

LIBERIA INTERNATIONAL CHRISTIAN COLLEGE (LICC) CORE CURRICULUM COMPETENCY MODEL

Abstract

The fourteen year civil war that ended in 2003 had a devastating impact on the education of Liberians. By 2008/2009, only 34% of males and 24% of females had completed their high school education. To address the knowledge and skill deficits of LICC students, the school has decided to strengthen its core curriculum that is required for all Freshmen and Sophomores, regardless of degree or major. This document presents a competency model that specifies skills that each student at the Liberia International Christian College (LICC) should possess in addition to the knowledge requirements of the Core Curriculum. These skills are prerequisite for completing the balance of one's education and entering the work force.

D R A F T

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LIBERIA INTERNATIONAL CHRISTIAN COLLEGE (LICC) CORE CURRICULUM COMPETENCY MODEL

INTRODUCTION

This document presents a competency model that specifies skills that each student at the Liberia International Christian College (LICC) should possess. Its purpose is to supplement the knowledge requirements of the Core Curriculum.

Problem Statement

The fourteen year civil war that ended in 2003 had a devastating impact on the education of Liberians. Over 850,000 people were displaced to refugee camps or the bush, and over 150,000 people were killed (IRIN, 2009). As a result, by 2002, the average male Liberian had only a grade 11 education, and the average female had only completed grade 6 (NationMaster, 2014). By 2008/2009, the situation had not improved much: According to the Liberia Institute of Statistics & Geo-Information Services, only 34% of males and 24% of females had completed their high school education (2011, p. 45). Consider the Yarsonnah Elementary School, a typical school in rural inland Liberia: Most of its teachers only have a sixth grade education (S. G. Buor, personal communication, January, 2011).

At the same time, the Liberian Ministry of Education in its *Mission and Vision for Education in Liberia* has set a strategic goal of recruiting and training qualified teachers (Jappa et al, 2011, p. 17). Gina Sheets, Vice President of Administration for the Liberia International Christian College (LICC), reports that the National Commission on Higher Education has been aggressively shutting down schools that do not comply with the *National Policy on Higher Education* (Republic of Liberia, n.d.) (G. Sheets, personal communication, July, 2014). With respect to the LICC, Byron Miller, who served as a visiting adjunct professor in early 2014, reports that the average LICC student cannot read charts and graphs or interpret data (B. Miller, personal communication, February, 2014).

Toward a Solution

To address the knowledge and skill deficits of LICC students, the school has considered two options: (1) Raising its entrance requirements, and (2) Strengthening the core curriculum. This paper, addresses the second option.

The LICC Core Curriculum is a foundational set of courses that must be taken by all LICC students in their freshman and sophomore years, regardless of their major or specialization. The Core Curriculum was reviewed by the LICC Strategic Planning Committee in September 2014 and found to be mostly satisfactory in the number of Core Curriculum courses and the topics covered. However, the Committee wanted to ensure that, in addition to subject knowledge, students completing the Core Curriculum would also be able to demonstrate that they had attained certain competencies that are prerequisite for completing the balance of their education and entering the work force. The following sections define those competencies.

