**PLAR Competency Review Assessment Worksheet**

A Rubric for Assessing Competency-based Portfolios

**Student Name:** Enter Name **Date:** Drop-down Date

**PLAR Assessor:** Sylvia Bell

**Credits Requested:** ### **Lower Level:** ### **Upper Level:** ###

**Credits Recommended:** ### **Lower Level:** ### **Upper Level:** ###

**Introduction**

The critical competencies are the skills, knowledge and characteristics that TRU - OL believes define a student who is ready to proceed successfully toward degree completion. Depending on the student's degree of mastery and the level of credit applied for, the individual may be ready to begin intermediate (second year) or upper-level (third and fourth year) course work or even to graduate. The senate adopted Graduate Attributes (identifies the knowledge, skills, values of all TRU graduates) have been considered and integrated into this model. Also, the frameworks of both Bloom’s Taxonomy and Webb’s Depth of Knowledge are utilized to evaluate levels of thinking and cognitive depth of learning. It’s important to recognize that these competencies are not discrete, and often blend into each other. Evidence for one competency may manifest itself in another, for example, those who are effective in teamwork and leadership will likely have demonstrated effective interpersonal communications. A candidate need not reflect on every item in the inventory, he/she should choose those that reflect on relevant experiential, non- formal and informal learning.

Within the competencies, the opportunity to provide evidence of thinking about values and commitments is presented. It is not expected that candidates will have learning or provide evidence in each competency across every value/commitment. Rather, there may be opportunities to provide at least one example of each value/commitment in the portfolio, although this may show itself under different competencies. It is important to note that a candidate’s particular personal values and commitments are not being assessed. Rather, it is the thinking about, or the consideration of, values and commitments, as manifested in the discussion of the evidence presented that are relevant. It is therefore not the specific values a candidate holds that are important; it’s whether they have thought about the role of these values and commitments as part of their personal and professional development within the eight competencies.

The values and commitments are described below:

([www.tru.ca/vpacademic/curriculum\_development\_approval/Graduate\_Attributes.html](http://www.tru.ca/vpacademic/curriculum_development_approval/Graduate_Attributes.html))

***Social Responsibility and Ethical Behaviour***

Share knowledge and skills within the community (local, national, and international). Apply ethical principles to decision-making. Engage in ethical and professional practices in an accountable manner. Demonstrate behaviour consistent with ethical practices that positively impact the community and carry out other values and commitments-based activities consistent with their area of study.

***Sustainability and Entrepreneurship***

Apply principles of responsible sustainability practices to entrepreneurial or community-based service activities related to their disciplines. Justify, recommend, and express opinions on sustainability practices and environmental stewardship. Demonstrate entrepreneurial collaboration that supports career development opportunities or partnerships with government, industry, or NGO’s. Carry out other values and commitments-based activities consistent with their area of study.

***Intercultural Understanding***

Recognize the importance of valuing diverse perspectives in intercultural contexts. Collaborate with others to bring different skills, knowledge, and tools to problem solving. Recognize the value of including traditional and contemporary teaching, learning, research, and creative practices to work and in the community and carry out other values and commitments-based activities consistent with their area of study.

***Lifelong Learning***

Work independently and productively. Set personal and professional goals and establish an action plan to attain the goals. Reflect on personal development and use strategies to learn from self-reflection and carry out other skills-based activities consistent with their area of study.

