The
San Antonio College
Competency Program:

A Handbook
of
Regulations and Information

May 2002
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I. INTRODUCTION

The San Antonio College Academic Council initiated the competency program during the spring semester of 1986 by creating the Committee on Competencies. The Committee gathered information, surveyed and critiqued literature on the topic of competencies, and discussed the many complexities involved in identifying appropriate competencies and implementing a college-wide competency program.

Early in its deliberations, the Committee on Competencies established three primary goals:

1. To satisfy the Southern Association and possible impending state requirements;

2. To enhance the skills our students should acquire before graduating and/or transferring to a senior institution; and

3. To minimize disruption to existing degree plans while maximizing flexibility to degree programs in developing and adjusting their degree plans.

As a result, students who entered San Antonio College for the first time in the fall 1989 semester, or thereafter, had to satisfy two different but related competency programs. The first was an entry-level competency program driven by the Texas Academic Skills Program. The TASP law has been repealed and replaced by a new program, the Texas Success Initiative (TSI), which is currently being followed.

Second, there is the exit-level competency program driven by the Southern Association and the Texas Higher Education Coordinating Board. Both of these competency programs are discussed in subsequent sections.

Reflecting a commitment to those primary goals, this edition of the *Handbook of Regulations and Information* contains the latest revisions to the Competency Program and Handbook adopted in June 1995 and revised in May 2002. These revisions are approved by the Competency Committee.

Important Definitions

The following definitions of key terms are offered to prevent misunderstanding and to facilitate implementation of this program.

ENTRY-LEVEL COMPETENCIES refer to those requisite basic skills students need to be successful in college. Reading, writing and mathematics are the focal entry-level skills. It is essential and mandatory that students with deficiencies in

entry-level competencies be remediated as soon as possible upon entering college.

EXIT-LEVEL COMPETENCIES focus on the skills all students should gain from their lower division college work. The focus here is on writing, oral communication, mathematical skills, critical thinking skills, and computer literacy skills.

A **SKILL-DEDICATED COURSE** is a course devoted exclusively to teaching a certain skill. Freshman Composition, for example, is a Writing-dedicated course because it is devoted exclusively to teaching grammatical and compositional skills while awarding college credit for these skills. Skill-dedicated courses are offered at both the pre-college (developmental) and college levels to satisfy the requirements of both competency programs.

A **SKILL-INTENSIVE COURSE** is a college-level course of instruction requiring students to employ a designated skill such as speech, math or writing to earn a significant portion of their grade. Departments may develop skill-intensive courses in any area of the curriculum so long as those courses satisfy the definitional requirements set forth below. Such courses provide students the opportunity to reinforce, apply, and polish skills previously acquired in skill-dedicated courses.

II. ENTRY-LEVEL COMPETENCIES

A. INTRODUCTION

In preparation for college, students should have acquired entry-level competencies in basic skills. Reading, writing, and fundamental mathematical skills have been identified as the important entry-level skills for college freshmen. Identifying minimal skills in these three areas is essential to ensure that our students are academically prepared to engage in college-level work and, ultimately, to enhance their opportunity for academic success. These entry-level skills are also critical to improving instruction, accounting for student performance, and enhancing our standing in the community. These competencies will be measured by appropriate testing in the College Assessment Center for all entering freshmen.

B. THE TEXAS SUCCESS INITIATIVE

The Texas Success Initiative (TSI) requires students to be assessed in reading, writing and math skills prior to enrolling in college, and to be advised based on the results of that assessment. Each institution determines what to do with students who don't pass one or more parts of the test. Institutions have the flexibility to determine the best path for individual students to take to become college ready and to demonstrate that they are indeed ready for college-level courses.

C. PLACEMENT SCORES FOR DEVELOPMENTAL COURSES

The Texas Higher Education Coordinating Board (THECB) requires each institution to file a Developmental Education Plan which has been approved by that institution's governing board. The plan must describe the assessment and placement of undergraduate students. The plan filed by San Antonio College reflects the following policy.

All students entering San Antonio College must either provide evidence of recent assessment or undergo assessment on campus before they can see a counselor. The college will accept ACT and SAT scores or will administer the Accuplacer exam on campus. Students will be advised into developmental classes according to the table on the following page.

