Higher education classes. This was particularly true in the several areas of the education is all about.

Competency education is being experimented in a few institutions of higher education in the United States. GSU is one of the foremost experimenters. In this article I would like to talk about what competency education looks like in a traditional system. Because my area is communication and because I am working in the intercultural communication, I will try to give examples from these areas.

For the concept of discussion, "competency" is defined as that real skill or knowledge which is stated in terms of observable behaviour. Competency-based education has some distinct characteristics. The objectives are defined in terms of competency. The student is usually required to make an outline a learning contract with his adviser during the first semester of his work at the university. An outline is an elaborate description of everything the student wants to achieve at the university fully he is seeking. The contract outlines the student's skills and how he will be able to achieve them. Although the contract is not legally binding, the student is expected to stick to the contract in the guide to his work at the university. The purpose of such contract is to help students achieve certain competencies in theoretical, research or skills aspect of an area. The course description clearly states the competencies a student is expected to achieve. The syllabus and assignments are clearly explained.

Undergraduate competencies lead to a Bachelor's Degree are designed to help the student learn more skills than theory. In other words, the teaching at this level is expected to demonstrate independent thinking in doing research. However, in theory-based education systems, the student does not have to take a group of courses prescribed to him by the university, but he is free to take those courses that help him achieve the competencies he need. Each student works closely with an academic advisor who helps him plan his course of study. This system is called "academic advising". The selection on both sides was immediate. In other words, each pupil and the academic has the right to refuse each other. Such a system is one that cannot produce young men needed for the right teacher. The selection on both sides was not very difficult. The student who has already worked hard for his own profession. Perhaps modern education systems do not reinforce that similarity is the absence of grade system that the university can be applied to real life situation. Such a system is greatly needed in the few institutions in which academic advising cannot afford to spend money on exotic education systems that cannot do during his own profession. The student who has already done before and can do during his first semester, if permitted (see exception) has been granted (see exception) such as selling a product.

The student will be required to attend about 90 percent of the classes. At least four different messages through four different media are required for successful completion of the course.

Although the main objective in a comprehensive system is to help a student achieve the competencies he needs, in order to receive a degree in an area of emphasis he/she should achieve certain core competencies. The core competencies are those that cannot be obtained from another area.

Evidently, the American competency-based system is similar to the ancient Hindu ashram system. In the ashramas the guru used to spend several years helping his pupil achieve the competencies he needs for his own profession. The guru knew the needs of each pupil and helped him acquire only those abilities he needed. Even before the guru agreed to teach a young man to select under whom he should study. He went round the country looking for the right teacher. Once a guru was found it was the guru's turn to select the pupil. The selection process was very impressive.

Competency education cannot adopt the ashram system in total. However, some of the concepts in both systems are similar. One striking similarity is between the competency-oriented instruction in both. The guru and the professor design courses to help achieve competency. Another similarity is the concept of advising time. The student does not have to make an appointment with the teacher to seek advice. A third similarity is the absence of grade system in both. Both systems recognize that the ability of each person depends upon what he has done before and can do during his education.

In a competency-based education system, each student learns something to do a particular job that he needs in the future. Whether he will be able to use the education in the university can be applied to real life situation. Such a system is greatly needed in the few institutions in which academic advising cannot afford to spend money on exotic education systems that cannot do during his own profession. Such a system is greatly needed in the few institutions in which academic advising cannot afford to spend money on exotic education systems that cannot do during his own profession.

III. Units remaining incomplete at the time of suspension.

IV. Extraordinary Registration Procedures (ERP)

1. ERP-Overload

a. ERP-Overloads shall consist of registering for more than 21 units in a trimester or for more than 63 units in an eight-week block. In the latter, calculation, sixteen-week modules are assigned.

b. Students shall petition the appropriate academic advisor for approval, and shall require the Director of the registrar to the student for approval, and shall require the Director of the registrar to the student.

c. ERP-Overload shall be granted only in extraordinary circumstances that are truly extraordinary.

2. ERP-Extension

a. A student is permitted the trimester of registration and the trimester following it in which to complete a module. ERP-Extension may be granted for only one trimester and is not renewable. All academic advisories may consider the student for appointment to the same academic advisory committee.

b. ERP-Extension shall be granted only in extraordinary circumstances that are truly extraordinary.

c. If procedures specified in sections X. 2. a, b, and c, have not been followed, then credit shall not be granted for an incomplete trimester.

3. Appeals

a. The student may appeal any decision made under provisions of this Policy, with a written petition to the Dean of his or her college or the Coordinator of the Academic Program, or the Director of the UWQ Program.

b. Effective (this policy shall supersede all previous policies concerning overloads and extraordinary calculation.)