

PROPOSAL TO THE ACADEMIC SENATE

TITLE: Quantitative Reasoning Competencies - Issue I-00-10

SUBMITTED BY: Academic Policies Committee

DATE: 10/13/00

ACTION IS: Legislative Authority

REFERENCE IS: *Faculty Handbook*, Constitution of the Academic Senate of the University of Dayton, Article II, B, 3.

DESCRIPTION OF PROPOSAL:

The Basic Skills Subcommittee of the Academic Policies committee submitted the original proposal for the new University competency program on December 8, 1998. The Academic Senate on December 7, 1999 accepted the Basic Skills Subcommittee report with modifications (Senate Doc 99-8). The modifications concerned the phased implementation plan for each competency area and a streamlined governance structure. The Quantitative Reasoning competency was not included in Senate Doc 99-8 since it was still being reviewed.

This proposal, Academic Senate Document 1-00-10B is to accept the following recommendations for Implementation of the Quantitative Reasoning competencies as proposed in the attachments.

Implementation Recommendations

Quantitative Reasoning

Recommendation I - Competency Level

A. That satisfactory completion of all three general quantitative reasoning competency modules become a General Education requirement. The math department in consultation with each unit will ascertain what course(s) will contain the Math Basic Competencies modules (1-3).

B. That all students be required, before they begin their junior year, to show quantitative mastery by: passing each agreed upon course (s) with a grade of C or better:

OR

passing a test at the 80% level on each of the general quantitative reasoning competency modules. Transfer students with sophomore or greater status should be given a maximum of two semesters to meet the competency requirements through course work or testing.

Recommendation II - Student Support

A. That the students have various avenues of support to help them prepare for the general quantitative reasoning competency module tests. For Example: A web site containing sample problems, practice test covering each module, and group study sessions ect.

B. That students with weak (or missing) high school background in intermediate algebra MAY be placed either in developmental mathematics (DEV 060) or intermediate algebra (MTH 102) before they begin to prepare for the general quantitative competency requirements.

Recommendation III - Additional Quantitative Reasoning Requirements

That each degree program should identify ^{and assess} appropriate graduation quantitative reasoning competencies for its majors that develop the quantitative reasoning abilities of its majors appropriate to that field of study that if necessary go beyond this general competency level.

Recommendation IV - Degree Programs' Assessment

That each degree program should identify appropriate graduation quantitative reasoning competencies for its majors that develop the quantitative reasoning abilities of its majors appropriate to that field of study that go beyond this general competency level.