PLACEMENT CUTOFF SCORES - A.C.C. DISTRICT

(Revised: June 29, 2004)

COURSE NAME	ACCUPLACER (ACCUP)		ASSET (AS1B)		ENHANCED ACT (ACTE)	SAT April '95 - Present (SAT)	THEA
ENGLISH	SS	WSAM	WS	WSAM	ENGL	VERB	
English 0300	<49		23-33		0-9	230-320	
English 0301	50-79		34-43		10-16	330-420	
English 1301 (College Level Reading required)	>80	6	44-55	6	17-36	430-800	240 + WS 6
(Dept. Exam)	110-119		52-55		31-36	650-800	
READING	RS		RS		COMP	TOTAL	READ
Reading 0300	<34		23-27				
Reading 0301	35-48		28-32				
Reading 0302	49-61		33-37				
Reading 0303	62-77		38-42				
Reading 1304	>78		43-53		21	970	230
MATH	MATH		NS		MATH	MATH	MATH
Math 0300	AR 31-57 EAR ≤30		NS: 23-35		0-13	200-340	
Math 0301	AR 58-89 EAR 31-55		NS: 36-45		14-16	350-400	
Math 0302	EAR 56-75 CLM < 39		NS ≥ 46 and EAS: 34-49		17-19	410-440	230
Math 0303	EAR 76-108 CLM 40-62		NS ≥ 46 and EAS ≥ 50 or IAS: 34-49		20-23	450-490	250
Math 1314	EAR >109 CLM 63-85		NS ≥ 46 and IAS ≥50 or CAS ≥ 34		24-26	500-560	270
Math 1332	EAR>76 CLM >40						
Math 2412	CLM >86						

ASSET: AS1B = ASSET Form B
WS = Writing Skills
NSA = Numerical Skills
EAS = Elem. Algebra Skills
IAS = Inter. Algebra Skills
CAS = College Algebra

ACCUPLACER: RS = Reading Skills
SS = Sentence Skills
AR = Arithmetic
EAR = Elem.Algebra
CLM = Coll.Level Math
WSAM = Essay (WritePlacer)

SAT: VERB = Verbal
MATH = Math

ACTE: ACTE = Enhanced ACT COMP = Composite
ENGL = English
MATH = Math

ESL PLACEMENT GUIDELINES
(REVISED July 1994)

International students with limited English proficiency will be placed in English as a Second Language classes on the basis of their ELSA or TOEFL scores. The table on this page indicates the level in which students will be placed.

CELSA Placement for ESL Students

		TEST Score Raw Score	%
Level One	ESL 0310, 0311, 0312, 0313, 0314	1-30	0-40
Level Two	ESL 0320, 0321, 0322, 0323, 0324	31-48	41-64
Level Three	ESL 0330, 0331, 0332, 0333, 0344, 0345	49-66	65-88
Level Four	ESL 0340, 0341, 0342, 0343, 0334 SDEV 0170 for ESL Students recommended	67-75	89-100

Note: If raw score = 84% or above, higher level test should be taken. If raw score = 32% or below, lower level test should be taken.

D. PROCEDURES FOR MODIFYING BASIC SKILLS PREREQUISITES

Basic skills prerequisites have been identified to improve instruction and accountability by ensuring that students possess the basic skills essential to succeed in various classes.

Occasionally, it will be necessary to revise these prerequisites. The procedure in such cases is the following:

1. The department identifies the basic skill levels necessary to optimize students' chances of successfully completing a specific course.

2. The department chair forwards a memorandum to the Dean requesting, identifying and justifying the specific change in prerequisites to be made.

3. If the Dean concurs with the requested change, the request is forwarded to the Chairperson of the Competency Committee.

4. The Chairperson will include the approved change in the Course Placement Requisites Guidelines and distribute copies of the revised Guidelines to the Deans and the Director of Counseling and Services to Special Populations.

5. Such changes should be initiated during the fall semester whenever possible and will become effective during registration for all the following semester.

III. EXIT-LEVEL COMPETENCIES

During their college years students should not only acquire a large body of knowledge but also the ability to use that knowledge for specific purposes. They should become better able to express and exchange ideas and to find answers to personal and professional problems. The Competency Program is designed to help students handle and apply knowledge effectively. The Program will enable students to refine their skills in expository writing, quantitative reasoning, qualitative reasoning, oral communication, and computer literacy in order that they may participate more fully in the academic programs and career opportunities available to them.