COMPETENCY MODEL

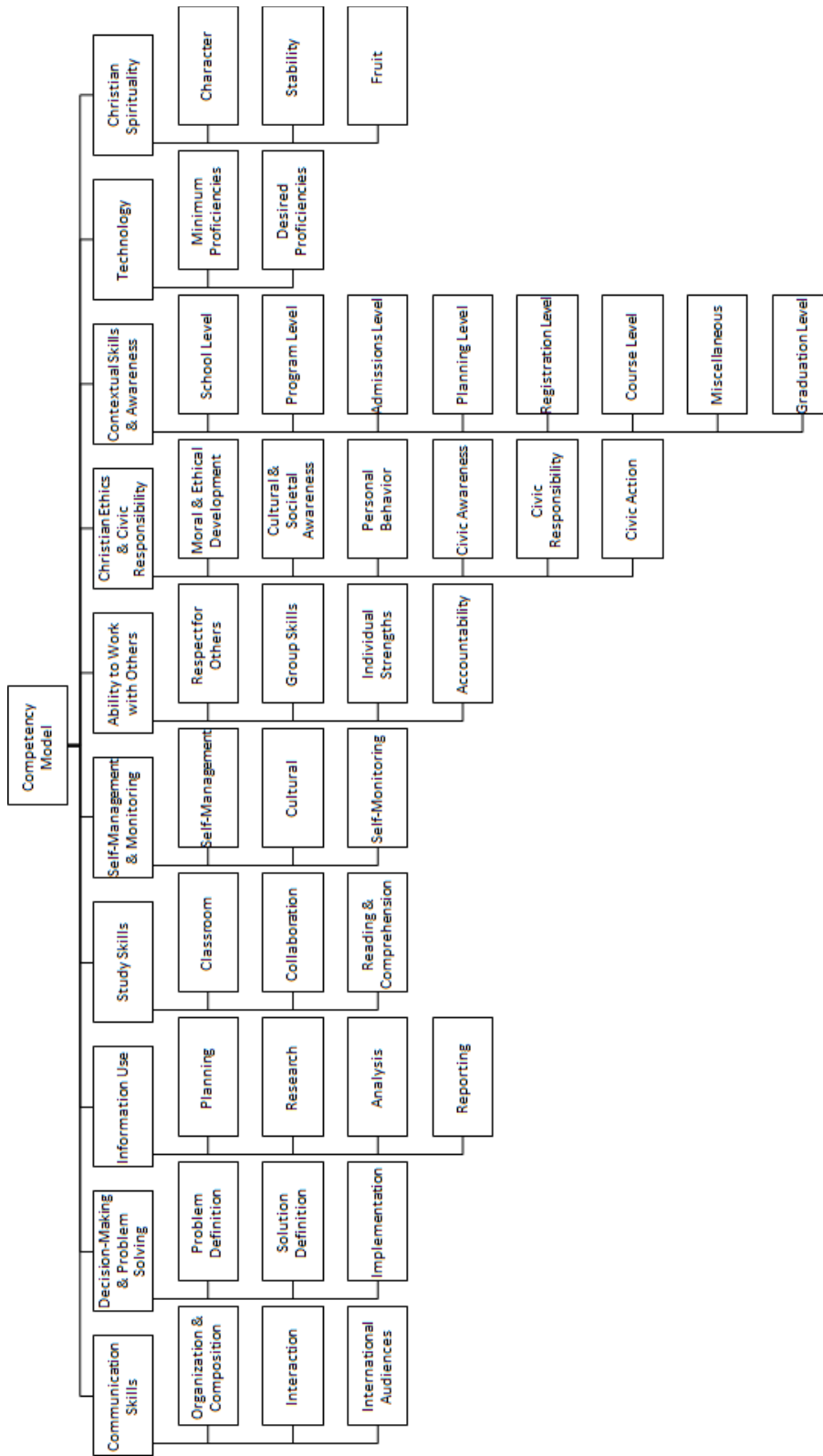
The following model is a synthesis, consolidation, and refinement of prior work by Conley (2007), Daeman College (2014), Dey et al. (2010), Ehrlich (2000), Gfroerer (2003a, 2003b, 2003c 2003d, 2003e), Gottlieb & Robinson (2006), Grace Church (2014), Indiana Department of Education (2014), Intersegmental Committee of the Academic Senates (2002), Johnson & Manning (2010), Patterson et al. (2012), and Stavredes (2011).

The model consists of ten domains:

1. Communication Skills (Writing, Speaking, Discussing, Media)
2. Decision-Making and Problem Solving
3. Information Use (Research & Analysis)
4. Study Skills
5. Self-Management and Monitoring
6. Ability to Work with Others
7. Christian Ethics and Civic Responsibility
8. Contextual Skills and Awareness
9. Technology
10. Christian Spirituality

Each domain consists of multiple competencies. Boxes amplify selected concepts that may not be known to all readers.

A graphical representation of the competency model is shown on the following page.



Domain: Communication Skills (Writing, Speaking, Discussing, Media)

Proficiency in Communication Skills means that the student will use a variety of methods, including writing, speaking and discussing, visual aids or video/audio representations, appropriate to the purpose and audience, to communicate effectively.

