To: Vickie Nunnemaker  
From: Bill Bogley and Kerry Kincanon, BCC Co-Chairs for 2011-2012  
Date: November 10, 2011  
Subject: Proposed Changes to the Baccalaureate Core Committee Standing Rules

On August 24 2011, the BCC was charged by the Executive Committee of the Faculty Senate to review the committee’s Standing Rules in light of a Five-Year Review of those rules that was submitted by the 2010-2011 Committee on Committees. The BCC hereby submits the following ad hoc report, including a proposed update to BCC standing rules. The proposed text is at the end of this report.

The BCC has met weekly since the beginning of Fall term with revisions to the standing rules as a primary order of business. The committee approved its proposed text at regular meeting of the committee on November 4, 2011.

Our proposal follows the recommendations of the Committee on Committees closely, but enlarges upon those recommendations in a substantial way. This is due to a second charge that we received from the EC, which is to incorporate evidence relative to student learning into our category review processes.

The Committee on Committees recommended changes to Items A.1 (relative to solicitation of course) and A.4 (relative to the composition of the Writing Advisory Board) and we have adopted those changes exactly. The committee also specified the scope of the Advisory Board in its consideration of course proposals involving writing, limiting its considerations to proposals in WRI and WRII. The committee concluded that the writing components in WIC courses are already subject to review by the WIC Director and that Synthesis courses, which also have a required writing component, are more clearly rooted in their disciplines.

The Committee on Committee also recommended deletion of items B.3 and B.4 (both concerning BCC operations relative to category review). In light of the EC charge relating to student learning outcomes and category review, the BCC has concluded that additional clarity and specificity is needed in the standing rules relative to this BCC function. To meet this need, we re-titled Section B of the standing rules to refer specifically to category review. Thus Section A refers exclusively to proposals for courses to be added to the Core. As a result, item B.1 from the current rules was re-cast and moved to Section A.5 inasmuch as it pertains to proposals seeking to add courses to the Core. Item A.6 relating to quorum and voting standards was added to ensure that business will be completed in a timely manner. These standards comply with default standards used by the Faculty Senate.

Section B is re-titled “Category Reviews,” which is the primary means by which the BCC oversees the overall cohesiveness and effectiveness of the Core. B.1 specifies the obligation of the BCC to conduct category review and to incorporate evidence of student learning into the process. Item B also specifies interactions with institutional administrative actors for the purpose of data-gathering. We have also added a sentence to the preamble of the standing rules indicating the expectation that the BCC will have access to “data to be provided by university administration at the request of the Baccalaureate Core Committee.” This aspect of shared

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governance and institutional support for the Core is embedded within the “vitalization agenda” for the Core that was adopted by the Faculty Senate in June 2010. Finally, Item B.2 asserts BCC authority and obligation to work with departments to ensure that courses meet the standards and needs of the Core and Item B.3 details quorum and voting standards for category review processes.

The proposed text is appended, as approved by the BCC at its regular meeting on November 4, 2011, and is respectfully submitted for consideration by the Senate.
Baccalaureate Core Committee

Standing Rules

The Baccalaureate Core Committee reviews the content and appropriateness of both existing and proposed baccalaureate core courses. The committee shall conduct periodic reviews of the overall baccalaureate core program, and of existing courses within this program, to ensure that the criteria of the general education model are being met and to evaluate student attainment of category learning outcomes. This work depends on the availability of data to be provided by university administration at the request of the Baccalaureate Core Committee. The committee shall also evaluate proposals for additional and new courses deemed relevant to the core and stimulate proposals for additional and new courses as deemed necessary and advise faculty members in the preparation of such proposals. The committee shall consist of fourteen faculty and two students. Four of the faculty members shall be from the College of Liberal Arts, four from the College of Science, and six from faculty in other colleges or academic units. The Writing Intensive Curriculum program director and the Difference, Power, and Discrimination program director shall be ex-officio, non-voting members.

A. Course Selection

1. The BCC may solicit courses, which include detailed descriptions and outlines, from all colleges/departments.

2. All existing, modified and new courses proposed by individual faculty, groups of faculty, or departments for inclusion in general education must be approved by an appropriate faculty curriculum committee within the college of origin prior to BCC submission.

3. All submissions shall be routed for additional curriculum review at the discretion of the BCC. Request for such reviews, and selection of the reviewing unit, will be made by the BCC. The criteria used to select the reviewing unit will be based upon that unit's ability to assess the specific general education objectives proposed.

4. All submissions that deal with WRI and WRII must be routed to the Writing Advisory Board, which is composed of the Writing Intensive Curriculum Director, the Director of First Year Writing, the Coordinator of the Writing Center, and a writing faculty member with expertise in technical and professional writing. This board will consult with faculty to develop and implement proposals that meet Baccalaureate Core criteria.

5. The BCC will review all submissions to assure compliance with the criteria adopted by the Faculty Senate; those courses which are deemed by the BCC to meet these criteria and address the category learning outcomes can be approved for inclusion as general education courses, subject to approval by the Curriculum Council.

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6. A majority of the Baccalaureate Core Committee voting members present is required to approve or deny the status of any Baccalaureate Core course.

B. Category Reviews

1. The BCC will periodically request and review institutional data in order to evaluate Baccalaureate Core categories based on:
   a. adequate access to courses within the category;
   b. consistency of category criteria and learning outcomes with institutional goals for undergraduate learning;
   c. evidence of students achieving satisfactory success relative to category learning outcomes; and
   d. continued satisfaction of category criteria by individual courses.

2. The BCC has the authority to request changes to existing courses and/or deny continuation of Baccalaureate Core status for courses.

3. A majority of the Baccalaureate Core Committee voting members present is required to approve or deny the status of any Baccalaureate Core course.

C. Changes in Core or Criteria or Process

1. Any changes in the Baccalaureate Core or the supporting criteria or the process will require the approval of the Faculty Senate.

(04/01, 06/07, 06/08)