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DOC 2013-04 Discontinuation of the University Graduation and General Competency Program and the Establishment of an Ad Hoc Committee on Information Literacy

University of Dayton. Academic Policies Committee

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PROPOSAL TO THE ACADEMIC SENATE

TITLE: Discontinuation of the University Graduation and General Competency Program
                    and the Establishment of an Ad Hoc Committee on Information Literacy

SUBMITTED BY: Academic Policies Committee of the Academic Senate

DATE: April 19, 2013

ACTION: Legislative Authority

REFERENCE: Constitution of the Academic Senate of the University of Dayton, DOC 99-08,
                    DOC 08-02, DOC 10-04

1. Introduction

This proposal to discontinue the University General and Graduation Competency Program recognizes that, for the most part, student outcomes in the competency areas are embedded in the CAP-curriculum. Therefore, the formal administration of the University General and Graduation Competency Program is no longer required. Discontinuation of the Competency Program is intended to simplify the description and administration of the curriculum rather than to diminish the importance of the development of student outcomes in the four competency areas. The specific proposed actions are listed in section 2 of this document. Some background and the rationale for the proposed actions are given in section 3 of this document.

2. Proposal

Passage of this document by the Academic Senate will lead to the following actions:

I. The University General and Graduation Competency Program will be discontinued. Students in the class entering in Fall 2013 and students in all subsequent classes will not be subject to the requirements of the University General and Graduation Competency Program.

II. The Committee on the Common Academic Program and Competencies will be renamed the Committee on the Common Academic Program.

III. The importance of student outcomes related to information literacy will be affirmed by the establishment of the ad hoc Committee on Information Literacy. This committee will report to the Academic Policies Committee of the Academic Senate. The Committee on Information Literacy will develop policies and procedures to strengthen and assess student outcomes related to information literacy. The Committee on Information Literacy will be established by the Executive Committee of the Academic Senate in Fall 2013. The Executive Committee of the Academic Senate will develop the charge and timeline for the completion of the activities and the recommendations of this ~~sub~~committee.

3. Background and Rationale

On November 29, 1999, the Academic Senate approved DOC 99-08 "University General and Graduation Competency Program". On January 23, 2009, DOC 08-02, in which the requirements for the Quantitative Reasoning competency were revised, was passed by the Academic Senate. The University General and Graduation Competency Program established a set of general competencies that were to be met by all University of Dayton students and required that academic departments establish graduation competencies to be met by students in degree programs housed in those departments. The four competency areas are Information Literacy, Reading and Writing, Quantitative Reasoning, and Oral Communication.

3.1 Description of the University General Competency Program

The general competency requirements are mandated by Senate DOC 99-08 and Senate Doc 08-02 to be met in the ways described below.

Information Literacy
The University's General Information Literacy Competencies are integrated into the curriculum. The responsibility for general Information Literacy training rests within each academic unit. However, the Introduction to the University, Humanities Base, and General Education courses (supported by the University Library) provide the opportunity to establish a solid foundation to develop the competencies. (There are no specific courses or experiences that students must have in order to fulfill the Information Literacy requirements.) The staff and faculty of the Library provide a variety of Information Literacy training programs.

Reading and Writing
Complete, with a grade of C- or better, ENG 101 and 102 or ENG 114.

Oral Communication
Complete, with a grade of C- or better, three 1 semester-hr modules, CMM 110, CMM 111 or 112, and CMM 113.

Quantitative Reasoning
There are two tracks, and students must satisfy one of these tracks. The specific track followed by the student is determined by the student's major. Students should complete the track by the end of the sophomore year.

Track 1: Analysis Track
To satisfy Track 1, a student must complete one of the following courses with a grade of C- or better, or earn EM credit for MTH 168 based on AP examinations, or earn appropriate transfer credit.

MTH 129, MTH 137, MTH 138, MTH 148, MTH 149, MTH 168, MTH 169, MTH 218

Track 2: Descriptive Statistics
To satisfy Track 2, a student must complete one of the following courses with a grade of C- or better, or earn EM credit for MTH 207 based on AP examinations, or earn appropriate transfer credit.

MTH 114, MTH 205, MTH 207

In addition to the completion, with a grade of C- or better, of the courses listed above, DOC 99-08 and DOC 08-02 list particular skills that have to be developed in these courses. In consultation with the Academic Senate and the University community, these lists of skills were developed by the faculty members in the departments delivering the required course work.

3.2 Rationale for the Discontinuation of the University General Competency Program

Discontinuation of the General Competency requirements would have little impact on the curriculum other than the elimination of the University-wide requirement that certain courses be passed with a C- or better rather than a D or better. Should the Competency Program be discontinued, the requirement of passage of a course with a C- or better can, of course, be imposed by any unit or department that so desires. When the CAP is fully implemented, students would take the same array of courses with or without the University General Competency Program requirements, since the courses and experiences that would be required under the competency program are required by and/or embedded in the CAP. It is true that the removal of the General Competency requirements would end University-wide oversight of the delivery of the particular check-lists of skills required by DOC 99-08 and 08-02. Generally, however, competency outcomes in the four areas are embedded in the CAP curriculum. Continuing to administer the University General Competency Program requires resources and adds a layer of complexity to the advising process with little impact on the curriculum. The Academic Policies Committee of the Academic Senate recommends the discontinuation of the University General Competency Program requirements.

3.3 Description of the University Graduation Competency Program

The University of Dayton Undergraduate Bulletin currently describes the University Graduation Competency Program as follows:

> Graduation competencies emphasize further development and maturation of the competency areas through courses in the major discipline and upper-level electives. Each program and department establishes its own graduation reading and writing, oral communication, quantitative reasoning, and information literacy competency requirements.

The delivery of the graduation competencies is built into courses in the major disciplines and upper-level electives.

3.4 Rationale for the Discontinuation of the University Graduation Competency Program

There is currently no University-wide oversight of the graduation competency program; departments are responsible for having developed and maintaining the graduation competencies. Since the graduation competencies are built into existing courses in a natural way, discontinuing the University Graduation Competency Program would have little effect on the curriculum and little effect on the development of these competencies in students. Further, the developmental nature of the CAP curriculum could enhance maturation of the competency outcomes. The Academic Policies Committee of the Academic Senate recommends the discontinuation of the University General Competency Program requirements.

3.5 Rationale for the Establishment of the Committee on Information Literacy

While student outcomes related to all four competency areas in the University General and Graduation Competency Program will continue to be embedded in the courses offered in the CAP and the degree programs at the University of Dayton, only the outcomes related to reading and writing, oral communication, and quantitative reasoning are clearly attached to particular required courses in the CAP. It is true that outcomes related to Information Literacy will be naturally embedded within a variety of courses in the CAP. However, the importance of these outcomes is not clearly elucidated in DOC 10-04, which governs the CAP. Proposal action III of section 2 affirms the importance of student outcomes related to information literacy. Further, the creation of the Committee on Information Literacy is intended to ensure that policies and procedures are established that foster an intentional strengthening and assessment of student outcomes related to information literacy. The members of the faculty and staff of the University Libraries have and will continue to play important roles in the delivery of student outcomes related to information literacy. The Academic Policies Committee of the Academic Senate recommends the establishment of the Committee on Information Literacy.