

10-12-1981

## Undergraduate Curriculum Committee Resolution on Communication Skills

The College at Brockport, College Senate

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Resolution #3, 1981-82

Undergraduate Curriculum Comm.  
Resolution on Communication Skills

TO: President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on 10/12/81  
(Date)

RE:      I. Formal Resolution (Act of Determination)  
  X   II. Recommendation (Urging the fitness of)  
     III. Other (Notice, Request, Report, etc.)

SUBJECT: Undergraduate Curriculum Committee Resolution on  
Communication Skills

(see attached)

Signed Ginny L. Studer Date Sent 10/14/81  
(For the Senate)  
Ginny L. Studer, President, Faculty Senate...

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date \_\_\_\_\_
- b. Deferred for discussion with the Faculty Senate on \_\_\_\_\_
- c. Unacceptable for the reasons contained in the attached explanation.

II., III. a Received and acknowledged

b. Comment:

DISTRIBUTION: Vice Presidents: De Boyles

Others:

Distribution Date: 10/15/81

Signed: [Signature]  
(President of the College)



Date Received by the Senate: \_\_\_\_\_

STATE UNIVERSITY COLLEGE  
Brockport, New York

Faculty Senate Meeting: 10/12/81

Undergraduate Curriculum Committee

Resolution on  
Communication Skills

Therefore be it resolved:

1. That the General Education Coordinating Committee either seek approval of the Senate for the current integrated sequence in Communication Skills 111/112 or modify the sequence in accordance with the approved program.
2. That the General Education Coordinating Committee reduce significantly the proportion of time spent on formal speech presentation which is in the current syllabi for Communication Skills 111/112 and urge participating faculty to develop means other than formal speeches to further the development of oral communication skills.
3. That the General Education Coordinating Committee continue its efforts to introduce more structured units for the development of critical reasoning skills into the Communication Skills sequence.
4. That the General Education Coordinating Committee carefully consider the relation of skills acquisition and instruction to content, and thus become more amenable to instructors using materials from their area of expertise as the material basis for the development of communication skills. We deem such flexibility to be particularly appropriate for the library research project which is such a critical part of Communication Skills 112, but it certainly seems appropriate beyond that project as well. With good faith assumed, the use of such "disciplinary" materials need not, in fact, must not, lead to the creation of introductory disciplinary courses under the guise of Communication Skills.
5. That the General Education Coordinating Committee actively recruit faculty by meeting with units, explaining the goals and structure of the program, and that in such consultations, the units be urged to consider the issue of faculty competence for participation. Furthermore, the administration needs to make a clear statement regarding the importance of voluntary participation in Communication Skills as out of unit teaching service, in the determination of discretionary salary increments. In fact, it might be appropriate for the administration to consider the development of faculty expertise in this

area as particularly appropriate for released time and/or for sabbatical leave requests.

6. That the General Education Coordinating Committee conduct a thorough review of the Communication Skills sequence, and that this be presented to the Faculty Senate through the Undergraduate Curriculum Committee by early spring, 1982. Part of this review should include the consideration of alternative models for the instruction of Communication Skills.