Appendix Submitted by the Executive Committee of the Faculty Senate
Vitalization of General Education at OSU
Baccalaureate Core Ad Hoc Review Committee (BCRC)

The Executive Committee of the Faculty Senate created and charged the BCRC to "improve the educational attainment and retention of undergraduate students at Oregon State University" specifically by reviewing and recommending potential revisions to the Core.

Phase I report of the BCRC was received by the Executive Committee in May 2009 and presented to the Faculty Senate in June 2009. This report outlined a General Education Philosophy and a comprehensive review of the current Baccalaureate Core including results and conclusions drawn from focus groups, open forums, and student survey data. Based on the feedback of the Faculty Senate, the EC directed the BCRC to implement Phase II.

The Phase II draft report of the BCRC was presented to the Executive Committee and Faculty Senate in February 2010 as discussion items. The draft report included five elements:

1. Comprehensive Learning Goals
2. Transforming the Culture
3. First-Year Linkages
4. Experiential Learning
5. Organizational Structure

With EC’s direction, the BCRC then launched a 4 month “listening period” whereby they met with faculty, students, administration, and Faculty Senate committees and councils.

The Final Report of the BCRC was presented for discussion at the May 2010 Faculty Senate meeting. The Final Report of the BCRC included input received during this “listening period”. Since the Executive Committee charged the BCRC, the report came back to the EC for adoption. The EC formally adopted the Final Report of the BCRC on May 21, 2010.

The Final Report included four overarching Initiatives:

1. Learning Goals for Graduates
2. Implementing a Shared Vision
3. Baccalaureate Core First Year Experience
4. Student Engagement with Experiential Learning

Embedded in these four overarching initiatives are the following recommendations: 1) Learning Goals for Graduates (LGGs), 2) for the Executive Committee to charge Faculty Senate committees with implementation strategies, and 3) for the Executive Committee to recommend to Academic Affairs and UCSEE implementation strategies.
Recommendations included in the Report (including associated page numbers from the report):

1. Learning Goals for Graduates as the overarching framework for ongoing curriculum development and assessment of student learning (pages 10-12)

2. EC to charge:
   - Curriculum Council to
     - periodically review the LGGs (page 11)
     - coordinate with Academic Affairs alignment of LGGs as a criterion in Undergraduate Academic Program Reviews (page 11)
     - coordinate with Student Affairs and Academic Affairs to incorporate LGGs in all aspects of the student experience (page 12)
   - Bac Core Committee to align specific LGGs with each category of the Bac Core and revise course approval processes to incorporate the LGGs alignments (pages 11-12)
   - Committee on Committees, Bac Core Committee, By-Laws Committee, to rename the Baccalaureate Core Committee to the Baccalaureate Core Leadership Team and to determine the new role of the BCLT (page 15-16).
   - Bac Core/BCLT to implement a “three college-level skills” requirement for the first year
     - Bac Core/BCLT to revise the current Skills requirements such that oral communication is a first-year Bac Core requirement (pages 17-19)
     - Academic Advising Council to coordinate with major programs of study to ensure that students’ schedules have room for first-year Bac Core courses in the first year (pages 17-19).
     - Bac Core/BCLT and Academic Standing Committee to create policies for consequences for students if a first-year student fails to complete the first-year Bac Core courses during their first year (pages 17-19)
   - Curriculum Council and Bac Core/BCLT to develop criteria and create an “EL” or other designation for courses that have an experiential learning component (pages 20-21)

4. EC to recommend to:
   - Academic Affairs the creation of the Baccalaureate Core Implementation Team with a focus on the shared vision of the Bac Core, faculty development, assessment, and resource allocation (pages 15-16)
     - Faculty review of Bac Core writing requirements and outcomes
     - Faculty review of Bac Core mathematics requirements and outcomes
   - Academic Affairs to improve course access/availability, dedicate resources to support learning communities infrastructure, and recruit faculty and teaching assistants to teach within the learning communities (page 19)
• Academic Affairs and UCSEE to coordinate and fund learning community pilot projects (pages 18-19)
• Registrar and UCSEE to design new registration management strategies to plan and manage enrollment across the three college-level skills areas and provide linked registration to support learning communities (pages 18-19)

**Upon the adoption of the report by the EC, the EC asked key Faculty Senate Committees/Councils to endorse the report.**

Endorsement of the report meant that committees/councils agreed with the recommendations; understanding that their respective committee/council would be charged by the EC to carry through with specific implementation strategies. **As indicated in the report, all proposed changes must be approved through existing decision making processes of the Faculty Senate.**

**The Faculty Senate will be asked to adopt the report.**

Adoption of the report will be divided into two motions:

1) Adopt Learning Goals of Graduates.

2) Adopt all other recommendations in the report.

****************************************

Excerpts from Robert’s Rules of Order

**54. Adoption or Acceptance of Reports.** When the report of a committee has been received, that is, has been presented to the assembly and either read or handed to the chair or the secretary, the next business in order is the disposal of the report, the proper disposition depending upon its nature.

(2) If the report contains recommendations not in the form of motions, they should all be placed at the end of the report, even if they have been given separately before, and the proper motion is to adopt the recommendations.

When the chair has stated the question on the adoption of the recommendations or resolutions, or of the report, the matter under consideration is open to debate and amendment, and may have applied to it any of the subsidiary motions, like other main questions. Its consideration cannot be objected to if the matter was referred to the committee. While the report of the committee or its resolutions may be amended by the assembly, these amendments only affect that which the assembly adopts, as the assembly cannot in any way change the committee's report.

While the motions to adopt, to accept, etc, are often used indiscriminately, and the adoption of any one of them has the effect of endorsing or adopting the opinions, actions, recommendations, or resolutions submitted by the committee, as the case may be, yet it is better to use them as heretofore stated. If only one term is used, the word "adopt" is preferable, as it is least liable to be misunderstood.