The student proficient in communication skills will demonstrate the ability to:

Organization and Composition

- Develop a topic
- Include details to support a main point
- Use appropriate grammar, sentence structure, and vocabulary for clarity and effectiveness
- Organize writing and/or presentation materials
- Use vocabulary appropriate to college-level work and the discipline
- Edit or proofread to eliminate errors in grammar, mechanics, and spelling, using standard English conventions
- Synthesize information in discussion and written assignments

Interaction

- Use constructive feedback to improve skill
- Participate in discussion and conversation by listening, entering in, taking turns, responding to other's remarks, asking questions, summarizing, and closing, as appropriate to the given context
- Support her/his ideas in a public forum using the appropriate visual/audio aids
- Select and use the appropriate media and method(s) to communicate the subject effectively
- Adapt writing, speaking, and/or visual representations effectively to a particular audience
- Respond appropriately to verbal and non-verbal cues from the audience

International Audiences

- Comprehend English spoken by various speakers whose language styles include a variety of pitches, rates of speech, accents, and regional variations
- Identify nuances of meaning indicated by shifts in vocal inflection and non-verbal cues, such as facial expressions or body language
- Recognize the spoken form of vocabulary -- including idiomatic expressions -- previously encountered only in written form
- Demonstrate a full range of pronunciation skills including phonemic control, mastery of stress and intonation patterns of English

Domain: Decision-Making and Problem Solving

Proficiency in Decision-Making and Problem Solving means that the student will make developmentally appropriate decisions and will use problem solving strategies to investigate information and gain understanding in a variety of settings.

The student proficient in decision-making and problem solving will demonstrate the ability to:

Problem Definition

- Outline issues involved in a situation, problem, or challenge
- Determine, collect, and organize necessary information
- Analyze competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description and any commonalities among or distinctions between them
- Synthesize the results of an analysis of competing or conflicting descriptions of an event or issue or phenomenon into a coherent explanation
- State the interpretation that is most likely correct or is most reasonable, based on the available evidence
- Present orally or in writing an extended description, summary, and evaluation of varied perspectives and conflicting points of view on a topic or issue.

Solution Definition

- Apply methods of problem solving to complex problems requiring method-based problem solving
- Identify possible solution(s)
- Compare and analyze the pros and cons of the possible solution(s)
- Provide examples of the strategies or options tested or tried
- Through teamwork, arrive at a decision or determine a solution that is well suited to the task
- Independently arrive at a decision or determine a solution, that is well suited to the task
- Communicate, in a clear format, how the solution was formed
- Justify or describe how and why a particular solution option was chosen

Implementation

- Develop and apply multiple strategies to solve routine problems
- Generate strategies to solve non-routine problems
- Determine and use the best method for making decisions (see box).

Four common decision-making methods are. (1) **Command**. The leader decides. (2) **Consult**. Decision makers invite others to influence them before they make their choice. (3) **Vote**. Selecting from a number of good options when team members agree to support whatever decision is made. (4) **Consensus**. Team members talk until everyone honestly agrees to one decision. This method can produce tremendous unity and high-quality decisions in situations when everyone must absolutely support the final choice (Patterson, et al., 2012, pp. 180-182).

- Establish follow-through and implementation (see box)

Typically, this is accomplished using a “RACI Matrix.” For each task, the matrix shows which person(s) or role(s) are: Responsible (Who is responsible for the execution of the task?), Accountable (Who is accountable for the tasks and signs off the work?), Consulted (Who are the subject matter experts who to be consulted?), and Informed (Who are the people who need to be updated of the progress?) (Viswanathan, 2014).

Domain: Information Use (Research & Analysis)

Proficiency in Information Use means that the student will use information-gathering techniques in collecting, analyzing, organizing, and presenting information.

The student proficient in information use will demonstrate the ability to:

Planning

- Show use of a plan for gathering information
- Generate ideas for writing by using texts in addition to past experience or observations
- Learn the school’s library organization (e.g. Dewey Decimal) and use its catalog to locate and retrieve information.
- Determine what online resources are available through the school’s library (e.g. online databases such as Academic Search Premier, EBSCO Host, and Lexis-Nexis)

Research

- Gather information from a variety of sources, using a variety of technologies
- Use sources that are current and appropriate to the topic

Analysis

- Identify key ideas of speakers in lectures or discussion, identifying the evidence which supports, confutes, or contradicts the thesis
- Evaluate sources for correct and trustworthy information
- Correctly document sources using a standard format (e.g. APA, MLA) of information appropriately to avoid plagiarism
- Use a filing/organization system for information, such as notebook, disk, etc.