The Southern Association requires undergraduate degree programs to provide components designed to ensure competence in reading, writing, oral communication, computer literacy, and fundamental mathematical skills. The Transfer Curriculum Study Committee of the Coordinating Board has emphasized the importance of students' acquiring basic competencies in reading, writing, speaking, and critical thinking by the completion of their lower-division college work. To satisfy these requirements, as well as the public demand for educational effectiveness, the Committee on Competencies approved the following comprehensive program to ensure that our students have acquired these exit competencies. The committee is convinced that this program will strengthen academic standards, enhance student skills, and provide all programs maximum flexibility in developing degree plans.

San Antonio College requires students to demonstrate exit competencies in:

1. Writing skills,
2. Oral communication skills,
3. Mathematical skills,
4. Computer skills, and
5. Reading Skills (AA and AS Degrees)

Students may demonstrate these competencies by successfully completing skill-dedicated and/or skill-intensive courses. ***Skill-dedicated courses, such as English 1301 or Speech 1311, COSC 1301, or Math 1314, are courses in which these skills are taught and college-level credit granted in that subject. Skill-intensive courses require the student to employ these skills to earn a significant portion of their course grade.*** Skill-intensive courses are indicated in the class schedule by the inclusion of WI (Writing-intensive), SI (Speech-intensive), MI (Math-intensive), CI (Computer-intensive) and will be indicated in the same manner on the student's transcript.

Students should always consult their faculty advisor or counselor at San Antonio College, or the college to which they intend to transfer, to determine which courses will satisfy degree requirements before registering for classes.

A. PROCEDURES FOR APPROVING SKILL-INTENSIVE CLASSES

Courses are nominated and approved for skill-intensive status by the following procedure.

1. The department chair must (a) complete the Nomination Form on the last page of this handbook, (b) attach the form as a cover sheet to the required documents, and (c) forward the nomination packet to the chair of the Committee on Competencies.

2. The committee chair forwards copies of the nomination packet to each member of the committee for evaluation.

3. The majority of the committee must agree that the course satisfies the requirements for the requested skill-intensive status.

4. The committee chair informs the department that the committee has approved a course or informs the department of the reasons a course has not been approved and the changes required.

5. Once the College Council endorses a course as skill intensive, the chair of the Committee on Competencies informs the department chair, the registrar, and the catalog committee of the course's status.

B. WRITING COMPETENCY

The major objective of the Writing-intensive component of the San Antonio College competency program is to ensure that each student in any college program or degree plan is capable of writing clearly and concisely, using standard English in well-constructed units, dealing maturely with the subject matter of any discipline while utilizing the principles of effective written communication. Improving their skills in effective written communication will enhance students' success whether they transfer to a senior university or enter the world of work directly. When students learn to write more proficiently, their potential for learning increases. When writing is added to the learning process, students learn better than they do when only reading and studying. Thus, learning through writing, or writing-to-learn, becomes a second objective in the college's writing program.

1. Identification of Writing Competencies

Writing-intensive courses may be developed in any area of the curriculum. In addition to the customary content of the course, a Writing-intensive course must focus on certain fundamental competencies in the writing assignments. The student should be required to:

a. Write an essay with unity, a controlling purpose, and effective examples, illustrations, and other supporting details.

b. Adapt organization, style, and tone to various audiences, purposes, and content.

c. Synthesize from disorganized data an organization that effectively communicates that data to a given audience.

d. Use Standard English grammatically, clearly, precisely, and economically.

e. Control processes for selecting reasonable topics; developing ideas and arguments; adequately, effectively, and efficiently researching information on chosen topics; drafting, revising, rewriting, and editing.

f. Use writing to solve problems and to explore knowledge in all disciplines.

g. Write with syntactic maturity—to use varied sentence structures with ease and grace.

h. Assess writing, their own and others', both student and professional, and to analyze writings for various purposes.

Examples of such written assignments include essay exams, written reports, reviews of the literature, research papers, and other forms of written expression. The intent here is for students to earn a significant portion of their grade through using and improving basic principles of written communication. We may anticipate that as more faculty gain experience in Writing-intensive classes, students will encounter an ever-increasing number of writing assignments in many courses. This trend will facilitate a gradual movement toward Writing Across the Curriculum.

2. Requirements for a Writing-intensive Course

There are two basic requirements for any Writing-intensive course: (1) The student must be required to write a minimum of 2000 words, and (2) at least 60% of a student's grade in the course shall be based on these writing assignments. The committee holds the view that each writing activity should be at least 200 words in length in order for the student to demonstrate usage of the writing competencies identified in the preceding paragraph.

