

# General Education Requirement Committee Summary

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January 27, 2006  
ADM 201  
12:30 – 1:45 pm

## I. Roll

(x) Ben Curtis	( ) Caedmon Liburd	( ) Robin Wahto
( ) Jackie Cason	( ) Walter Olivares	(x) Dan Schwartz
(x) Barbara Harville	( ) Jack Pauli	( ) SOENGR Vacant
(x) Gail Holtzman	(x) Len Smiley	(x) Guest Tom Miller

## II. Approval of the Agenda

**Approved.**

## III. Approval of Meeting Summary for January 20, 2006

**Accepted as submitted. Change for three weeks, COE vacancy should reflect on minutes Dan Schwartz as representative.**

## IV. Chair's Report

## V. Course Action Requests

A. Chg GEOL A456 Geoarchaeology (3cr) (3+0)

**Kristine Crossen representing department - Anthropology or Geology major might take this course.**

**Modify CCG, Section VI. Integrated Capstone GER Assessment, add words at end of paragraph: "as well as basic skills".**

**Box 17e should read: Completion of all GER (basic college-level skills) courses and Junior Standing.**

**Approved to move to UAB.**

## VI. Old Business

A. **Review of the following Descriptors for presentation to UAB (see page 2):**

- 1. Oral Communication Descriptor**
- 2. Written Communication Descriptor**
- 3. Quantitative Skills Descriptor**

VII. New Business

**Undergraduate Programs – Catalog Copy – Review of recommended changes to catalog copy. Changes to certificates and associate degrees.**

**Motion to change meeting time to start at 1:00 p.m. Approved by Committee.**

**Need to note modify catalog copy, reference regent's policy regarding descriptors. Len to work on.**

**Next meeting two weeks from today.**

**Gail to coordinate with Kelly to get out Natural Sciences Definitions to departments.**

***Oral Communication Descriptor:***

Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

***Written Communication Descriptor:***

Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.

***Quantitative Skills Descriptor:***

Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21<sup>st</sup> century decision-making. In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.