

Guidance for Submitting Courses for Fulfillment of Institutional Competencies

The Institutional Competencies Subcommittee offers the following guidance for submitting courses in [CAPA](#) for fulfillment of one or more [Institutional Competencies \(ICs\)](#). Questions about this document or submitting Institutional Competencies may be directed to clr@uga.edu or 706-542-6358.

- The IC Subcommittee’s review focuses primarily on the course Student Learning Outcomes (SLOs) in CAPA. The course SLOs should outline the process of attaining and acquiring the mapped ICs, as well as how the course promotes these ICs.
 - Using active verbs, in addition to words such as “by” or “through,” can help show how students will acquire the mapped ICs through the course.
- The course SLOs should include course-specific content and evidence that supports students in achieving the outcomes of the Institutional Competency.
 - If this information was previously provided in the “Briefly provide examples...” text field in CAPA, please incorporate this information into the relevant SLOs.
- ICs mapped to a course should be incorporated and achieved explicitly and directly through that course. The course SLOs should therefore focus on showing how the course *actively* supports student attainment of the IC learning outcomes.
- The course SLOs should detail:
 - What will make a student successful in their acquisition of the mapped ICs
 - Methods of assessment and feedback that will be incorporated, and any opportunities for improvement over time
 - Avoid use of less measurable terms like “understand”, “know”, and “gain an appreciation for”
- The course SLOs should incorporate specific language from the relevant ICs and IC Learning Outcomes without simply restating the ICs.
- The course SLOs should be free of jargon, discipline-specific terms, and abbreviations that those outside of the course or major will not understand.
 - If these terms are necessary, further explanation and/or definitions should be provided.
- Consider that the course SLOs will be presented in the Comprehensive Learner Record (CLR) for students and employers to view. This consideration should inform how the Student Learning Outcomes (SLOs) of the course are written.

The IC Subcommittee has also provided this guidance for fulfilling each individual Institutional Competency:

Critical Thinking:

- Courses submitted for the Critical Thinking IC should focus on and help develop the following skills for students:
 - Evaluating information to make reasoned judgments
 - Questioning assumptions and considering different perspectives
 - Assessing the validity of analytical findings

Analytical Thinking:

- Courses submitted for the Analytical Thinking IC should focus on and help develop the following skills for students:
 - Breaking down information into parts to understand its structure
 - Identifying patterns, drawing conclusions based on evidence, and solving problems by interpreting data
- Many Analytical Thinking courses include a quantitative reasoning process (e.g., the Scientific Method in STEM courses).
- Some Analytical Thinking courses include the application of methods or theory to problems in the discipline.

Communication:

- Courses submitted for the Communication IC should focus on achieving the competency through an iterative process, and include stated opportunities for feedback, corrections, and improvement over time.

Social Awareness and Responsibility:

- Courses submitted for the Social Awareness and Responsibility IC should demonstrate how they help students understand that the world does not revolve around them and give them an awareness of other people and how they, as individuals, are situated within and impact other people, communities, and environments.
- Courses that focus on demonstrating the effects of the environment on people are *not* typically approved for Social Awareness and Responsibility, while those that demonstrate the effects of people on the environment may be approved.
- These courses should also be a contemporary application of the concepts, not simply a study of the history of the concepts.

Creativity and Innovation:

- Courses submitted for the Creativity and Innovation IC should demonstrate that creativity and innovation are processes, ending with a new or original project or product.
- For standard academic products like research papers, the weight of evidence for Creativity and Innovation is higher than for more original products.

Leadership and Collaboration:

- Courses submitted for the Leadership and Collaboration IC should focus on both learning about leadership and collaboration *and* providing students with opportunities to actively lead and collaborate, thereby improving these skills throughout the course's completion through feedback.

Creating Course Student Learning Outcomes (SLOs) in CAPA that are Mapped to Institutional Competencies (ICs)

Step 1: Create or edit course Student Learning Outcomes

What is a Student Learning Outcome?

Student Learning Outcomes (SLOs) are brief statements of what students should know or be able to do by the end of a course of study. Well-formed learning outcomes are written in terms of skills or actions, as that formulation creates measurable and useful SLOs. If a course SLO is mapped to an Institutional Competency (IC), the SLO should incorporate language from that IC and its Learning Outcomes. In addition, the SLO should include evidence and examples of how that IC will be met through the course.

Please visit the Office of Instruction [website](#) for detailed information about why Student Learning Outcomes (SLO) are valuable and how to create measurable SLOs:

<https://instruction.uga.edu/units/assessment/how-to/>

Step 2: Map the course SLOs to the appropriate IC Learning Outcomes in CAPA

After entering the course SLOs in [CAPA](#), select the Institutional Competencies and IC Learning Outcomes that are evidenced by the course SLOs. Not all course SLOs or IC Learning Outcomes under an Institutional Competency need to be selected for the course to fulfill that Competency.

