Proposed Standing Rules and Committee Composition Changes

Highlighted = additions or updates to standing rules

~~Strikethrough~~ = removal

Name Change: Core Education Committee

Rationale for committee name change: Oregon State University will launch a new general education curriculum in 2025. The current name of the committee reflects the old curriculum. The current Bacc Core Committee proposes a name change to Core Education Committee to reflect the name of the new curriculum.

The ~~Baccalaureate Core Committee~~ Core Education Committee has the authority to develop and approve strategy, policy, and planning for the Baccalaureate Core/Core Education program.

The ~~Baccalaureate Core Committee~~ 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~~ 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. At least two of the voting faculty members shall be from the College of Liberal Arts, at least two from the College of Science, and in so far as possible, at least one from each college responsible for granting standalone Bachelor’s degrees. OSU-Cascades shall have one voting representative on the committee. The voting membership shall also consist of one professional academic advisor. No college shall form a majority of the committee. In addition, the following shall be ex-officio members, non-voting: the Director of Core Education and the Baccalaureate Core, the Writing Intensive Curriculum program Director, the Difference, Power, and ~~Discrimination~~ Oppression program Director, an Undergraduate Education representative appointed by the Vice Provost for Academic Affairs and an Ecampus representative appointed by the Vice Provost for Ecampus.

Rationale for updated membership: the committee has more specific roles and needs than in the past. Committee guest attendance has substantially increased over time, especially among professional faculty with committee relevant expertise, of which several now have standing invitations. While there is consensus a professional academic advisor is critical, other professional faculty are already accounted for. The committee needs input and decision making by teaching faculty.

The Director of Core Education and the Baccalaureate Core is supposed to be a standing ex-officio, non-voting member of this committee, per the position description agreed upon by the Faculty Senate Executive Committee and the Vice Provost of Academic Affairs in 2021. The Director has been attending as a guest for the past two years and this recommendation codifies the role

* **Course Selection**
	1. The ~~BCC~~ committee 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~~ committee submission.
	3. All submissions shall be routed for additional curriculum review at the discretion of the ~~BCC~~ committee Request for such reviews, and selection of the reviewing unit, will be made by the ~~BCC~~ committee. 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 Director 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/Core Education criteria.
	5. The ~~BCC~~ committee will review all submissions to assure compliance with the criteria adopted by the Faculty Senate; those courses which are deemed by the ~~BCC~~ committee to meet these criteria and address the category learning outcomes can be approved for inclusion as Baccalaureate Core/Core Education courses, subject to approval by the Curriculum Council.
	6. The ~~Baccalaureate Core Committee~~ committee has the authority to request changes to existing courses and/or deny continuation of Baccalaureate Core/Core Education status for courses.
	7. A majority of the ~~Baccalaureate Core c~~ommittee voting members presence ~~t~~ is required to approve or deny the status of any Baccalaureate Core/Core Education course.
* **Category Reviews**
	1. The ~~BCC~~ committee will periodically request and review institutional data in order to evaluate Baccalaureate Core/Core Education categories based on:
		1. adequate access to courses within the category;
		2. consistency of category criteria and learning outcomes with institutional goals for undergraduate learning;
		3. evidence of students achieving satisfactory success relative to category learning outcomes; and
		4. continued satisfaction of category criteria by individual courses.
	2. The ~~BCC~~ committee has the authority to request changes to existing courses and/or deny continuation of Baccalaureate Core/Core Education status for courses.
	3. A majority of the ~~Baccalaureate Core Committee~~ committee voting members presence~~t~~ ~~is~~ are required to approve or deny the status of any Baccalaureate Core/Core Education course.
* **Changes in Core or Criteria or Process**
	+ Any changes in the Baccalaureate Core or Core Education or the supporting criteria or the process will require the approval of the Faculty Senate.
		- **Interpretation of Core Education Learning Outcomes, Criteria, and Rationale**
			* The Core Education Committee shall have the authority to interpret definitions and criteria of Core Education in instances where ambiguity occurs, so long as the interpretation aligns with the meaning, definitions and criteria as documented by the Learning Outcomes, Criteria, and Rationale.

Rationale for added standing rules: While the Learning Outcomes, Criteria, and Rationale Committee and workgroups created an exceptional framework for the university to follow, there remains areas in the LOCR document that will prove problematic to enforce given ambiguity or unclear criteria and definitions. Delimiting the authority of the committee in is important, this change states clearly that resolving operational or interpretive issues is a matter for the Core Education committee, it also precludes the committee from violating or overturning the LOCR document.