Faculty members who become involved in Writing-intensive courses will face three preliminary issues. First, there is the issue of developing a course syllabus reflecting a Writing-intensive emphasis. Second, there is the issue of writing test items which emphasize writing skills. Third, there is the issue of grading written assignments. Most faculty are not certified grammarians; but this fact need not deter them from emphasizing good writing skills. Assistance for faculty members facing these issues can be found in a handbook called *DEVELOPING THE WRITING-INTENSIVE CLASS*, available from the Chair of the Competency Committee.

3. Degree Program Options for Exit Competencies in Writing

Programs offering an Associate in Arts or Associate in Science degree require successful completion of English 1301 and English 1302, plus 6 credit-hours of Writing-intensive courses,

Programs offering an Associate in Applied Science degree, as well as the Associate in Nursing degree, may choose between the following options, as they deem relevant to their students, in developing their degree plans:

a. Successful completion of English 1301 and 1302,

-OR-

b. Successful completion of English 1301 plus six (6) hours of Writing-intensive courses.

4. List of Writing-intensive Courses

Writing-intensive courses are indicated in the class schedule, in the catalog descriptions, and on student transcripts by the inclusion of "(WI)" following the course title.

C. ORAL COMMUNICATION COMPETENCY

Through understanding the learning process, we recognize that language provides an indispensable tool for expediting the learning process. Language makes learning possible. We learn by processing information, and we process information by talking—to ourselves and to others. Reading and thinking, listening and thinking, speaking and thinking, writing and thinking—these processes are the essential activities of educated people. Speech-intensive classes offer students an opportunity to strengthen their speaking and listening skills.

1. Identification of Oral Communication Competencies

In addition to the customary content of the course, a Speech-intensive course must focus on students' acquiring the following competencies to:

a. Possess a basic understanding of the techniques and dynamics of the oral communication process.

b. Demonstrate that understanding by choosing a topic; composing a message; providing ideas and information suitable to topic, purpose, and audience; and presenting that message using oral delivery skills suitable to the audience and the occasion.

c. Demonstrate the specific skills of

(1) Determining the purpose of the oral discourse;

(2) Choosing a topic and restricting it according to the purpose and audience by
   (a) Formulating a thesis statement.
   (b) Providing adequate support material.
   (c) Selecting a suitable organizational pattern or patterns.
   (d) Demonstrating careful choice of words.
   (e) Using effective transitions.

(3) Using good delivery techniques, including
   (a) Vocal variety in rate, pitch, and intensity,
   (b) Clear articulation,
   (c) A level of Standard English appropriate to the designated audience, and
   (d) Proper nonverbal techniques such as movement, eye contact, gestures, and proper use of notes.

Examples of such speech assignments might include oral reviews of the literature, discussion of controversial issues, oral presentation of project proposals, and other forms of oral discourse. Students may also be tested on information provided orally by other students in the class, thus emphasizing the listening aspect of oral communication skills.

2. Requirements for a Speech-intensive Course

There are two basic requirements for a Speech-intensive course. First, the oral communication component must count for at least 50% of the course grade. Second, the total actual speaking time for each student must be a minimum of 20 minutes in each Speech-intensive course taken, and at least one of the presentations should be a minimum of 5 minutes in length. The speech competencies identified above should be the criteria for grading all presentations; content-specific criteria may be used for grading the content of each oral presentation. The 20 minutes of speaking time should be for each individual student, thereby eliminating a 20-minute panel or round table discussion with a number of students.

Faculty members who become involved in Speech-intensive courses will face three preliminary issues. First, there is the issue of developing a course syllabus reflecting a Speech-intensive emphasis. Second, there is the issue of developing oral communications assignments which emphasize speech skills. Third, there is the issue of evaluating oral communication assignments. The faculty members of the Theatre and Speech Communication Department have developed an excellent pair of video tapes called *ESSENTIALS OF PUBLIC SPEAKING*. The six hours of instruction focus on the various elements of oral communication skills. These tapes can be incorporated into class instruction or the students can be referred to these tapes in the library. They are also available for reference for faculty who are teaching Speech-intensive courses for exit competencies in speech.

3. Degree Program Options for Speech Exit Competencies

Associate in Arts Degrees and Associate in Science Degrees require successful completion of Speech 1311.

Associate in Applied Science Degrees require successful completion of Speech 1311 **or** 1321, **or** 6 credit-hours of Speech-intensive courses.

4. List of Speech-intensive Courses

Speech-intensive courses are indicated in the class schedule, in the catalog descriptions, and on student transcripts by the inclusion of “(SI)” following the course title.

