



UNIVERSITY
of MARY

| *for Life.*

PRIOR LEARNING HANDBOOK



A GUIDE TO PORTFOLIO DEVELOPMENT

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INTRODUCTION

Purpose

This Handbook will provide you with the format to write a portfolio that will earn credit(s) for your prior learning. The Handbook is a guide to help you understand the process of earning credit through portfolio assessment and how your portfolio should be put together.

The Handbook explains other ways in which you can earn credit for types of prior learning that you may find less complicated. Earning credit from equivalency exams or from credentials that you hold is a couple of ways which you can earn credit without submitting a portfolio. Students can test out or do prior learning up to 45 credits total.

The Value of Prior Learning Assessment

- Validate the worth of ongoing learning achieved over a lifetime
- Demonstrate to individuals the need for on-going learning to achieve lifetime goals
- Shorten the time necessary to earn a college degree
- Save money by reducing the number of courses required to graduate
- Enhance pride and self-esteem for what individuals have accomplished as learners
- Learners is truly a lifelong process, that never ends

Handbook Objectives

When you have finished reading the Handbook, you will be able to:

- Understand how you can earn credit for credentials, exams, or for ACE-PONSI recommended programs.
- Define terms and concepts related to the prior learning process including:
 1. Prior Learning Outcomes
 2. College Level Learning
 3. Portfolio Assessment
- Identify and define learning in terms of course descriptions.
- Understand the basic policies and procedures of the portfolio assessment process, including:
 1. The amount of credit awarded
 2. The evaluation process
 3. Applications procedures
- Understand the concept of “learning outcomes” and other elements of a portfolio.
- Write a portfolio that can be submitted for evaluation of credit

HOW CAN I EARN CREDIT?

Before you begin the process of *Portfolio Assessment*, let us discuss the many different alternatives you have to earning credit towards your degree program.

Learning/Verification/Credit Calculation Guide

- Traditional College: Credit Transcript, Courses, having passing grade or above are accepted.
- Non-credit Courses: One semester hour for each 45 clock hours of classroom setting or one semester hour for each 15 clock hours in the classroom and one year of experience in the topic.
- Formal Technical Training: Transcript
- Work Education: Endorsement by Employer, differentiations made between *repetitive and progressive* learning. Job description, job classification, merit ratings, civil service records, etc. Also, see Documentation Resources.
- CLEP or DANTES Testing
- Other life learning: Letters of verification or other forms of documentation, which give evidence of quantitative and qualitative, extent and depth of learning.

Grading

Grades are entered as pass/fail and will not affect the students GPA.

Appeal Process

Refer to the Student Handbook to appeal a grade.

UNDERSTANDING THE TERMS

In order for you to begin the process of earning credit for prior learning, the following terms are explained: prior learning, college level learning and portfolio assessment.

Prior Learning Outcomes

Prior Learning is any learning that was not part of a college or university course and does not carry college credit. Learning can take place in a variety of settings including, but not limited to the following:

On-the-job training
Community/Religious volunteer service
Training Programs or In-Service Courses
Personal Travel
Volunteer Work

Teaching a course/class
Independent Research
Awards, Publications, and Workshops
Military Training
Conventions and Conferences

You may qualify for Prior Learning Credit by doing two things:

1. By describing that your learning is equivalent to a college level course
2. By submitting evidence that proves that your learning outcomes are equivalent

College Level Learning

The following criteria also help identify college level learning:

- Be measurable
- Be at a level of achievement defined by the faculty as college equivalent or consistent with the learning of other students engaged in college studies
- Be applicable outside the specific job or context in which it was learned
- Have a knowledge base and be reasonably current
- Imply a conceptual or theoretical as well as a practical understanding
- Show some relationship to your degree goals and/or lifelong learning goals
- Not repeat learning for which credit has already been awarded
- Credits will be earned through semester hours

Portfolio Assessment

Portfolio Assessment is the way you verify how you have learned or developed knowledge through your college level learning outside the classroom. As you start to develop your portfolio, you will begin a journey of self-exploration and self-acknowledgement. Your portfolio will become an instrument that you may also use in job interviews and performance evaluations.

You may ask, “Why submit a portfolio?” You submit a portfolio because you have to show how your learning knowledge is equal to education that a “traditional” student would attain from attending school. The portfolio is the method you use to prove that you have learning that is equal to what is taught at college.

