

University of Dayton's Competency Program

History

1997 Academic Policies Committee of the University Senate asks a group of faculty and administrators to examine the University's 1984 Basic Skills Program and recommend needed changes.

1998 Subcommittee recommends a series of changes

Change the term "basic skills" to "competencies" to reflect the complex set of skills, abilities, and aptitudes the University wants its students to acquire

Recognize four sets of competencies central to the University's mission:

- Reading and writing
- Oral communication
- Information literacy
- Quantitative reasoning

Recognize two levels of competency that UD students should attain: general and graduation

General Competencies = the skills, abilities, and attitudes students must develop to make the transition from high school to college and to complete their General Education courses.

Graduation Competencies = the skills, abilities, and attitudes students must develop to complete upper-level courses in their majors and become active members of their professions

Develop a program in which faculty teaching upper-level courses in their disciplines build upon the general competencies students develop in their lower-level courses.

1999 The Academic Senate accepts the subcommittee's report and recommendations and authorizes the Competency Implementation Subcommittee (CIS) to help departments and units formulate and implement their competency plans.