Reporting

- Develop a clear and useful outline
- Develop a topic from thesis statement (see box) to conclusion

Note. Academic argument follows a predictable pattern in writing: After a brief introduction of the topic, the author states his or her point of view on the topic directly and often in one sentence. This sentence is the thesis statement, and it serves as a summary of the argument that the author will make in the rest of your paper (The Writing Center, 2014).

- Identify the evidence which supports, confutes, or contradicts a thesis
- Use an appropriate amount and type of evidence to support thesis
- Justify the use of a particular organizational system for a particular product
- Demonstrate knowledge of the relationship between thesis, supporting evidence, and conclusion
- Effectively present a thesis, supporting evidence, and conclusion using writing, speaking/discussing, and audio/visual aids
- Target presentation to the audience

Domain: Study Skills

Proficiency in Study Skills means that the student will comprehend material and complete academic tasks successfully, as well as devote significant amounts of time to learning outside of class. Study skills encompass a range of active learning strategies that go far beyond reading the text and answering the homework questions.

The student proficient in study skills will demonstrate the ability to:

Classroom

- Be attentive in class
- Take class notes
- Prepare for and take examinations

Collaboration

- Regularly communicate with teachers and advisors
- Ask for help from teachers, advisors, and fellow students when needed
- Participate successfully in a study group
- Recognize the critical importance of study groups to success in specific subjects

Reading and Comprehension

- Read texts of complexity without instruction and guidance
- Identify the main idea of a text
- Determine major and subordinate ideas in passages
- Identify appeals made to reader (pathos, logos, ethos)
- Use the title of the article/essay/text as an indication of what will come
- Predict the intention of the author from extra textual cues (see box)

Extra textual cues are information about the meaning of a text that are not directly found in the words of the text itself. These cues can be found in allusion, punctuation, tone, irony, sarcasm, emoticons, and other sources.

- Decipher the meaning of vocabulary from the context
- Have strategies for reading convoluted sentences
- Reread (either parts or whole) for clarity

Domain: Self-Management and Monitoring

Proficiency in Self-Management and Monitoring means that the student will demonstrate individual qualities such as responsibility, the ability to manage one’s time and conduct, integrity, respect for self and others, flexibility, confidence, and a willingness to explore. It also means that the student has the ability to think about how one is thinking (metacognition)

The student proficient in self-management and monitoring will demonstrate the ability to:

Self-Management

- Orient oneself to a course, including familiarizing oneself with the syllabus, faculty expectations statements, assignment due dates, test dates, and available resources.
- Adhere to regulations in school, classroom, and everyday settings
- Demonstrate consistency, dependability, and being verbally positive with others
- Ask questions and listen to others
- Keep track of assignments and/or responsibilities
- Show up for class on time
- Have work done on time
- Follow through on commitments
- Respond positively to constructive feedback
- Show respect for others and their points of view
- Set individual goals and document progress toward achieving those goals (metacognition)
- Take initiative to pursue learning
- Adapt as necessary to create a positive outcome for self and others
- Advocate appropriately for her/him self
- Accurately estimate how much time it takes to complete all outstanding and anticipated tasks and allocate sufficient time to complete the tasks
- Use calendars and creating “to do” lists to organize studying into productive chunks of time
- Locate and utilize settings conducive to proper study
- Prioritize study time in relation to competing demands such as work and socializing
- Demonstrate initiative and develop ownership of their education
- Exercise the stamina and persistence to pursue difficult subjects and tasks

Cultural

- Practice hospitality and observe the rules of etiquette
- Arrive on campus clean and well-groomed
- Follow a personal dress code that is modest and appropriate for an academic setting

Self-Monitoring

- Be aware of one's current level of mastery and understanding of a subject, including key misunderstandings and blind spots
- Reflect on what worked and what needed improvement in any particular academic task
- Persist when presented with a novel, difficult, or ambiguous task
- Identify and systematically select among and employ a range of learning strategies
- Transfer learning and strategies from familiar settings and situations to new ones

Domain: Ability to Work with Others

Proficiency in Ability to Work with Others means that the student will work effectively with others, including people from diverse backgrounds, and contribute to group efforts by sharing ideas, suggestions, and workloads.