D. MATH COMPETENCY

1. Degree Program Options for Math Exit Competencies

- Associate in Arts Degree

  Students can meet the mathematical skills competencies by successfully completing, with a grade of “C” or better, Math 1332 or Math 1314, or equivalent, or any math for which Math 1332 or Math 1314 is a prerequisite (except Math 1350 and 1351).

- Associate in Science Degree

Students can meet the mathematical skills competencies by successfully completing, with a grade of "C" or better, Math 1314 or any math for which Math 1314 is a prerequisite (except Math 1350 and 1351).

- Associate in Applied Science Degrees

  Students may choose among the following options if degree requirements do not specify a mathematics requirement:

  a. THEA mathematics score of 230 or
  b. Accuplacer EA score of 76 or higher or
  c. Successful completion of three (3) hours of college-level mathematics (Math 1314, Math 1332 or equivalent) or
  d. Six (6) hours of Math-intensive course work

2. Requirements for a Math-intensive Course

There are two requirements for a course to be Math intensive. First, a Math- intensive course must focus on the application of secondary and/or post-secondary math skills. This is in contrast to a math-dedicated course in which the purpose is to teach secondary and/or post-secondary math skills. Second, at least 50% of a student's grade must be based on activities requiring the application of secondary and/or post secondary math skills.

3. List of Math-intensive Courses

Math-intensive courses are listed in the class schedule, in the catalog description, and on student transcripts by the inclusion of "(MI)" following the course title.

E. COMPUTER COMPETENCY

The Southern Association of Colleges and Schools has mandated that institutions require students to **demonstrate** computer literacy as a requirement of graduation. The following policy assures that our graduates are computer literate and documents how the computer competencies are met.

1. Identification of Computer Competencies

San Antonio College defines computer literacy as follows:

- A working knowledge of the terminology and concepts required to use computer hardware, software, systems, and

- Competency in using the computer system to accomplish tasks efficiently in the production of usable documents.

ALL college graduates should possess, at the very least, the basic or primary computer competencies necessary to use the computer and appropriate software for:

a) Accessing and using basic software packages (i.e. word processing, spreadsheets, database managers, and Internet search engines),

b) Gaining a **basic** (or elementary) understanding of the internal workings of the computer (i.e., how the computer stores, retrieves, and moves data and files),

c) Self-instruction,

d) Retrieving and storing information (including loading a file, copying a file, saving files, formatting disks, using the Internet, using the on-line catalog system, etc.),

e) Communicating information (including composition and editing skills),

f) **Elementary** understanding of the concept of computer networking, and a

g) **Basic** understanding of the relationship between computer software and hardware.

2. Demonstration of Computer Literacy

Students may demonstrate computer literacy by taking a course from the list below, transferring an approved course from another institution, or by passing the Computer Literacy Challenge Test.

Students may obtain the basic computer competencies by earning a grade of "C" or better in any of the following:

COSC 1301 - Computer Literacy
ITSC 1301 – Introduction to Computers
ITSC 1309 – Integrated Software Applications I
Any course identified as a Computer-dedicated course
Six (6) semester hours of Computer-intensive (CI) courses

3. The Computer Literacy Challenge Test

A comprehensive test to verify computer literacy skills should be completed in no more than three hours total for both sections and should include the following:

Theory Test #1

The student must answer fifty to seventy-five questions reflecting knowledge of computer terminology and concepts at a minimum of 70 percent accuracy; otherwise, the computer literacy testing process is terminated.

The student scoring less than 70 percent is given advisement including the recommendation to take a computer literacy course. The theory test will be administered by appointment in the Open Entry/Open Exit Learning Center, NTC 207, which is open 65 hours a week.

Practical Applications Test #2

A three-part test covering the following software applications should be completed in two

hours or less. It should consist of the following three sections:

- Word Processing (thorough)
- Spreadsheets (thorough)
- Database (basics)
  Graphics /Presentations (basics)
  Operating System (basics)
  Internet (basics)

The faculty member proctoring the test will score the Practical Applications Test. The student will be given feedback regarding performance during an advisement session. Advisement will include a "prescription" for additional course work if needed to assure computer literacy. The student will have the choice of completing an approved Computer-intensive course or having the grade earned on the Computer Literacy Challenge Test recorded on SIS screen 148.

