

General Education Competencies for the DACBE Chancellor's Office Collaborative

Competency #	CAL-GETC AREA	Competency Summary	Competency Description
Competency 1	1A English Composition	Writing an effective thesis statement	I can write an argumentative thesis that drives the logical organization and structure of a research paper.
Competency 2	1A English Composition	Developing writing products with evidence to support arguments	I can apply effective paragraph structure, essay format, and other forms of extended writing and use varied sources as evidence to justify my claims and support my arguments.
Competency 3	1A English Composition	Applying steps in the writing process	I can apply steps in the writing process, such as identifying audience, purpose, context, and genre; drafting a thesis; using conventions of written English; applying revision skills; and using an appropriate documentation system in written communication.
Competency 4	1B Critical Thinking and Composition	Completing a research paper	I can compose a research paper or other communication based on argumentation, reasoning, rhetoric, and meaning-making that relies on evaluation and synthesis of a wide range of academic, creative, public, and professional texts in a variety of disciplines.

Competency #	CAL-GETC AREA	Competency Summary	Competency Description
Competency 5	1B Critical Thinking and Composition	Finding and evaluating sources	I can analyze a diverse range of texts and media to identify and explain rhetorical, argumentative, informational, and literary forms and strategies (such as fallacies, biases, beliefs, narratives, facts, knowledge, opinion) to assess their meaning and effectiveness.
Competency 6	1C Oral Communication	Presenting a speech	I can construct written, oral, and visual communication to deliver presentations in front of an audience.
Competency 7	1C Oral Communication	Gathering supporting information	I can gather supporting information to justify my claims using credible and relevant sources and support my arguments by demonstrating critical thinking and reasoning, while avoiding bias or fallacious arguments.
Competency 8	1C Oral Communication	Engaging and responding using effective communication	I can employ verbal and nonverbal communication effectively, while engaging in active listening.

Competency #	CAL-GETC AREA	Competency Summary	Competency Description
Competency 9	1C Oral Communication	Analyzing the audience and setting	I can analyze the audience, purpose, and context of the communication setting.
Competency 10	2 Mathematical Concepts and Quantitative Reasoning	Applying the real number line	I can apply knowledge of the real number line and its role in evaluating mathematical and statistical information numerically, graphically, and symbolically.
Competency 11	2 Mathematical Concepts and Quantitative Reasoning	Applying reasoning to solve problems and to understand quantitative and qualitative reasoning	I can apply arithmetic and logical reasoning to solve problems and algebraic, geometric, and logical reasoning to solve problems and understand mathematical and statistical arguments in support of conclusions based on quantitative and qualitative reasoning.
Competency 12	2 Mathematical Concepts and Quantitative Reasoning	Interpreting models to draw inferences	I can interpret mathematical and logical models such as formulas, graphs, tables, and data to draw inferences.

Competency #	CAL-GETC AREA	Competency Summary	Competency Description
Competency 13	2 Mathematical Concepts and Quantitative Reasoning	Synthesizing data to determine conclusions	I can organize and synthesize qualitative or quantitative data to reveal insightful patterns, differences, or similarities and to communicate those conclusions effectively
Competency 14	3 Arts and Humanities	Using sources to think critically	I can utilize diverse, reputable information and identify misinformation to think critically based on context and history while reflecting on my own perspective, without solely relying on media and others' opinions to analyze and appreciate works of philosophical, historical, literary, religious and cultural importance.
Competency 15	3 Arts and Humanities	Communicating with self and cultural awareness	I can express opinions clearly, demonstrating self-awareness, empathy, intellectual curiosity, and an understanding of diverse audiences, while recognizing the connection between the self, the creative arts, and humanistic thinking across cultures.

Competency #	CAL-GETC AREA	Competency Summary	Competency Description
Competency 16	3 Arts and Humanities	Creating new ideas that connect and critique the thinking of others	Through writing or artistic expression, I can clearly communicate ideas that synthesize and/or critique the thinking of others that have come before by identifying, respecting, analyzing, appreciating, examining, interrogating, and critically analyzing history of actions, thoughts, beliefs, and practices of socio-political cultural contexts.
Competency 17	4 Social and Behavioral Sciences	Using sources to make connections and inferences	I can draw connections and make inferences using contextualized primary and secondary sources for social and behavioral science inquiry that includes an appreciation of changes over time as they inform critical analysis.
Competency 18	4 Social and Behavioral Sciences	Identifying methods of research for social and behavioral sciences inquiry	I can identify multiple methods of research, including comparative (compare and contrast, examination of similar events over time), and textual (studying diverse documents, records, data sets, and archives) and when to apply them.

Competency #	CAL-GETC AREA	Competency Summary	Competency Description
Competency 19	4 Social and Behavioral Sciences	Evaluating the validity or inauthenticity of sources	I can evaluate sources to determine their type, accuracy, limits, and bias, as well as to distinguish from invalid sources, while applying them appropriately.
Competency 20	4 Social and Behavioral Sciences	Creating and supporting social and behavioral science arguments	I can apply empirical techniques and skills, using logic and reason to create or support social and behavioral science arguments that analyze power, authority, and relationships among diverse populations.
Competency 21	5 Physical and Biological Sciences	Collecting, Measuring, Analyzing, and Interpreting Data	I can use skills specific to a discipline in lecture or lab environments to collect and analyze quantitative and/or qualitative data and apply to scientific questions and situations
Competency 22	5 Physical and Biological Sciences	Communicating Scientific Concepts	I can effectively communicate scientific concepts using correct application of appropriate terminology to diverse scientific and non-scientific audiences through written, oral, and/or visual methods.

Competency #	CAL-GETC AREA	Competency Summary	Competency Description
Competency 23	5 Physical and Biological Sciences	Applying Scientific Approaches for Information Literacy	I can use scientific approaches to evaluate the accuracy and reliability of scientific information and/or data sources to support critical thinking in real world contexts
Competency 24	6 Ethnic Studies	Describing and applying principles of equity to address challenges to communities of color	I can describe and apply principles of equity to analyze societal challenges affecting communities of color and demonstrate practical approaches to address these challenges by evaluating evidence from diverse perspectives on empowerment and social change.
Competency 25	6 Ethnic Studies	Recognizing and addressing discrimination	I can identify, describe, assess, and evaluate the social, cultural, and institutional factors contributing to and limiting diversity, equity, inclusion, and accessibility across different communities and contexts.
Competency 26	6 Ethnic Studies	Designing, executing, and interpreting research	I can apply tools, technologies, and research methods common to ethnic studies disciplines to design and execute inquiry into issues of race, ethnicity, and nation, and evaluate evidence to interpret findings within appropriate theoretical frameworks.