The student proficient in the ability to work with others will demonstrate the ability to:

Respect for Others

- Gain attention appropriately
- Respect facts and information in situations where feelings and intuitions often prevail
- Demonstrate respect for cultural and individual differences (diversity) (see box)

Diversity is the ability to engage in conversations and relationships with others who do not share one's own race, religion, gender, national or tribal origin (including "settlers" and "indigenous" people), disability, age, genetics (e.g. blood type), political affiliation, sexual orientation, or other group membership. Note: Because of our Christian morality, the LICC is limited in some aspects of diversity (e.g., we can respect but not support other religions, homosexuality, etc.)

Group Skills

- Demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback
- Demonstrate skills in recognizing conflict and applying conflict management skills as needed
- Demonstrate the use of group skills in a way that enhances a group's performance
- Demonstrate a variety of roles and responsibilities while working with others

Individual Strengths

- Apply her/his individual strengths to enhance a group's performance

Accountability

- Assume responsibilities within a group (see “Decision-Making and Problem Solving”)
- Decide and specify who (person or role responsible for completing a task), does what (including defining the deliverables they are to complete), by when (deadline), and how follow-up will be conducted (how often and by what method).

Domain: Christian Ethics and Civic Responsibility

Proficiency in Christian Ethics and Civic Responsibility means developing competence in ethical and moral reasoning and action, and using it to contribute to a larger community: recognizing and acting on one’s responsibility to the educational community and the wider society, locally, nationally, and globally.

The student proficient in ethics and civic responsibility will demonstrate the ability to:

Moral & Ethical Development

- Understand the concept of the common good and who defines it
- Embrace the concept of participatory democracy
- Establish a balance between rights and responsibilities
- Explain basic ethical concepts and principles, such as justice and equity

Cultural and Societal Awareness

- Comprehend the diversity of Liberian society and global cultures
- Recognize the value and human dignity of each person

Personal Behavior

- Develop a strong work ethic and consciously do one’s very best in all aspects of college and one’s profession
- Go to academic administrators, faculty members, student affairs professionals, or their peers as appropriate to discuss questions or concerns one has about one’s own ethical and moral thinking and the challenges one faces
- Cultivate personal and academic integrity: recognizing and acting on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honor code

Civic Awareness

- Understand both the institutions and processes of Liberian and international civic, political, and economic affairs
- Understand one’s rights within the Liberian legal system
- Recognize oneself as a member of a larger social fabric and therefore considers social problems to be at least partly one’s own

Civic Responsibility

- Show respect as well as dissent for laws
- Question governmental policies and practices
- See the moral and civic dimensions of issues
- Demonstrate empathy and compassion relation to those in one's immediate social sphere, as well as to the larger society
- Reach varying degrees of political awareness and advocacy, ranging from basic knowledge (e.g., knowing the local mayor's name) to developing a voice and making oneself heard
- Have deep substantive knowledge of the particular issues in which one is engaged

Civic Action

- Determine ways to alter public policy
- Exhibit stewardship, i.e., being responsible for one's community
- Make and justify informed moral and civic judgments and to take action when appropriate.
- Form moral and civic commitments and to act on them
- Involve the community in decision-making processes

Domain: Contextual Skills & Awareness

Proficiency in Contextual Skills & Awareness means that the student will seek out and use information, formal and informal, stated and unstated, necessary for both gaining admission to and navigating within the postsecondary system.

The student proficient in contextual skills & awareness will demonstrate the ability to:

School Level

- Identify potential schools and decide which ones are appropriate based on degree or certification programs offered, reputation, location, costs (tuitions, fees, books), financial aid availability and amounts, program length, accreditation, student services, faculty qualifications (e.g. degrees held), class size, student-to-instructor ratio, term length, campus environment and culture (student diversity, living conditions, school policies, etc.), student retention rate, job placement rate, and other factors.
- Interview faculty learn more about programs (e.g., faculty training requirements, course workload) and learner support (e.g. faculty office hours availability, faculty response time for online courses, help available to students, etc.).
- Interview students about their campus and program experiences, including best parts; what has frustrated them the most; quality of education, campus life, and student services; and what the faculty is like.

