principles" was dropped from the title because it was too limiting. Their objective was to apply the various management systems and techniques that can be employed in solving business problems.

Managing requires a systems approach that is an art rather than science; however, it is extremely important that managers understand the theory behind the art, so they can use the correct method depending on the situation. The book describes eleven approaches to management and discusses how each of these approaches relates to the basic functions of management. Each of the basic functions, i.e. planning, organizing, staffing, leading, and controlling are broken down into a managerial process. In the chapter on planning, for example, the authors use a take-off from Maslow's hierarchy of need, and have developed a Hierarchy of plans. These planning methods utilize a building block approach. Organizing is broken down with the why and how most businesses are organized, and describes the functions of both staff and line management. It also discusses the attributes of flat versus tall organizational structures, and how the general chain of command works.

In addition, the text discusses how to organize a group (task force) whose purpose is to make business decisions, and how this task force can be an effective management tool. The section on staffing covers not only the selection and appraisals of managers, but the need for management development as well. The section on leadership was most interesting because as a manager, most of my time is spent focusing on motivation and ability to understand the needs of others. Part six on controlling, is a good overview of the system and processes of controlling. It discusses the technique for controlling through return on investment, and how direct versus indirect controls vary. This aspect of management, I like to call scorekeeping.

In summary, the book divides control, and the process of control.
In their book, In Search Of Excellence Thomas Peters and Robert Waterman attempt to explain the management techniques that separate good companies from what they term "excellent companies". Their findings are based on extensive research of seventy-five companies in the United States and abroad. The text is divided into three parts, the first two parts concentrate largely on theory, and the last is devoted to defining and explaining the eight marketing techniques that are the underlying structures of the "excellent companies".

Chapter one points out that problems with management effectiveness, as well as changes in customers needs, are generally what prompt changes. Generally; however, the changes are made on the organizational flow chart and are not implemented. These authors state that there are seven variables in effective management: structure, strategy, people, management style, systems and procedures, guiding concepts, and shared values. These variables form the 7S organizational framework.

Part II compares American companies to foreign companies and deals heavily in theory. The text points out problems with the management technique adopted by most America companies, which is the rational model of management. The most obvious problem is that people are not rational. We all have individual personalities, needs, wants, and aspirations. Effective managers realize this and can motivate individuals on to excellence.

Part III of the text explains the eight principles found in the management of the "excellent companies": bias for action, stay close to the customer, autonomy and entrepreneurship, productivity through people, hands-on, value driven, stick to the knitting, simple form, lean staff, and simultaneous loose-tight properties. These variables roughly translate to finding a problem and seeing it as the opportunity to change for the better without sacrificing the individual's creativity and entrepreneurial spirit.
Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

### Competence
- **Knowledge**
  - observation and recall of information
  - knowledge of dates, events, places
  - knowledge of major ideas
  - mastery of subject matter
  - Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

### Comprehension
- understanding information
- grasp meaning
- translate knowledge into new context
- interpret facts, compare, contrast
- order, group, infer causes
- predict consequences
- Question Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

### Application
- use information
- use methods, concepts, theories in new situations
- solve problems using required skills or knowledge
- Questions Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

### Analysis
- seeing patterns
- organization of parts
- recognition of hidden meanings
- identification of components
- Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

### Synthesis
- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions
- Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what it?, compose, formulate, prepare, generalize, rewrite

### Evaluation
- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity
- Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

http://www.coun.uvic.ca/learn/program/hndouts/bloom.html

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Information for this guidebook was adapted from the Fall Handbook (2002) at the College for Professional, Adult and Continuing Education at Lynn University in Boca Raton, FL