Keeping these concepts in mind, let us look at how credit is awarded. We award prior learning credit if you show that your prior learning outcomes are:

- Equivalent to college or university level
- A balance between theory and practice
- Directly related to your degree program and requirements
- Measurable

BEFORE YOU BEGIN

As you read the following pages, keep in mind that, although this is the structure of a generic portfolio, you can enhance your portfolio by giving it some of your spirit and character.

It is important to know what the faculty member who will read your portfolio wants to know about you. He/she is not simply looking at whether your cover sheet is grammatically correct or your life history is ten pages, but also to see your personality; to discover who you are and why you have done what you have done.

When you describe how you became interested in a field or why you attended a certain seminar, a picture of yourself develops. The evaluator will feel your knowledge and perhaps remark to himself, "This person really knows a lot about this are." If you can show the evaluator this knowledge, your portfolio will be a success!

WRITING YOUR PORTFOLIO

Your portfolio is to be typewritten, double-spaced and numbered. Each section should be clearly identified (by use of index tabs). You do not have to include information that does not directly relate to you learning outcomes. Only use information and evidence that is specifically related to what you are trying to prove. The clearer you are, the more understandable your portfolio will be. Have a qualified person proofread your entire portfolio before you submit it. It is recommended you keep a personal copy of your portfolio as well as any original certificates or important papers in case a portfolio is lost. Your portfolio should follow this type of structure.

THE PORTFOLIO

The following is an example of how to put together your portfolio. Although you need to include the basic structure in your portfolio, you can elaborate and design your sections anyway you choose

- Title Page, Fig. 1
- Notary Form, Fig. 2
- Summary of Requested Credits, Fig. 3
- AIMS Report from my.umary.edu or Degree Plan, Fig. 4
- Career and Life Goals Statement, Fig. 5
- Life History (Autobiography), Fig. 6
- Individual Course Request for Prior Learning, Fig. 7

(Figure 1) Title Page

The title page includes your basic personal information

University of Mary Prior Learning Program

In Partial Fulfillment of Degree Requirements for the University of Mary

Class ID and Title
Number of Credits Requested

Name
Address
City, State, Zip

Day Phone
Evening Phone
Student ID

(Figure 2) Notary Form

University of Mary Prior Learning Program Notary Form

I attest to the fact that the principal parts of this portfolio, that is: the goals, life history and all requests for credit are my own work. I have composed and written these pages myself and they accurately reflect my college-learning outcomes.

I understand that it is my responsibility to ensure that the credits I earn through the portfolio assessment process are applicable to my degree program.

Student's Signature _____ Date _____

Student ID Number _____

Subscribed and sworn to or affirmed before me this _____ day
(date)

Of _____
(month) (year) (location)

(Signature of Notary Public)

(Figure3) Summary of Requested Credits

(Example)

COM 110	Oral Communication	3 credits
CIS 101	Intro Computer Services	3 credits
	Total	6 credits

(Figure 4) Degree Plan or AIMS Report

A copy of your degree plan or AIMS Report is placed here.

(Figure 5) Career and Life Goals Statement

The Career and Life Goals Statement is a free structured personal statement that will describe your career, personal, and educational goals. You may describe goals that you have set in the past, include information on how you achieved these goals, and state your goals for the future.

You can write the Statement as an essay or as a series of statements. The Career and Life Goals Statement is important because it shows an evaluator how you intend for your learning to continue and, specifically, how you intend to reach your goals.

Career and Life Goals (Samples)

Personal Fulfillment

I have always wanted to earn my degree in nursing but at the time I entered the nursing field, I had two small children and felt that four years was out of the question as I had to drive 65-70 miles one way, five days a week. With the University of Mary's Independent study program, I feel I can now attain that goal.

Financial Security

I feel I need my BSN for financial security for the future. If anything should happen to my husband, I would be responsible to provide for five children and myself. I feel I would need my degree to do so, and even now, at the present time, I know of places that do not hire diploma nurses and opt for hiring degree nurses only. I feel it would be for the benefit of me and my family to earn my degree.

Increase in Job Opportunities

I feel I would benefit from having a BSN when seeking employment. I think there will be more diverse fields available to a Registered Nurse with his/her BSN. Example: Most public health agencies prefer to hire degree nurses, as opposed to hiring an associate's degree prepared RN or a diploma prepared RN. Therefore, I feel I would benefit when seeking employment, with an increase in jobs available to me. I also feel I would be able to be more selective when seeking employment.