Program Level

- Evaluate degree or certification programs and majors and select the one most appropriate for one's career or personal goals.
- Evaluate course offerings and select the mode (classroom-based, online, blended, self-study, asynchronous, synchronous) that best fits one's life style and preferences.
- Determine whether the school offers accelerated programs and decide whether an accelerated program is appropriate.
- Determine whether and how many credits earned from other schools will transfer to one's current school.
- If one is planning to complete one's education at another school (e.g. getting an Associate's degree at one school, and then a Baccalaureate degree at another), determine which schools will accept credits from one's current schools, and which and how many credits will transfer.

Admissions Level

- Apply to the selected school and academic program by filling out application forms completely and correctly, acquiring and submitting transcripts from one's previous education, preparing and submitting a resume (if required), filling out financial aid forms completely and correctly, composing and submitting a personal essay (if required), soliciting and submitting letters of recommendation, and submitting application fees.
- Determining needed test scores (e.g. standardized tests such as the SAT or entrance examinations), arrange to take the tests (if needed), and arrange to have the scores sent to the school.
- Use school recruiters, advisors, or counselors to answer one's questions and guide one through the admissions and enrollment processes.
- Determine how to pay for tuition, fees, books, room, and board, etc. (job, work-study, scholarships, grants, loans), develop a budget, and apply for financial aid (if needed).
- Determine whether one has been accepted into the school and the selected academic program.
- When one has been rejected, talk with the appropriate counselor to determine the reason, whether corrective actions can be taken and what they are, take corrective actions, and reapply (unless the rejection is permanent).

Planning Level

- Create an academic plan with one's advisor that maps out the required and elective courses one will take, and the sequence they will be taken.
- Work with one's advisor to determine whether the program will conclude with a thesis, final project, portfolio, etc., and include these in the academic plan.
- Determine whether a school orientation is available and/or required; if available but not required, determine whether it would be helpful and register for it if appropriate.

Registration Level

- Learn the school's registration process, including information needed to register (e.g., student id, course term, course title, course ID, section number, credits, instructor name, course prerequisites, permission required to register, etc), and register for courses.
- Take appropriate action when a course is full.

Course Level

- Evaluate course time requirements for lectures, reading assignments, research, writing assignments, group activities, and other forms of study and determine whether they are appropriate for the amount of time one is willing and able to commit.
- Determine course technology requirements and evaluate whether one has the needed technology (hardware and software) and the ability to use it effectively.
- Acquire needed technology, determine whether one needs training to use it effectively, and arrange for training if needed.
- Determine which textbooks and materials are required for a course; decide where to acquire them (buy, borrow, or share), decide whether to get new or used items, and obtain all items prior to the start of class.

Miscellaneous

- Correctly follow school procedures for other situations such as withdrawing from a class, taking a leave of absence from the school, withdrawing from the school, changing a major or specialization, requesting a tuition refund, etc.

Graduation Level

- Determine one's options for life after graduation (get a job and/or continue schooling) and select the ones appropriate for one's career and personal goals.
- Prepare a portfolio highlighting one's skills and accomplishments and publish it (e.g. post to the web, save it on a thumb drive for future emails, get it printed, etc.).
- Determine what career services are available at one's school (e.g. career counseling, job and internship listings, career and internship fairs, career "webinars," on-campus recruiting, etc.) and evaluate whether they could help in attaining one's after-graduation goals.
- Identify and use job search sites to locate potential employers.
- Develop personal networks of contacts to use in identifying potential internships and jobs.

Domain: Technology

Proficiency in Technology means that the student will ...

