

GUIDELINES FOR DEVELOPING COMPETENCIES

Format:

1. Begin with a present tense action verb.
(Example: Convert picas to points and inches.)
2. Each action verb requires an object.
(Example: Identify bacteria, fungi, and parasites.)
(Verb followed by object)
3. Each competency is measurable and/or observable.
(Example: Describe general methods of child study by describing such procedures as longitudinal study, case study and correlational study.)
4. Each competency is based on performance.
(Example: Evaluate literacy genre from a historical perspective by comparing and contrasting the literary works in the 19th Century.)
5. Do not use evaluative or relative adjectives.
(Do not use words like good, effective, appropriate)
6. Do not use evaluative or relative adverbs.
(Do not use works like quickly, slowly, immediately.)
7. Do not use qualifying phrases.
(Do not use a phrase such as “Write with greater confidence.”)
8. Say what you mean, using only necessary words.

Content:

1. Use all domains as appropriate: cognitive, psychomotor and affective.
2. Build the level of learning from the lowest level to the highest level in each domain, e.g., from knowledge to evaluation in the cognitive domain; from imitation to naturalization in the psychomotor domain; and from receiving to characterizing in the affective domain.
3. Organize similar knowledge, skill and abilities together into a competency, developing a smaller number of competencies rather than an extensive number of knowledge, skills and ability outcomes.
4. Introduce the knowledge, skills and abilities required for transfer to upper division programs, or performance in career.
5. Relate competencies to prerequisites and general education requirements.
6. Include systematic, critical, and creative processes.
7. Reinforce critical thinking and oral communication

VERB LIST
(Examples of Verbs Often Used to Write Competencies)

COGNITIVE DOMAIN

Levels of Learning

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
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Define	Acquire	Apply	Break down	Categorize	Appraise
Describe	Convert	Change	Correct	Combine	Compare
Identify	Defend	Compute	Diagram	Compile	Conclude
Label	Distinguish	Create	Discriminate	Create	Contrast
List	Estimate	Demonstrate	Discuss	Devise	Criticize
Match	Extend	Discover	Distinguish	Design	Diagnose
Name	Generalize	Manipulate	Identify	Explain	Discriminate
Outline	Give	Modify	Illustrate	Generate	Enhance
Provide	Examine	Operate	Infer	Modifier	Explain
Reproduce	Infer	Predict	Outline	Organize	Justify
Select	Paraphrase	Prepare	Point out	Plan	Interpret
State	Predict	Produce	Program	Process	Relate
	Rewrite	Relate	Relate	Rearrange	Research
	Summarize	Show	Review	Reconstruct	Summarize
			Select	Relate	Support
			Separate	Reorganize	
			Study	Revise	
			Subdivide	Rewrite	
				Sequence	
				Summarize	
				Tell	
				Write	

*** The levels of learning may vary depending upon use of verb. Verbs may be used in several domains.**

VERB LIST
(Examples of Verbs Often Used to Write Competencies)
PSYCHOMOTOR DOMAIN

Adjust	Arrange	Administer	Conduct
Apply	Code	Book	Document
Assemble	Control	Clip	Encircle
Build	Design	Derive	Graph
Calibrate	Dismantle	Draw	Pull
Change	Display	Focus	Push
Clean	Drill	Handle	Regulate
Combine	Encapsulate	Identify	Sculpt
Compose	Expand	Introduce	Set
Compute	Fasten	Locate	Sketch
Connect	Fix	Manipulate	Slide
Construct	Follow	Mend	Start
Correct	Frame	Mix	Stir
Create	Graph	Modify	Transfer
Debug	Grind	Nail	Use
Display	Hammer	Paint	Vend
Insert	Heat	Preserve	Vocalize
Install	Input	Point	Weigh
Map	Interface	Sand	Work
Operate	Loop	Transport	
Probe	Maintain		
Repair	Organize		
Shade	Punch		
Transform	Support		
Troubleshoot	Switch		
	Transmit		
	Work		

*** The levels of learning may vary depending upon use of verb. Verbs may be used in several domains.**

VERB LIST

(Examples of Verbs Often Used to Write Learning Competencies)

AFFECTIVE DOMAIN

Levels of Learning

RECEIVING	RESPONDING	VALUING	ORGANIZATION	VALUE COMPLEX
Ask	Answer	Complete	Adhere	Act
Choose	Assist	Describe	Alter	Discriminate
Describe	Comply	Differentiate	Arrange	Display
Follow	Conform	Explain	Combine	Influence
Give	Discuss	Form	Compare	Listen
Hold	Greet	Initiate	Complete	Modify
Identify	Help	Invite	Defend	Perform
Locate	Label	Join	Explain	Propose
Name	Perform	Justify	Identify	Qualify
Point to	Practice	Propose	Integrate	Question
Select	Present	Read	Modify	Revise
Set erect	Read	Report	Order	Serve
Reply	Recite	Select	Organize	Solve
Use	Report	Share	Synthesize	Use
	Select	Study	Verify	
	Tell	Work		
	Write			

*** The level of learning may vary depending upon use of verb. Verbs may be used in several domains.**