4. Requirements for a Computer-intensive Course

In addition to the customary content of the class, a Computer-intensive course must require students to utilize the primary computer competencies identified in Section 1 to earn at least 50% of their grade. Examples of Computer-intensive assignments may include using the computer to:

(1) Prepare, save, and print essays or term papers,
(2) Locate books on a topic or by a certain author in the library's on-line catalog, or using the on-line catalog and databases to develop a bibliography on a specialized topic,
(3) Make calculations in a statistical math class,
(4) Create or enhance graphics
(5) Produce computer-aided drafting assignments, or
(6) Produce computer animation

The intent is for students to earn a significant portion of their grade through using and improving their basic computer skills. Courses in which the computer provides supplementary information, such as a student's grade on a computer exercise or keeping track of the number of mistakes made while typing, or where the **computer is an incidental** portion of the lesson are **NOT to be considered** Computer-intensive courses.

5. Requirements for a Computer-dedicated Course

A **computer-dedicated course** is a course **dedicated** to teaching **advanced computer competencies** such as writing programs for the computer, networking computers together, applying advanced database and spreadsheet concepts, using graphics, graphic arts, developing Web pages, using advanced statistical packages, or using CAD-CAM programs. Since **computer-dedicated courses obviously build upon the primary computer competencies**, **students** in these classes **must already possess** the primary computer competencies **by having completed a computer literacy course or its equivalent** (as defined above in Section 1, Identification of Computer Competencies).

6. Degree Program Options for Computer Exit Competencies

All candidates for an Associate's Degree from San Antonio College must demonstrate that they are computer competent. An associate degree candidate may utilize any one of the following options to certify computer competency for graduation.

(1) A student may have successfully completed (with a grade of C of better) either COSC 1301 - Computer Literacy, ITSC 1301 – Introduction to Computers, ITSC 1309 – Integrated Software Applications I, or an equivalent course transferred to San Antonio College.

(2) A student may have successfully completed (with a grade of C of better) any Computer-dedicated course which is the equivalent of COSC 1301, ITSC 1301, or ITSC 1309.

(3) A student may have successfully completed the "Computer Literacy Challenge Test."

(4) A student may have successfully completed six (6) semester hours of computer-intensive courses which have a prerequisite of either COSC 1301, ITSC 1301, or ITSC 1309.

F. CRITICAL THINKING COMPETENCY

The Transfer Curriculum Study Committee of the THECB has emphasized, and our catalog statement on exit-level competencies has reiterated, the importance of acquiring critical thinking skills at the lower-division level of a student's college career.

Whether taught as a separate course or in the context of a specific discipline, teaching Critical Thinking involves focusing on skills and making explicit connections which are otherwise presupposed and thus covered in a cursory and fragmented way or not at all.

1. Essential Elements
   a) Metacognition
      (1) Thinking about thinking
         (a) Understanding basic cognitive processes and using them effectively.
         (b) Monitoring our comprehension and learning.
         (c) Becoming aware of our own schema.

      (2) Constructing a clear model of the relationship between language and thinking.
         (a) Explicating specific thinking patterns.
         (b) Showing how these operate in language use and acquisition.

   b) Fair-Minded Critical Thinking
      (1) Being willing to construct fairly and accurately the strongest versions of opposing points of view and lines of reasoning.

(2) Developing the ability to reason dialectically between them.

c) Affective
   (1) Developing empathy
   (2) Addressing moral, ethical, and values questions.

2. Consensus List of Critical Thinking Cognitive Skills and Sub-skills

Critical Thinking Skill	Critical Thinking Sub-skill
a) Interpretation	Categorization Decoding Clarifying
b) Analysis	Examining Ideas Identifying Arguments Deconstructing Arguments
c) Evaluation	Assessing Claims Assessing Arguments
d) Inference	Querying Conjecturing Drawing Reasoned Conclusions
e) Explanation	Stating Results Justifying Procedures Presenting Arguments
f) Self-regulation	Self-examination Self-monitoring Self-correction

NOMINATION FORM FOR A SKILL-INTENSIVE COURSE

I. DEPARTMENTAL ACTION

The _____ department herewith nominates

_____ _____ _____
(course #) (course title) (hrs)

as a: ____ Writing-intensive course

____ Speech-intensive course

____ Math-intensive course

____ Computer-intensive course

Enclosed is a copy of the course syllabus showing:

____ a list of topics covered in the class, and

____ course requirements exhibiting the skill-intensive assignments.

_____
Department Chair

II. COMPETENCY COMMITTEE ACTION

_____ Approved as: ___ WI ___ SI ___ MI ___ CI

_____ Not approved

Explanation:

_____
Committee Chair Date