(Figure 6) Life History (Autobiography)

The Life History is a written narrative about three different areas in your life: Personal, career, and educational. This narrative will start with your personal, career, and education activities since your graduation from high school.

The Life history is an important part of your portfolio because it will help you to focus on past outcomes and see which of these was there was authentic prior learning. This section is mainly a tool to help you find where learning took place in your life.

The section should be written in a free-form style. When writing your Life History, pretend that you are writing an entry in your journal. By writing down events that have happened since you graduated from high school, you will begin to see events during the years that were learning outcomes. It will take you through a step-by-step process that will, ultimately, show how your thought processes and learning have developed. Each year should be described as if you were reliving it. By placing yourself back in the past, you will begin to become aware of ideas, events, and thoughts that structured you into the person you are today.

By the end of your narrative, you will be aware of which events shaped your life and when your learning began. By the end of your narrative, the evaluator will know the entire “life history.” This section is a written version of your Chronological Time-Line.

Here is an example of how the beginning of your life history narrative could look:

1979-Graduation from high school

This was an exciting year for me; the beginning of a new life, or so I thought. I thought that the world was mine for the taking. I had started a job as a cashier at Burger King making \$2.50 an hour and was saving towards a new car. I was footloose and fancy-free. No love interests or friends to hassle me. I had not even begun to think about college or education. I couldn't imagine how I would pay for school.

1980 - Family Tragedy

This year my mother died suddenly from a fast-growing cancer. I was devastated. I could not even begin to think about work or school or anything else for that matter. All my life I had been pushed by my mother to achieve and now my pillar of strength was gone.

Through the life history narrative, the evaluator can see your progression as an individual in all aspects of your life:

1985- Graduation from college

It took me quite a long time, but I finally accomplished my goal – I graduated from college with a degree in Psychology. I was able to pay for college by working fulltime as assistant manager at Burger King. Through this job, I have learned how to manage, communicate with others, and accomplish goals within short periods of time. It's amazing to me how I have come this far. Following my mother's death, I began to be intrigued by the personal dynamic of my family and how each family member coped with her death. This fascination led me to want to continue my education as a bereavement counselor.

1989 – Getting married

Ten years after high school I am finally tying the knot. I met and fell in love with a fellow social worker at St. Mary's Hospital. He is a wonderful human being who was also pushed into social work because of a death in the family. This is only the beginning of our commonalities. David has decided to take another position elsewhere following our honeymoon. He believes that it will be easier if we have no conflict of interests and shared caseloads. I agree because I am seriously considering starting a family anyway. Who knows how long I will be employed there.

(Figure 7) INDIVIDUAL COURSE REQUEST FOR PRIOR LEARNING

University of Mary
Individual Course Request for Prior Learning

- I. Course no. _____ Course Title _____ Cr. Requested _____
- II. Course Description:

Course Description taken from _____ catalog
(Name and page # of accredited college catalog/Learner Guide)
- III. Learning Background – Review of Life History
Summarize briefly various learning experiences that relate to this course. Include: What the learning experience was, where, dates, length of time and places of these learning events.
- IV. Learning Outcomes
I have learned the following concepts, theories, skills (communication, professional and valuing skills) related to this course. List competencies learned/describe how they apply to your life.
- V. Evidence/Documentation
A list of those used followed by the actual documents or copies of those documents.
- VI. Summary of Current Learning
Article summaries or integrated paper using current readings for each course request.

REMEMBER: You must follow this format for each course for which you request Prior Learning Credits.

Learning Background

Before describing the Learning Background section of your portfolio, an explanation of the difference between a learning experience and work experience will be helpful.

Example

- Kate has worked as a branch manager of a local home health care organization for 10 years. Initially, she started with some information about managerial skills, but over the first year began to acquire management skills through interaction with employees and upper management. She has had no formal training, but continues to use the management skills acquired in her first year.
- Richard started out in the respiratory therapy field as a volunteer following the birth of his first child who suffered from a respiratory ailment. Realizing he had an aptitude for respiratory therapy, he decided to become certified and then registered. Following his appointment as the department head of a local hospital, Richard began to teach the hospital technician program. After 10 years of teaching, Richard left the hospital to start his own health care organization. After numerous management seminars and consultations with other home health care managers, Richard has a thriving business which currently operates in over 1000 cities nationwide.

