

Core Competencies Talking Points

Core Competencies are the college level outcomes we want students to know, think, and do when they complete their education. In theory, they are the sum total of our curriculum. Every assignment, course, and program contribute to the achievement of the competencies. By December 2004 we need to have our Core Competencies in place and report them to Dr. Cota.

- The GE Philosophy is the foundation of the core competencies.
- The Core Competencies are less “content” based. They are the underlying skills, abilities, and attitudes that contents have in common.
 - Example: Less about solving math problems:
 - More about thinking creatively, analytically, critically and quantitative reasoning skills
 - Less about knowing how to use a computer to get information
 - More about technological competencies including seeking information, critically assessing sources, and synthesizing that information with pre-existing knowledge.
- There is a space for Content driven competencies. The plan, at this time, is to have the program outcomes go here as they are developed.
- Unlike assignment, course and program outcomes, which are exclusively determined by faculty, these Core Competencies are something the community, employers, students, classified staff, and administrators should have substantial input.
- Ask yourself: What is a degree from LPC worth? Who is that hypothetical student when they graduate? What comprises and “educated” person. What is a well-rounded education? Each of us has assumptions about this. We want to articulate these assumptions.
- We are operating more on the societal level rather than individual. This is not about each individual student. Think about a composite/ideal student.
- Don’t obsess about how to measure right now. It should be in the back of our minds but it can’t drive the Core Competencies.
- In reality there are only so many of these competencies once you assume that the content of what we teach is driven by these underlying competencies. This really is about how the shuffle the deck. How does LPC want to shuffle this deck of competencies? What’s at the top level? What is a sub level? How do we want to group knowledge, skills, and attitudes?

Example: Top Level: Communicate

Sub Levels: Oral, Readings, Writing, Listening, artistically

Or.....

should Artistic Appreciation/Ability have its own top level Competency?

Example: Top Level Professionalism

Or....

should it be a sub level of Personal Development and Responsibility

- What we have here is all subject to change given the feedback. We will flesh out the 5 or 6 competencies as we go.