

Institutional Competencies (IC) – Courses FAQ

What is the Comprehensive Learner Record?

The [Comprehensive Learner Record](#) is a visual credential that will combine students' courses and activities, highlighting their validated achievements and competencies. This platform will help students communicate their stories while advancing their academic and professional careers. The Institutional Competencies that students achieve while at UGA will be reflected in their Comprehensive Learner Record.

What are Institutional Competencies?

Institutional Competencies help students articulate the skills they learn through their UGA courses and activities. Courses and activities approved for Institutional Competencies will be included in the Comprehensive Learner Record, which is designed to help students deepen their understanding of their educational experiences and motivate them to acquire these life-long skills while working toward their degree.

Critical Thinking
Analytical Thinking
Communication
Social Awareness and Responsibility
Creativity and Innovation
Leadership and Collaboration

More information about UGA's Institutional Competencies can be found [here](#).

What are the definitions and learning outcomes for each Institutional Competencies?

The definitions and learning outcomes for the six Institutional Competencies can be found [here](#).

How do I map course Student Learning Outcomes to the Institutional Competencies Learning Outcomes?

The online course approval system, [CAPA](#), will be used to map course Student Learning Outcomes to Institutional Competency Learning Outcomes.

The Office of the Registrar has posted instructions [online](#) for submitting courses for Institutional Competencies using the online course approval system, [CAPA](#).

Instructions for new courses are available [here](#).
Instructions for existing courses are available [here](#).

Are there specific guidelines for developing course Student Learning Outcomes in CAPA that will map to Institutional Competencies?

Information regarding developing Student Learning Outcomes that will map to Institutional Competencies can be found [here](#).

Should all courses in our department/school/college/unit be submitted for Institutional Competencies?

While most courses may fulfill one or more Institutional Competencies, Institutional Competencies should *only* be selected for a course if they are evidenced by the course Student Learning Outcomes entered on the “Syllabus” tab in CAPA. Some courses, such as Special Topics courses, may not have course Student Learning Outcomes that are defined enough to meet an Institutional Competency.

What is the process for having a course considered to meet Institutional Competencies?

The online course approval system, [CAPA](#), will be used to map course Student Learning Outcomes to Institutional Competency Learning Outcomes. Once the course Student Learning Outcomes are mapped to the appropriate Institutional Competencies and the course is submitted in CAPA, it will route through the department, college, graduate school, UCC course subcommittee, and Executive Committee for approval. Following Executive Committee approval, the course will be considered by the Institutional Competency Subcommittee of the University Curriculum Committee. The subcommittee, made up of a group of faculty members, will review the course information to determine if it should be approved or denied for the selected Institutional Competencies.

Does a course have to fulfill every Learning Outcome of an Institutional Competency to meet that Competency?

No. Not all Learning Outcomes under an Institutional Competency must be met for the course to fulfill that Competency. Only select the Institutional Competency Learning Outcomes that are relevant to that course. A minimum of one course Student Learning Outcome must be selected as meeting an Institutional Competency Learning Outcome for the course to be approved for an Institutional Competency.

Should every course Student Learning Outcome of an individual course meet an Institutional Competency?

Course Student Learning Outcomes should *only* be selected if they apply to the Learning Outcomes of an Institutional Competency. Not all course Student Learning Outcomes under an Institutional Competency will need to be selected for the course to fulfill that Competency.

What is the difference between the Critical Thinking Institutional Competency and the Analytical Thinking Institutional Competency?

Critical thinking is the process of evaluating information to make reasoned judgments, while analytical thinking is the process of breaking down information into parts to understand its structure.

Critical thinking involves evaluating information, questioning assumptions, and considering different perspectives. Critical thinking is used to make decisions based on reasoned judgment.

Analytical thinking involves breaking down information into parts, identifying patterns, and drawing conclusions based on evidence. Analytical thinking is used to solve problems by interpreting data.

Critical thinking and analytical thinking are complementary skills. While critical thinking can help assess the validity of analytical findings, analytical thinking can provide the data and insights needed for critical thinking.

We teach multiple sections of a course, and assignments may vary by instructor. What types of examples of activities or assignments are sufficient to provide as evidence when submitting our course to fulfill an Institutional Competency?

Course Student Learning Outcomes are mapped to Institutional Competencies at the course level, not the section level. Thus, examples of how the course will support students in achieving the outcomes of this Institutional Competency should be general enough to cover all sections of the course. These examples may include in-class and out-of-class work, assignments, or assessments.

If a course is approved for one or more Institutional Competencies, will students who have taken the course in past terms receive the Competency(ies) on their CLR?

While Institutional Competencies are immediately effective upon approval for enrolled students, they will not retroactively apply for students who took the course in previous semesters.

How should departments prioritize selecting which courses to map to Institutional Competencies? Does it make sense to prioritize required/major courses, then move on to electives?

It is recommended that departments should begin with the courses that reach the most students, including introductory and required courses. Capstone and other upper-level courses are also a priority, as they will likely be a highlight for a student's Comprehensive Learner Record.

Can graduate courses be submitted for Institutional Competency?

Yes, undergraduate, graduate, and professional courses can all be mapped to Institutional Competencies. All students will have access to the Comprehensive Learner Record.

Based on the rationale behind Institutional Competencies, it seems that much of this would need to be done by faculty, even though most CAPA submissions will be done by staff. How should this be handled?

The Office of the Registrar can help staff design an efficient system for collecting the needed information from faculty. Email capa@uga.edu for assistance.

Is the expectation that a student should be able to meet each Institutional Competency in the fulfillment of their major? In other words, should each major make sure to have all the Institutional Competencies built somewhere into the required/recommended courses?

The Institutional Competencies that students achieve while at UGA will be reflected in their [Comprehensive Learner Record](#), a visual credential that will combine students' courses and activities, highlighting their validated achievements and competencies. This platform helps students communicate their stories while advancing their academic and professional careers. There is no graduation requirement that students meet a minimum number of Institutional Competencies.

What information is the Institutional Competency Subcommittee using to evaluate a course submission?

The subcommittee members will review the course Student Learning Outcomes and the evidence provided to determine if the selected Institutional Competency Learning Outcomes are being met. Based on the review, the subcommittee will recommend approval, revisions, or denial.

How will my unit be notified if the submitted courses have been approved for an Institutional Competency?

Following review by the Institutional Competency Subcommittee, an approval or denial letter will be sent to the unit where the course is housed.

If a course is approved for an Institutional Competency, where will the course appear with the Institutional Competency designations?

The approved courses with Institutional Competency designation will appear in the Comprehensive Learner Record, the online Bulletin, and in Athena.

Will students be able to see that a course is approved for an Institutional Competency when they are registering for courses?

Yes. Courses approved for one or more Institutional Competencies will be designated in Athena with a course attribute that will indicate to students which Institutional Competencies the course is approved for. A student will have the ability to search by the attribute.

How does a student search for courses and activities that are approved for one or more Institutional Competencies?

Students will be able to search for courses and activities within the Comprehensive Learner Record Portal. Students can also search by attribute in Athena to find courses approved for one or more Institutional Competencies.