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| 1. **Communication Abilities**   **Criteria for Lower-Level Credit**   * Writes at a basic or intermediate undergraduate university level. * Expresses ideas clearly. * Uses effective interpersonal communication skills. * Possesses effective listening skills including an ability to understand, paraphrase, and clarify communications. * Communicates with focus, intention and clarity. * Follows established facilitation methods for realizing results and building trust. * Follows appropriate communication channels and strategies.   **As demonstrated by, but not limited to:**   * Coherent overall presentation of the PLAR portfolio. * Competence in writing reports, correspondence, newsletters, brochures, blogs, websites, etc. * Preparation of a research (or other) report. * Above-satisfactory scores on TOEFL or language competency tests. * Effective presentation of information to a small gathering or audience. * Success in a career that requires effective interpersonal communication. * Experience as a translator or interpreter that was supportive to a successful outcome. * Customer/client interactions demonstrating the use of an appropriate communication channel. * Proven ability to resolve conflict through open and clear communication. * Participation in a Learning Circle, or similar initiative as part of a communication strategy.   **Criteria for Upper-Level Credit**   * Writes and/or speaks at an advanced undergraduate university level. * Conveys complex information or results of analysis in a clear and convincing manner; written or oral. * Uses verbal skills to influence people or their organizations in creating change. * Superior command of the English language e.g. ability to make a persuasive argument. * Models superior interpersonal communication skills. * Facilitates and models active listening skills. * Models and initiates with focus, intention and clarity. * Analyzes why discussions can and do go wrong. * Chooses optimal communication channels and strategies. * Demonstrates facilitation strategies for getting results and building trust.   **As demonstrated by but not limited to:**   * Published material. * Reports that have led senior managers to support a project, adopt a plan, etc. * Presentations to board, council, etc. * Frequent public speaking. * Appointment in media relations. * Strong leadership communication (oral and written) in the workplace or community. * Notable achievements through and/or accolades for exercising superior interpersonal communication. * Experience as a translator or interpreter that was integral to the successful outcome. * Formal assessment as superior communicator. * Conflict resolution skills through a variety of communication strategies and/or mediums. * Facilitation of a Learning Circle, or similar initiative, as part of a communication strategy. | **Communication Abilities** | |
| Portfolio Evidence (Observations) | Interview Notes & Conclusions |
| LL:  UL:  Public speaking  Writes well | LL:  UL:  SB: Tell me about |

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| 1. **Teamwork & Leadership Skills**   **Criteria for Lower Level**   * Offers new suggestions to advance the work of the group. * Engages team members in ways that facilitate their contributions by restating the views of other team members and/or asking questions for clarification. * Completes assigned tasks by deadline, and accomplished work advances the project. * Recognizes conflict and acknowledges a need for conflict resolution. * Recognizes elements of supportive workplace or community environment. * Confirms accuracy of understanding of collective goals responsibilities and working arrangements. * Identifies qualities of effective and ineffective teams and team members. * Recognizes the core beliefs and values of their team(s) (in their workplace or community-past or present). * Initiates activities, projects or services to create positive change. * Recognizes the benefits of diversity (cultural differences, gender, expertise, etc.).   **As demonstrated by, but not limited to:**   * Active involvement in group activities or initiatives. * A leadership role in the workplace or community. * Participation on an organized team (in a workplace, community, association or education setting). * An ability to articulate and share a self-awareness of one’s own leadership style (such as values, traits, and skills) and/or role as a team member. * Looking for opportunities to role model/mentor, for future generations to carry knowledge.   **Criteria for Upper Level**   * Helps their team move forward by articulating the merits of alternative ideas or proposals. * Models values and practices that encourage trust, knowledge sharing, and mutual success. * Engages team members in ways that facilitate their contributions. * Constructively builds on or synthesizes the contributions of others. * Engages individuals who are not participating. * Addresses destructive conflict directly and works constructively to resolve it. * Contributes to development/maintenance of supportive workplace or community environment. * Proactively helps other team members to accomplish assigned tasks to deadline. * Reflects on personal leadership style and practice. * Displays effective facilitation and mentoring skills (e.g. change management). * Initiates collaboration and builds consensus when appropriate even within a competitive environment. * Leverages diversity (cultural differences, gender, expertise etc.). * Knows own limitations including how and when to collaborate.   **As demonstrated by, but not limited to:**   * A role in developing, influencing, assessing a set of concepts/principles that guide group or individual behaviour. * Significant contributions to (or leading) activities that advance social goals, professional conduct, and/or ethical behaviour. * Meaningful reflection on the creation and sustainable management of a business or service organization employing multiple staff. * Self-awareness of one’s own leadership philosophy (values, traits, and skills), and its impact on others. * The ability to reflect and learn from leadership challenges. * Samples of teamwork projects or where applicant has led a team to success. * Acting as a role model/mentor for future generations to carry the knowledge. | **Teamwork & Leadership Skills** | |
| Portfolio Evidence (Observations) | Interview Notes & Conclusions |
| LL:  UL: | LL:  UL: |