Although Kate has ten years of involvement as a branch manager, her learning has mainly taken place in the first year of her employment. This same learning is, in fact, being repeated over and over again. As you can see, no new learning has taken place. In fact, because she has never had any additional management training, her management skills are out-of-shape. Kate would not be eligible for prior learning credit.

Richard, on the other hand, started out with no knowledge. He later became certified and registered in respiratory therapy (lower division college experience), worked as a department head (possibly upper division college experience), and later began his own home health care agency (possible graduate level college experience). Richard has shown different levels of learning and different ways in which he has obtained these new levels. Richard would be eligible for prior learning credit. Richard is not being awarded credit for his years of experience in respiratory therapy, but on his ability to show what he has learned through his years of being a therapist.

Writing the Learning Background

- Begin in a straight forward manner
- Tell enough about your life so that the evaluating professor gets a sense of who you are and where your goals will take you
- Use a tone that is self-confident and assertive
- Organize your portfolio so it is clear, logical, and easy to read
- The connections between the sections must be coherent and understandable
- Must be neat, grammatically correct, and clearly written
- Be sure to address what is important to your institution such as the Seven Competencies and the Benedictine Values
- Develop a conclusion
- Edit, Edit, Edit!!!

The Learning Background section of your portfolio is where you will show your learning outcomes and explain how and where you obtained your learning. It should be written clearly and be grammatically correct. It may be from two to five pages or more in length.

This section is your way of convincing the evaluator that your prior learning shows measurable learning outcomes. You should write as much as necessary to show an evaluator how you have learned within your experience.

This section is also where your work of putting together the Life History and your Goals will be useful. You can use these sections to help you find where important learning happened within your life, what you were doing at the time, and what you accomplished from the learning.

The most difficult part of writing the Learning Background is identifying these prior learning outcomes and relating them to the course description you have chosen.

Learning Outcomes

The Learning Outcomes section of the portfolio is where you relate your own learning to the specific course description you have chosen from the University of Mary catalog. Because many course descriptions are shortened versions of the course objectives, it may help you to get a copy of the course syllabus. Use the syllabus to help you describe your “learning outcomes.”

If you look at the course objectives, however, you will note that they are more specific and give you an idea of exactly what learning is expected to be accomplished by the end of the course, even though you have included the basic course description in the first section of your Request for Prior Learning Credit. The course objectives are used to focus your Learning Outcome statements. Therefore, following the “Description” part of the Learning Outcome, you could cite the objectives listed in the syllabus as your learning outcomes:

By using the existing course objectives, you will describe your learning outcomes to an evaluator. This is the easiest way to accomplish your task. At this point, the evaluator has read your goals, life history, and background regarding how your learning was acquired and recognizes what was learned. You do not have to use the specific syllabus from the course. You may create your own objectives. They must, however, be as clear and concise as the above example.

When developing your own learning outcomes, keep the following in mind:

- These are the statements that will persuade an evaluator that you have accomplished specific learning outcomes.
- These specific statements clearly show what you can do and what you know.
- They demonstrate a balance between theory and practice.
- Statements show that you have knowledge, which can be applied to different situations.
- Develop an outline of your suggested portfolio outcomes for a review by the evaluator.

Evidence/Documentation

After the Learning Outcome section of the Request for Prior Learning Credit, you will provide the documentation that supports your prior learning. A good rule of thumb is to provide documentation for learning outcome that you specify.

Your documentation should confirm learning, not just an experience. The following are types of documents used to clarify prior learning:

- Awards, letters of commendation
- Book lists/materials read
- Completed class assignments
- Course description or outline
- Course transcripts
- Description of requirement for licensure/certification

- Evidence of completion
- Explanation of tasks performed
- Explanation of ranking or classification
- Job descriptions
- Licenses/diplomas
- Membership requirements for professional organizations
- Membership in professional organizations
- Military separation papers
- Military records
- Notes taken in Class
- Performance evaluations
- Performance standards for acquiring licenses
- Publications
- Scores on licensing exams
- Syllabi
- Third-party verification letters
- Verification of enrollment letter
- Work projects (proposals, reports, schematics)

Copies of diplomas, licenses, certification or registrations should be notarized as a “true copy of the original.” All of your evidence should be clearly identified to show which learning outcome is being documented.

