**Baccalaureate Core Committee** (Bill Bogley and Kerry Kincanon, Co-chairs)

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 will solicit courses, which include detailed descriptions and outlines, from all colleges/departments.

4. All submissions that deal with writing skills WRI and WRII must be routed to the Writing Advisory Board, which consists of the English Department's Composition and Professional Writing Coordinators, and the Writing Center Coordinator, and 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.

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. **BCC Category** Reviews

1. The BCC will periodically request and review all submissions to assure compliance with the criteria adopted by the Faculty Senate; these courses meeting these criteria will be approved for inclusion as general education courses, subject to prior approval by the Curriculum
Council: 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 will periodically review courses accepted for general education to ensure that they continue to meet the criteria has the authority to request changes to existing courses and/or deny continuation of Baccalaureate Core status for courses.

3. The BCC shall consist of two subcommittees, each with one half of the committee membership and in proportion to its overall representation, for the purposes of general and categorical reviews. Each subcommittee will review separate categories as part of the periodical review.

4. In order for courses to be accepted for or denied from inclusion by a BCC subcommittee, each course must receive the approval of two-thirds of the voting members.

5. The BCC has the authority to deny continuation of Baccalaureate Core status for courses that no longer meet the appropriate criteria.

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

Rationale: 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 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.

Committee on Committees Review: Approve
Faculty Senate approved April 12, 2012