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| 1. **Information Gathering & Organization**   **Criteria for Lower-Level Credit**   * Gathers information from a variety of sources for specific needs, including seeking out wisdom from Elders and/or other knowledge holders. * Evaluates current/dynamic sources of information, carefully considering strengths and weaknesses. * Organizes information in clear and logical manner into predetermined categories. * Demonstrates use of quantitative and/or qualitative information in analysis. * Demonstrates the ability to identify cause and effect relationships. * Demonstrates ability to frame a question-based approach to a problem. * Understands the need for measurable outcomes. * Demonstrates ability to pilot or test a previously developed set of procedures or policies. * Understands the difference between primary and secondary research   **As demonstrated by but not limited to:**   * The submission of a coherent portfolio. * The ability to manage and/or works with a large amount of information. * The ability to manage diverse bodies of information. * Maintaining and configures information. * An investigative approach to a workplace challenge, such as an interpersonal conflict or a breakdown in delivery of the appropriate level of service to stakeholders. * Reading and evaluating a wide (perhaps contradictory) range of sources.   **Criteria for Upper-Level Credit**   * Intentionally searches for sources contrary to “mainstream” sources to enhance the veracity of information (e.g., seeking out wisdom from Elders and/or other knowledge holders). * Prepares reports that provide effective organization and analysis of information. * Knows when there is a need for more information and when gathering more information will not further inform the process. * Chooses and evaluates multiple current/dynamic sources of information, carefully considering validity and bias. * Presents data in meaningful categories. * Analyzes the impact of strengths/weaknesses of information. * Designs and implements primary research methods, such as surveys, questionnaires, observational research, statistical analysis, or synthesis of academic research. * Designs an investigative approach to problem-solving. * Interprets and analyzes gathered information. * Uses previous results to predict/influence outcomes. * Develops a set of policies/procedures or strategic direction and evaluate/shows the likelihood of success. * Prepares reports that provide effective organization, synthesis, and analysis of information. * Recognizes when to develop/gather original information as opposed to using existing information sources. * Identifies and articulates provocative, relevant, and appropriate hypotheses. * Knows when secondary research will not solve problem and when primary research is required.   **As demonstrated by but not limited to:**   * The submission of a portfolio with superior organization of evidence. * The creation or management of a large database, and/or use of this data to analyze and create reports or the creation or management of a large database, and/or demonstrates the ability to analyze the data. * A research report that made an original, creative or policy contribution to your organization. * Reports to stakeholders based on research or literature reviews. * Published articles, in industry association newsletter or journal, based on research or research review. | **Information Gathering & Organization**  **(Analysis & Research)** | |
| Portfolio Evidence (Observations) | Interview Notes & Conclusions |
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| 1. **Problem-Solving & Decision-Making Abilities**   **Criteria for Lower-Level Credit**   * Articulates or demonstrates a single approach process for solving problems (such as SWAT). * Solves problems of a technical, interpersonal or organizational nature. * Sets priorities in a situation of low complexity. * Assumes Lower-Level responsibility for making recommendations or decisions. * Recognizes and addresses obstacles to achieving an ambition or goal as part of a group (at work or in community- could be related to a personal/family as well). * Identifies critical factors, summarizes, and utilizes data collected from one or more sources to make informed decisions.   **As demonstrated by but not limited to:**   * Participation in the resolution of conflicts or disagreements. * Involvement in a problem-solving action in a workplace or community. * A formal performance assessment that identifies the applicant as an effective problem-solver. * The capacity to set priorities in a low complexity situation. * Working in a customer environment and resolving complaints, particularly in situations where there is no protocol. * Having the confidence of management to resolve routine problems with minimal or no supervision. * Reflects on social or ethical action in which candidate has been involved. * Documentation, such as a project charter, letter of appreciation or news article, describing an initiative (and your involvement) that adds value to an organization or community. * Reflection on risk taking and risk mitigation in workplace or community. * Responsibility for basic or intermediate decision-making (e.g. hiring, selecting equipment, purchasing or placing orders for re-stocking of inventory, etc.).   **Criteria for Upper-Level Credit**   * Evaluates the strengths and weaknesses of materials, processes or information, and makes responsible choices among alternatives. * Leads or coaches others in problem-solving for work or community situations. * Makes reasoned or defensible recommendations in a variety of complex situations. * Exhibits a problem-solving approach that leads to a list of actions. * Shows ability to set effective priorities. * Mediates in complex situations with interpersonal, technical, professional and/or organizational factors or implications. * Exhibits creative solutions to workplace or community problems, or thinks outside the box (i.e., differently, unconventionally, or from a new perspective). * Overcomes obstacles to achieve an ambition or goal as a leader or individual. * Demonstrates the ability to determine when a problem is or is not solvable. * Exhibits understanding of positive and/or negative consequences of failures and/or mistakes. * Exhibits ability to generate multiple solutions or alternatives. * Develops and executes risk management strategy in a workplace or community organization.   **As demonstrated by but not limited to:**   * Examples of meaningful change in the workplace initiated by candidate. * Appointment or election to office. * Promotion to advanced or managerial level in workplace or community organization. * Achievements in the workplace e.g., devising new working practices to improve efficiency, information systems development, diagnosing and rectifying faults or issues. * Solving a problem when established practice or policy is inappropriate or inadequate. * Applying expertise from one area to to a different area, e.g., expertise in marketing as applied to a leadership situation; a multi-disciplinary approach to problem-solving. * Demonstrated success in managing through adversity, e.g., economic challenges. * Description of activities and/or accomplishments reflecting effective entrepreneurial/managerial decision-making. * Samples of developed plans to enhance an organization’s or community’s readiness to respond to major incidents, and issues impacting the environment and/or its social/economic value. * Organizing or planning Learning Circles, or similar gatherings, to establish and honour the collective wisdom of the group. | **Problem Solving & Decision Making Abilities** | |
| Portfolio Evidence (Observations) | Interview Notes & Conclusions |
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| 1. **Numeracy**   **Criteria for Lower-Level Credit**   * Demonstrates routine mathematical aptitude by applying quantitative techniques, analysis, and reasoning commonly encountered in a variety of applied (including trades) disciplines and life situations. * Works with basic spreadsheets and/or databases to compile and process routine calculations e.g., sums, percentages, and/or averages. * Demonstrates understanding of measurement and estimation, a comprehensive range of arithmetic operations, and comparisons of numerical magnitude. * Understands the role of quantitative analysis in problem-solving and decision-making.   **As demonstrated by but not limited to:**   * Solving mathematical problems in carpentry, electronics, mechanics, sophisticated sewing, institutional cooking or other work. * Ability to use or modify formulas/spreadsheets, e.g., in Excel. * Administering budgets and conducting basic variance analysis. * Reading and using graphs or charts in workplace or community activities. * Effectively managing personal investment portfolios. * Constructing elementary computer applications involving numerical calculations and logical organization. * A sample report or recommendation that includes numerical analysis.   **Criteria for Upper-Level Credit**   * Exhibits an ability to confidently manipulate numerical information, e.g., application of proportions and probabilities, knowing when and how to perform multi-step operations, and competence in interpreting graphs and charts and applying statistical analysis. * Shows strong computer skills in working with numbers, e.g., develops sophisticated spreadsheets and/or databases utilizing mathematical/statistical functions; creates or customizes other software to calculate and/or summarize numerical information. * Uses numerical and quantitative information to influence decisions and communicate issues. * Creates numerical models/approaches and uses them to create forecasts and/or draw conclusions. * Has the confidence of professionals, e.g., auditors, physicians, engineers, senior managers, and Board of Directors when processing and interpreting quantitative data for high stakes actions, decision-making and/or reporting.   **As demonstrated by but not limited to:**   * Applying intermediate or advanced formulas leading to actions, forecasts and decisions, e.g., financial forecasting and analysis (including net present value), verifying formulation of dosages for specific patients, accident reconstruction, and strength of materials calculations. * Calculating, interpreting, and communicating quantitative information and ideas with confidence in order to effectively and efficiently engage in and manage the mathematical demands of a range of situations with organizational (workplace or voluntary sector) consequences, e.g. Financial management, transportation logistics, engineering projects, construction estimates. * Generating advanced budgets and/or analyses in the workplace or community, such as project evaluation; financial statements and/or forecasts involving multiple currencies, and accumulation and processing of a large volume and variety of numerical information. * Designing solutions to mathematical problems in challenging situations such as managing large-scale investment portfolios, engineering designs, and sophisticated health and public safety applications. * Developing computer tools for working with numbers (creation or customization of workbooks, relational databases, or programs) to accurately process data and produce meaningful analyses and/or substantial results (products, decisions, actions, formal financial reports). * Interpreting and communicating relatively complex mathematical and/or statistical information and ideas in a leadership role. | **Numeracy** | |
| Portfolio Evidence (Observations) | Interview Notes & Conclusions |