Weak Sources of Documentation

- Letters from family members, personal friends, work colleagues (unless that person is in a supervisory position).
- Travel brochures of places you have visited
- Newspaper clippings about events in which you state you participated but you were not mentioned
- Job evaluations that are not specific concerning what skills you have mastered

Third-Party Verification Letters

The best types of evidence to support your learning outcomes are *third-party verification letters*. These letters are written by immediate supervisors, past employers, work associates, community leaders, or any other individual with first-hand knowledge of your abilities and your learning skills. These individuals verify your prior learning; they are not recommending you for an award of credit.

Verification letters have to be written on official letterhead, signed and dated. The individual should include the following information:

- His/her relationship to you/length of time of relationship
- Qualifications for verifying your prior learning
- Detailed job description and summary of job responsibilities
- An explanation of what skills, competencies or knowledge you had to demonstrate in order to fulfill the job responsibilities.

Identify your competencies, rather than what types of tasks you have completed. For additional information on documenting your skills/knowledge see **Lamdin, Chapt. 7**

(Figure 8) Sample Letter

A&B Communications, Inc.
125 Main Street, Suit 108
Fargo, ND 58103

Dear Reviewing Professor,

I was Doreen G's immediate supervisor at A&B Communications, Inc. for four years. During that time I watched Doreen develop from a novice with the computer to one who could handle almost any task we set for her.

Doreen didn't even know word processing when she came to work, but with the help of the manual and some coaching, she became proficient first in Word Perfect and now in Windows 2000. Eventually she could handle any length or kind of document, could do footnotes, perform intricate formatting, and put the company's enormous mailing system on mail merge.

Doreen taught herself desktop publishing and now produces our brochures and personnel announcement. In addition she has mastered Lotus, Excel, and Peachtree. Doreen's knowledge far exceeds classroom criteria for Introduction to Computers.

Sincerely,
Helen Brown

Current Learning Summary:

Prepare a summary of current readings for each request for credit. The paper will address the concepts, theories and skills stated in the course descriptions.

A reference page must accompany the paper or readings. Use APA style or Scott Foresman "Handbook for Writers" for correct format.

The current readings should be consistent with the course content for which you are applying.

CONCLUSION

The Prior Learning Handbook: A Guide to Portfolio Development was designed to give you the opportunity to earn credit for your prior learning. By completing the steps towards Portfolio Assessment, it is hoped that you will discover your hidden talents and expertise.

If you have any additional questions, please contact:

Prior Learning Advisor
University of Mary

REFERENCE SECTION

If conducting library research, please check listings under the following topics:

- Out of Classroom Learning
- Learning Outcomes
- Prior Learning

For more information regarding topics outlined in the Handbook, please contact the agencies listed below:

Council for Adult and
Experiential Learning (CAEL)
223 W. Jackson Street, Suite 1510
Chicago, IL 60606
(312) 922-5909
www.cael.org

Educational Testing Service
CLEP/ACT-PEP
PO Box 6600
Princeton, NJ 08541-6600
(609) 951-1026
www.ets.org

You may use any of the following reference material to aid in the development of your portfolio. To purchase material, please contact the Council for Adult and Experiential Learning (CAEL) at (312) 922-5909. ***The material in this document was summarized from the following references:***

Lamdin, Lois. Earn College Credit for What You Know (3rd ed.). CAEL, 1997.

Simosko, Susan and Associates. Assessing Learning: A CAEL Handbook for Faculty. CAEL, 1988.

Mandell, Alan and Elana Michelson. Portfolio Development and Adult Learning: Purposes and Strategies. CAEL, 1991.

APPENDIX

Further information from your Prior Learning Advisor is available on the following:

1. Special Course Requests for Prior Learning Use Only
2. Social work Courses: According to the new standards issued by the Council on Social Work Education, undergraduate social work programs cannot award academic credit for any prior learning and previous work in lieu of field practicum or (SWK) professional foundation courses for those students majoring in social work.
3. Education Credits: The Department of Public Instruction does not recognize Prior Learning credits for Education (EDU) courses.

SPECIAL COURSE REQUESTS

Special Topics – 125, 225 or 325

The student has pursued extensive study on a specific topic, and/or has had a high level of experience in a specific area.