The student proficient in technology will demonstrate the ability to:

Minimum Proficiencies

- Type
- Use word-processing software to cut, paste, and format text; spell-check; and save and move files
- Navigate e-mail; compose, send, and receive e-mail; and post attachments
- Employ e-mail etiquette
- Navigate the Internet and the World Wide Web, recognizing the significance of domains (e.g., com, net, edu, org, gov)
- Use search engines effectively
- Evaluate material found on the Web, including the authenticity of the Website and the author, and the validity of the material
- Know how to cite Internet sources
- Know what constitutes plagiarism and how to avoid it when using the Internet

Desired Proficiencies

- Submit drafts and papers electronically
- Use electronic handbooks or references
- Join a class listserv, a threaded discussion, or mailing list
- Consult experts by e-mail
- Present material in Web format or media such as PowerPoint
- Use interactive lab-based software
- Keep electronic logs or journals (e.g., “blogging”)
- Create multimedia documents; publish work on a Website
- Use “chat rooms”
- Use video conferencing

Domain: Christian Spirituality

Proficiency in Christian Spirituality means that the student will live the ordinary life of a follower of Jesus and thereby experience the transformation of character and calling. Followers of Jesus live as disciples who pattern their lives after Jesus' life in new and concrete ways as they leave everything behind and follow Him.

The student proficient in Christian spirituality will demonstrate the ability to practice the following spiritual disciplines:

Character

- Practice surrender to God and trust in Him
- Practice disengagement from their routines and distractions in order to commune with God
- Study the Word of God and take in good Biblical teaching that will transform their lives

Stability

- Practice self-denial
- Practice moral integrity
- Are committed to living in a spiritual community through the local church

Fruit

- Seek the call of God on their lives
- Engage in lifestyles of justice and mercy
- Practice material generosity
- Love others well
- Lead others to follow Jesus

IMPLEMENTATION STRATEGIES

This section presents strategies for implementing the Competency Model

Strict Versus Loose Promulgation

Two possible ways of promulgating the Competency Model are:

- **Strict.** A matrix could be developed that maps each domain to one or more applicable courses. If a particular competency applies to a specific course, the instructor would be expected to make sure the course objectives, topics, learning activities, and assessments address the competency. (See an example in the Appendix.)
- **Loose.** The domains could be declared as “overarching” to all courses. The instructor would be free to decide which competencies apply to a specific course. The instructor would then be expected to make sure the course objectives, topics, learning activities, and assessments address the applicable competencies.

Use of the “strict” approach is recommended for the early years of implementation. The rationale is:

- Implementing the Competency Model will be challenging as it is. Figuring out which competencies apply to which courses will only increase the complexity of the process and add to the faculty’s burden. Therefore, these decisions should be made in advance – perhaps by the department heads working with pedagogical expert – and then implemented as specified by the faculty.
- In later years – when the faculty is completely familiar with the Competency Model, has gained considerable experience at implementing it, and has accumulated a knowledge base of best practices and lessons learned for implementation – the “loose” approach can be used.

An example of a “strict” approach is shown in **Appendix A**.

Proficiency Levels

This competency model may be intimidating in its depth and breadth. However, overarching goals were to make the LICC a world-class school and to make its graduates highly sought by employers. To lessen the burden of implementation, the competency model could be rolled out by Proficiency Level.

This document presents only a partial competency model. In a full competency model, each competency would be further broken down by Proficiency Level. Proficiency levels are statements of how well one demonstrates the proficiency. Typically, there are 3 to 5 proficiency levels, and they are used both to evaluate one’s performance (diagnostic), and to plan one’s development.

The school could use proficiency levels as a series of stages or “plateaus” to start simple and then to build student proficiency and to increase the school’s fidelity to the competency model over time. An example of proficiency levels is shown in **Appendix B**.

Staged Implementation

A staged implementation will also ease the burden on administrators, faculty, and students. A suggested approach is:

1. The Vice President of Administration trains department heads on what the competency model is and how it is used.
2. Department heads collaborate and select the best implementation approaches for the school.
3. Department heads (working with an instructional designer if necessary) develop a staff orientation.
4. Department heads orient staff to the competency model. This could be done in the context of a facilitated workshop in which faculty bring a syllabus and possibly lesson plans from one of their courses and decide how to update them to comply with the competency model.
5. The student orientation to the college is updated to inform students of what the competency model is and how it impacts their college experience.
6. At least annually, department heads debrief faculty as to how the competency model is working, and then the Vice President of Administration debriefs the department heads.
7. Working with department heads, the Vice President revises the competency model as needed to incorporate feedback and correct any issues.
8. The team also decides whether take implementation to the next Proficiency Level and/or to change the approach from “strict” to “loose.”