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| 1. **Critical & Creative Thinking**   **Criteria for Lower-Level Credit**   * Distinguishes fact from value/opinion. * Identifies and critiques arguments/perspectives. * Assesses knowledge or information in particular subject areas. * Considers new directions or approaches within established guidelines. * Articulates the value of exploring alternate or divergent perspectives and ideas. * Experiments with creating a unique idea, question, format, or product. * Is aware of metaphor. * Accesses and assess a wide range of information, and makes innovative connections from it. * Demonstrates good observational skills. * Articulates the usefulness of learning and growing from mistakes. * Demonstrates intellectual curiosity.   **As demonstrated by but not limited to:**   * Well-researched arguments presented in written or oral form. * Persuasive response to situations or problems requiring discrimination of factual claims from value claims. * Evidence of long-range planning. * Participation in setting policies or procedures meant to effect change. * Critically discussing and assessing arguments in media. * Portfolio layout and presentation showing originality. * Innovation within established guidelines or creative production based on templates, e.g., setting up a website from a template. * Production of art, design, or craft at a competent level – note, competence is defined as “likely decided by a group of peers”. * Invention of something for personal use or use within the workplace. * Showing understanding of changing economic, political, social, and cultural forces on social responsibility and ethical behavior and the understanding that these can shift in different situations/cultures. * Considering values and ethical dilemmas related to confidentiality, fairness, accountability, responsibility, respect for others, and/or interactions with the public.   **Criteria for Upper-Level Credit**   * Weighs evidence and provides analysis in complex and multifaceted tasks, e.g., analyzes competing views on controversial issues such as farmed salmon, GMO foods, Truth and Reconciliation Commission Calls to Action. * Develops personal principles and models. * Makes balanced and well-reasoned judgments, including rationally questioning the viewpoints of experts. * Confidently reaches reasoned conclusions in ambiguous situations. * Demonstrates reflection and metacognition; thinking about one's own thinking, e.g., grows from mistakes and situational experiences. * Able to assess a wide range of materials, recognizes untraditional connections or patterns, and transform them into something innovative and new. * Actively explores and synthesizes alternate, divergent, or contradictory perspectives and ideas. * Successfully creates a unique idea, question, format, or product. * Is aware of broader historical contexts and appropriate criteria for fields of endeavour. * Demonstrates active curiosity, openness to learning, refined observational skills, and the ability to ask probing/insightful questions. * Explores and evaluates complexities related to values and ethical dilemmas, e.g., confidentiality, fairness, accountability, responsibility, respect for others, and/or interactions with the public   **As demonstrated by but not limited to:**   * Judgments or conclusions exhibiting the ability to make important distinctions. * Well-reasoned argument presented to management or other body. * Policy decisions based on carefully supported set of arguments. * Situations where candidate has been influenced or has been able to influence others by using reasoning and exploration of the issues. * Judgements where argument is logically and rationally collected and presented. * An ability to combine additional information with existing knowledge of a situation to reach modified conclusion. * Ability to mediate/evaluate in emotionally charged situations plus, upon reflection, recognize and apply learning to future situations. * Articulating understanding of why personal beliefs are held and are influenced by prior learning and experience. * Develop bid packages and/or select supplier in a competitive bidding or RFP setting. * Demonstrate examples where the candidate has selected the most effective solution, e.g., hired the most qualified candidate, explained and justified a new budget, or handled employee discipline. * An ability to apply learning from one situation to a totally different situation, e.g., transferable skills, unrelated courses, appreciation of value of developing a body of knowledge. * Inventing something with applications beyond personal use or that of immediate workplace. * Developing an innovative business. * Create a website by writing own code (not from a template). * Producing art, craft, or design at a semi-professional level, or higher. * Teaching in areas where critical/creative thinking is integral. | **Critical & Creative Thinking Abilities** | |
| Portfolio Evidence (Observations) | Interview Notes & Conclusions |