STUDENT COMPETENCE(S)

The University of Mary challenges students to develop and appreciate distinctly different ways of thinking about nature, culture, and society. Liberal learning engaged in collectively call forth and develops essential qualities of the mind – creative, analytical, imaginative and intellectual – and at the University of Mary is not restricted to traditional liberal arts core courses; rather, liberal learning is integrated throughout disciplinary and professional fields. The ultimate purpose of a liberal education is to develop in individuals a leadership ethic of social obligation and service that benefits the pluralistic world community.

When students graduate, they are competent in four areas essential for them to function in careers and lead meaningful lives.

Spirituality and Ethics

Draw upon spiritual, philosophical, religious and Benedictine traditions to express and act upon a principle set of values.

Well-developed systems of ethics and values lead to consistent behavior and understanding of the role of servant leader. Students must be able to discern between differing values and ethical systems and the impact of these systems in human society. Because the Christian tradition is the source of many commonly held values, it is helpful if students are familiar with its teachings.

Communication

Read, write, listen and speak effectively to gain and share meaning in a diverse world.

In order to succeed in any area, students must communicate effectively. They must be able to speak and write clearly and concisely using appropriate language. They also must be able to read and listen so that they can interpret texts and speakers.

Critical Thinking

Analyze, synthesize, and evaluate ideas and information from multiple perspectives to make decisions and solve problems.

To decide between options, students must gather information, interpret it without bias, examine alternatives, draw conclusions and remain open to new possibilities in the light of additional information.

Global Stewardship

Respect and be critically aware of oneself and the diverse world to protect and strengthen natural, cultural and social environments.

Students come to appreciate their role as stewards of their own talents and gifts, their community, country and world. Through the study of historical, contemporary and cultural perspectives, students learn to function in complex and diverse environments.

The University requires that students complete 52 semester credits in liberal arts courses to help develop the four competence areas: Spirituality and Ethics, Communication, Critical Thinking, and Global Stewardship. Faculty advisors assist students in choosing courses and identifying learning opportunities that will help them meet this requirement.

BENEDICTINE EDUCATIONAL PHILOSOPHY

“Benedictine education’s concern for individual differences shows that life is not merely a technique to be mastered, a set of rules to follow, but is an art of living with people. This inevitably involves the unexpected, and many surprises. Rather than fear or being upset by the unexpected, we must teach students to take all the strands that come into their lives, including the somber, and to weave them into something beautiful. In this way, the values of the *Rules of Benedict* can create a space where people can flourish.”

Placid Solari, O.S.B., 1992

From the rich Benedictine heritage infused into the University of Mary by its founders (the Sisters of Annunciation Monastery), the University of Mary has selected the following six values for special emphasis. These values have been the focus of a reflective process initiated in 1989 and continually renewed to address how values influence our learning community.

Hospitality

“The hospitable place is the friendly, empty space offered for the other to enter and both ‘host’ and ‘guest’ profit from the meeting. It is the space where the community meets and offers the gift of the present moment and the opportunity to celebrate the thousand ways God sustains and cares for us.”

Susan Lardy, O.S.B., August 17, 1989

Respect for Others

“Respect is giving the other full attention. *The Rule of Benedict* recognizes individual differences and respects the fact that each person has a right to grow in holiness and wholeness at their speed in their own way.”

Terrance Kardong, O.S.B., August 23, 1990

Moderation

“The opposite of excess is balance, measuredness we can bring to our personal and professional lives. Moderation reflects our belief as Benedictines that life is integrated.”

Valerian Odermann, O.S.B., August 22, 1991

Community

“Community that is life giving, that fosters human growth, that enables individuals to meet the challenges of life and that binds us together in peace, love and mutual support is community that is deliberate, demands care and effort and, I believe, prayer and sacrifice; because it is, when all is said and done, a divine gift, it is grace.”

Patrick Moore, O.S.B., August 22, 1991

Service

“God made us to serve, to be servants, and God is our model. It is in serving rather than in being served that one actualizes potential. It is especially in community that most of us achieve what we’d never have dreamed of doing on our own.”

Mary Elizabeth Mason, O.S.B., August 19, 1993

Prayer

“Prayer is a way of seeing divine dimension beyond the daily surface of life, seeing life as God’s affair as well as our own. Prayer is our response to God and opens us to a new way of seeing.”