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APPENDIXES

Appendix A: Example Strict Implementation

The following table shows an example of the Strict approach:

Example Course-to-Domain Matrix for Strict Competency Model Implementation

	CORE COMPETENCIES (Domains)									
	Communication Skills	Decision-Making and Problem Solving	Information Use	Study Skills	Self-Management and Monitoring	Ability to Work with Others	Ethics and Civic Responsibility	Contextual Skills and Awareness	Technology	Christian Spirituality
CORE CURRICULUM (Courses)										
ENG 101 Grammar Usage	X		X	X	X		X	X		X
MAT 107 Pre-Calculus		X		X	X		X	X		X
CIS 101 Microsoft Word		X	X	X	X		X	X	X	X
PED 101 Physical Education I					X	X	X	X		X
FCH 101 French Grammar	X			X	X		X	X		X

Appendix B: Example Proficiency Levels

The following table defines Proficiency Levels for use in developing a complete competency model.

Example Proficiency Levels (In Order of Increasing Sophistication)

No	Proficiency	Description
1	Entry	Level of proficiency on entry to the school . Students who cannot demonstrate proficiency at this level should either: (1) not admitted to the school; or (2) conditionally admitted with immediate enrollment into a remedial education program.
2	Freshman	Level of proficiency at the end of Freshman year . Students demonstrating proficiency at this level have the basic skills required to be a successful in the early years of college.
3	Sophomore	Level of proficiency at the end of Sophomore year . Students demonstrating proficiency at this level have the advanced skills required to be a successful in the later years of college, graduate school, or the work place.

Example Full Competency Model

Domain: Ability to Work with Others			
Competency Area	Level 1 – Entry	Level 2 – Freshman	Level 3 - Sophomore
Respect for Others	<ul style="list-style-type: none"> Gain attention appropriately 	<ul style="list-style-type: none"> Gain attention appropriately Demonstrate respect for cultural and individual differences (diversity) 	<ul style="list-style-type: none"> Gain attention appropriately Respect facts and information in situations where feelings and intuitions often prevail Demonstrate respect for cultural and individual differences (diversity)

Domain: Ability to Work with Others			
Competency Area	Level 1 – Entry	Level 2 – Freshman	Level 3 - Sophomore
Group Skills	<ul style="list-style-type: none"> Demonstrate a variety of roles and responsibilities while working with others 	<ul style="list-style-type: none"> Demonstrate skills in recognizing conflict and applying conflict management skills as needed Demonstrate the use of group skills in a way that enhances a group’s performance Demonstrate a variety of roles and responsibilities while working with others 	<ul style="list-style-type: none"> Demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback Demonstrate skills in recognizing conflict and applying conflict management skills as needed Demonstrate the use of group skills in a way that enhances a group’s performance Demonstrate a variety of roles and responsibilities while working with others
Individual Strengths	<ul style="list-style-type: none"> Apply her/his individual strengths to enhance a group’s performance 	<ul style="list-style-type: none"> Apply her/his individual strengths to enhance a group’s performance 	<ul style="list-style-type: none"> Apply her/his individual strengths to enhance a group’s performance
Accountability	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Assume responsibilities within a group (see “Decision-Making and Problem Solving”) 	<ul style="list-style-type: none"> Assume responsibilities within a group (see “Decision-Making and Problem Solving”) Decide and specify who (person or role responsible for completing a task), does what (including defining the deliverables they are to complete), by when (deadline), and how follow-up will be conducted (how often and by what method).

REVISION HISTORY

Rev	Date	Edited By	Reason
01	30-Sep-2014	Russell M. Schwartz	New document.
<u>02</u>	<u>07-Oct-2014</u>	<u>Russell M. Schwartz</u>	<u>Incorporate comments from Peer Review.</u>
<u>03</u>	<u>24-Oct-2014</u>	<u>Russell M. Schwartz</u>	<u>Add clarification to example matrix.</u>