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| 1. **Independent Learning & Intellectual Maturity**   **Criteria for Lower-Level Credit**   * Reads with comprehension specific subject matter materials in own area of expertise. * Demonstrates sensitivity to other points of view, including those in multicultural contexts. * Articulates learning strategies and goals. * Initiates learning activities in and outside of work contexts. * Sets personal and professional goals and establishes an action plan to attain these goals. * Works independently towards established goals. * Reviews prior learning with some depth, revealing clarified meanings or a broader perspective on education/life. * Appreciates the demands of a pluralistic society or workplace, such as Aboriginal ways of knowing. * Articulates personal views on social responsibility and ethical behavior. * Exhibits some self-awareness.   **As demonstrated by but not limited to:**   * A reflection on the candidate’s own personal development. * Applying strategies to learn from self-reflection. * Articulating personal cultural values, beliefs, and practices. * Identifying their own capacity for dealing with different beliefs and intercultural practices. * Intellectual curiosity, such as a commitment to learn about other cultures, languages, sustainability, social responsibility. * Establishment of a connection between prior learning and current attitudes, comprehension, and behaviour. * Articulating of rationale for engagement in specific formal and informal learning activities as related to knowledge and skill development. * An awareness of own strengths/weaknesses and when to call in other expertise. * Sensitivity to others’ points of view. * Articulating the ethical challenges of a specific experience.   **Criteria for Upper-Level Credit**   * Reads widely beyond area of expertise. * Interprets experiences from own perspective and other worldviews. * Seeks out and compares worldviews based on knowledge of more than one language or multicultural contexts. * Independently explores topics in depth, with demonstrated awareness and/or interest in the subject. * Pursues opportunities to expand knowledge, skills, and abilities. * Makes explicit reference to previous learning and provides examples of how it facilitated comprehension and performance in new situations. * Articulates changing philosophies on social responsibility and ethical behaviour and why these changes occur. * Identifies competing interests on different perspectives and actions related to social responsibility and ethical behaviour. * Demonstrates global or broad-ranging thinking, looking to bridge cultural divides.   **As demonstrated by but not limited to:**   * Progressive levels of learning, with broader perspective, adding to foundation for expanded knowledge, acceptance of ambiguity and growth over time. * An articulation of strategies used for adapting communication practices in different contexts to achieve specified goals. * An articulation of communication style preferences and strategies, and how they are influenced by one’s cultural lens. * Service as mediator and/or problem solver in conflict situations that involve different worldviews and practices. * Articulation of a purpose, or reason, for intentional learning that includes a strategy, goal or obstacle to overcome, as evidence of long-range planning. * Successful completion of informal education in social responsibility, professional conduct, and/or ethical behaviour. * Reflection on involvement in establishing an environmental/economic sustainability strategy for a business, not-for-profit, profession or industry. * A contribution to the development of vision and mission statements reflecting the importance of an organization's corporate, economic and environmental responsibility when establishing or operating a profitable yet sustainable venture. * An articulation of diverse factors that may influence moral reasoning, such as obligations, social context, societal well-being, personal interests, integrity, justice, virtue, character. * An articulation of a strategy for dealing with different beliefs and intercultural practices including areas for future knowledge and skill development. | **Independent Learning & Intellectual Maturity** | |
| Portfolio Evidence (Observations) | Interview Notes & Conclusions |
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| 1. **Applied Knowledge & Skills**   **Criteria for Lower-Level Credit**   * Applies basic to intermediate knowledge or skill in particular field. * Uses knowledge effectively in the workplace, community and/or as a small business owner/operator. * Follows a code of ethics, regulations and/or standards in an applied area.   **As demonstrated by but not limited to:**   * Innovative adaptation of product or process. * Creation and/or management of a private business, e.g., self-employment in an applied area. * Performance of art/craft/music at a moderately high level. * Technical proficiency in an applied body of knowledge, e.g. computer applications, machinery, tourism management, etc. * Appointment as a trainer, coach, facilitator in area of applied knowledge.   **Criteria for Upper-Level Credit**   * Applies expertise/skill in complex situations. * Uses applied knowledge in innovative ways on the job, in the community and/or as a business owner/operator. * Exhibits advanced knowledge in an applied area. * Creates or enforces a code of ethics, regulations and/or standards in an applied area.   **As demonstrated by but not limited to:**   * Documented (e.g. patent, users’ manual, etc.) invention with application. * Creation and/or management of a private business, involving multiple personnel * Performance of art/craft/music at a high (professional or semi-professional) level. * Advanced use of computers, e.g., Network and/or Database design. * Appointment as a trainer, coach, facilitator or regulatory official in more complex area of applied knowledge (e.g. teaching in a diploma or Journeyman’s level program at a community college; competency assessor in a regulated field). * Being a recognized leader in a more complex applied area, e.g., regularly called on for an opinion, to speak, deliver workshops, speak to media, contribute to trade publications, and/or act as an expert witness) | **Applied Knowledge & Skills** | |
| Portfolio Evidence (Observations) | Interview Notes & Conclusions |
| LL:  UL: | LL:  UL: |

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| **Additional Notes (from Portfolio Review and/or Interview)** |
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