Written instructions for accessing and submitting Institutional Competency Courses in CAPA are available on the Registrar's Office website:

[New Courses](#)

[Existing Courses](#)

Examples of Courses Mapped to Institutional Competencies

ANTH 4075, Economic Anthropology

Course Description: Economic anthropology looks beyond business economics to explore the diverse ways that humans have produced, consumed, invested, and exchanged around the globe and through deep time. This course explores questions of material and social value(s), cooperation and competition, livelihood strategies, and structures and experiences of inequality.

Student Learning Outcomes:

1. Students will critically evaluate evidence-based arguments and social theories about value, competition, cooperation, human nature, inequality, and social responsibility, using a variety of theoretical perspectives.
2. Students will understand the logic behind different economic and social theories, including those that students intuitively disagree with.
3. Students will decipher quantitative evidence in the form of graphs and statistics that describe income and wealth inequality across case studies.
4. Students will research and write original arguments using peer-reviewed journal articles and proper citation practices.
5. Students will evaluate the ethics of social and economic interactions among people of unequal wealth and power.

Approved Institutional Competencies:

- Critical Thinking
- Analytical Thinking
- Communication
- Social Awareness & Responsibility

ECON 2105, Principles of Macroeconomics

Course Description: Explanations of economic growth and the business cycle, aimed at shedding light on economy-wide problems such as inflation and unemployment, with special attention to the role played by monetary and fiscal policies.

Student Learning Outcomes:

1. Students will be able to analyze opposing views on government intervention in the economy, as supported by different macroeconomic schools of thought.
2. Students will be able to identify and assess possible sources of bias in macroeconomic measures.
3. Students will be able to consider the pros and cons of using macroeconomic statistics like GDP or unemployment to characterize quality of life.

4. Students will be able to use supply and demand models to analyze cause-effect patterns graphically and numerically.
5. Students will be able to calculate key macroeconomic statistics using raw data.
6. Students will be able to apply relevant economic theories to predict the long- and short-run effects of changes to monetary and fiscal policy.
7. Students will be able to analyze whether the pursuit of self-interest can promote the social interest.
8. Students will be able to discuss the social and ethical considerations involved in the pursuit of efficiency versus equality.
9. Students will be able to characterize the ways in which today's economic choices can help or hurt future generations.

Approved Institutional Competencies:

- Critical Thinking
- Analytical Thinking
- Social Awareness & Responsibility

HIST 2111, American History to 1865

Course Description: American society, politics, thought, institutions, and economic life from the first settlements to the end of the Civil War.

Student Learning Outcomes:

1. By the end of this course, students will be able to arrive at conclusions and think historically about why Europeans settled North America, what happened when European, African, and Native American worlds collided, how early Americans defined and understood the role of government, and how early American economic development shaped religion, culture, and politics. Historical thinking will be developed by gathering and weighing evidence, logical argument, and listening to counter arguments.
2. By the end of this course, students will be able to write stylistically appropriate papers and essays about early American history. Students will be able to analyze ideas and evidence, organize their thoughts, and revise and edit finished essays based on both primary source and secondary source analysis.
3. By the end of this course, students will be able to identify how U.S. history has shaped diverse social and cultural identities towards race, ethnicity, and "multicultural" American identity, encouraging them to understand diverse worldviews and experiences.

Approved Institutional Competencies:

- Critical Thinking
- Communication
- Social Awareness and Responsibility

HIST 3433, History of Medicine

Course Description: The history of medicine in Western society. The impact of epidemic disease, concepts of illness, medical therapies, types of practitioners and their education, and public health.

Student Learning Outcomes:

1. By the end of this course, students will be able to arrive at conclusions about the history of medicine by gathering and weighing evidence, logical argument, and listening to counter argument.
2. By the end of this course, students will be able to write stylistically appropriate papers and essays about history of premodern medicine in Europe and America. Students will be able to analyze ideas and evidence, organize their thoughts, and revise and edit their finished essays.
3. By the end of this course, students will be able to identify how the history of medicine has shaped diverse social and cultural attitudes toward science, medicine, and health, encouraging them to understand diverse worldviews and experiences.
4. By the end of this course, students will be able to apply appropriate methodological approaches to their analysis of primary sources and to organize their evidence to show historical continuities and discontinuities.

Approved Institutional Competencies:

- Critical Thinking
- Analytical Thinking
- Communication
- Social Awareness and Responsibility

MILS 3010, Applied Leadership and Management I

Course Description: Cadets are challenged to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities.

Student Learning Outcomes:

1. Students will create and sustain an organization climate of trust in which all individuals are treated with dignity and respect.
2. Students will have the ability to develop others (i.e., setting conditions, creating opportunity, providing feedback, and enhancing learning) across the institutional, operational, and self-development domains.
3. Students will understand the fundamentals of the operations process to enable leaders to understand, visualize, describe, direct, lead, and assess operations. Capabilities of

planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission.

4. Students will compose and present a military brief of selected information to commanders, staff, and other audiences in a clear, concise, and expedient manner to prepare for future requirements in the military and assist with public speaking skills.
5. Students will write and discuss peer evaluations on their abilities as a leader and how to improve those leader skills. Receive feedback on your own evaluations from peers. Develop insights to give and receive systematic and specific feedback on leader attributes, values, and core leader competencies.