Bradley University Senate
Agenda
Fourth Regular Meeting of the 2014-2015 Senate

3:10 P.M. December 10, 2014
Michel Student Center Marty Theater

I. Call to Order

II. Announcements

III. Approval of Minutes
A. Third Regular University Senate Meeting, November 20, 2014 (pp. 3-8)

IV. Reports from Administrators
A. President Glasser
B. Provost Glassman
C. Vice President for Business Affairs Anna

V. Report from Student Senator

VI. Report from Standing Committees

VII. Unfinished Business

Motion: to adopt the proposed Bradley Core Curriculum Model and accompanying Faculty Handbook changes as outlined in item VIII.B.1. on the Agenda of the Third Regular Meeting of the 2014-2015 Senate *and implemented pending approval of Bradley Core Curriculum Implementation Procedures currently under discussion at C&R*.

VIII. New Business
A. General Education
B. Weapons Policy (Process 3 Faculty Handbook addition)

Bradley University (“Bradley") has adopted this [a Weapons'] Policy to regulate the presence and use of Weapons on its properties and to comply with the Firearm Concealed Carry Act, 430 ILCS 66/1, *et seq*. ("Act") and regulations adopted under the Act ("Regulations"). Bradley is committed to providing a safe and secure environment for the Bradley community and visitors. In support of this commitment, Bradley restricts the possession or use of Weapons on all property owned, leased, or controlled by Bradley ("Bradley Property"). For the full policy go to the Bradley University Police website at http://www.bradley.edu/police/.

IX. Adjournment

Bradley University Senate
Minutes
Third Regular Meeting of the 2014-2015 Senate

3:10 P.M. November 20, 2014
Michel Student Center Marty Theater

I. **Call to Order**

II. **Announcements**

A. The next Senate meeting is on Study Day, December 10.

B. Senators, please sign the attendance roster; guests, please sign the Non-voting Member/Guest roster,

1. Welcome guests and in particular the Scout Student Reporter

C. Only those who appear on the official Senate roster may vote on any Senate business.

D. The evaluation of President Glasser was completed.

E. The Senate Executive Committee continues to review the University Resource Committee's recommendations made in October. Follow-up reports from the Senate Executive Committee will come as appropriate. To date:

1. The Resource Committee's report was shared with the Board of Trustee's during the University Senate President's November 7, 2014 Report to the Board.
2. A report from Gary Anna, the Vice President for Business Affairs, will be a standing agenda item beginning at the next Senate meeting, December 10, 2014.
3. The President of University Senate will meet with Michael Cross, Director of Athletics, during the week of December 1.
4. The President of University Senate will attend the AAUP meeting on November 21, 2014 to hear from Chairs and Faculty.
5. The President of University Senate will continue to meet regularly with President Glasser and Provost Glassman.
6. The Senate Executive Committee is seeking clarification from the University Resource Committee on a number of their recommendations.
7. A report from the Presidential Marketing/Promotion Committee will be made near the end of today's meeting.

F. The Senate Executive Committee initiated a process to update the Faculty Handbook. Mat Timm, Vice President of University Senate, has agreed to lead the Faculty Handbook Review ad hoc Committee.

G. The Report from the Student Senator has been permanently moved in the Agenda to follow Reports from Administrators.

III. **Approval of Minutes**

A. Second Regular University Senate Meeting, October 16, 2014

Approved by General Consent;

IV. **Reports from Administrators**

A. President Glasser

1. The partnership between Bradley and Pearson Embanet will result in launching five graduate programs in nursing and counseling targeted to start in Fall 2015. These programs are expected to increase our graduate enrollment.

2) Fundraising continues for the Convergence Center project and other initiatives. Fundraising travel has been coordinated to accommodate meetings with prospective students.
3) Admissions hosted a successful overnight program for out-of-state prospects
4) Student Senate held a student "Speak-Up" event. It was well attended. The students were engaged, attentive, and committed to enhancing the Bradley experience
5) Bradley is working closely with local hospitals and the Peoria County Health Department in creating and Ebola protocol for Bradley. Anyone traveling should use the directed precautions.
6) The Wiz Khalifa concert in the Renaissance Coliseum was sold out and a successful concert.
7) The Employer Advisory Board met and was well attended. This semester the fall job fair, and the health science fair had large numbers of employers and students attending.

B. Provost Glassman

1) On January 12 & 13, The Higher Learning Commission will make a site visit to review Bradley's transition to add online program delivery.
2) A recent visit by the MCATE assessment team resulted in positive feedback the final report will come in the 2-3 months.
3) A recent ABET accreditation visit for the CCET resulted in positive feedback.
4) The social work program has received its final re-accreditation.
5) Visitors from the General Education Steering Committee are attending this Senate meeting.
6) Switching networks were replaced to stop students from being cut off the web, particularly in the evenings. The network will be upgraded from a 1 Gbyte backbone to a 10 Gbyte backbone.

V. **Report from Student Senator**

1) Student Senate held a "Speak-Up" event. It was a good conversation.
2) Thank-you to the faculty for your advisement help.

VI. **Report from Standing Committees**

A. Committee on Curriculum and Regulations

1. **Course Additions**

Approved by General Consent;

112374 ME 588 Human Centered Design
122140 NUR 403 Community Health Nursing - Practicum
122243 NUR 411 Senior Practicum I Medical Surgical
122239 NUR 413 Leadership Practicum

2. **Course Modifications**

Approved by General Consent;

121074 ART 202 High & Low Fire Ceramics
109269 IME 486 Logistics & Supply Chain Systems
111470 ECE 480 Digital Systems: Communication and Interface

111471 ECE 481 Digital Systems: Design and Synthesis
111472 ECE 482 Digital Systems: High Level Synthesis and Codesign
111473 ECE 483 Digital systems: Microprocessor Architecture and Design
111474 ECE 484 Digital Systems: Peripheral Architecture and Design
111475 ECE 580 Digital Systems: Communication and Interface
111476 ECE 581 Digital Systems: Design and Synthesis
111477 ECE 582 Digital Systems: High Level Synthesis and Codesign
111478 ECE 583 Digital Systems: Microprocessor Architecture and Design
111479 ECE 584 Digital Systems: Peripheral Architecture and Design
121043 ECE 206 Continuous-time Signals and Systems
118280 ECE 531 Communication Theory I
118282 ECE 550 Electromagnetic Theory
118283 ECE 551 Radio Frequency Circuits and Systems
118284 ECE 552 Wireless Communication Systems
118285 ECE 555 Optical Fiber Communication
118287 ECE 560 Digital Signal Processing
118288 ECE 561 Statistical and Adaptive Signal Processing
118289 ECE 562 Digital Image Processing
118290 ECE 563 Medical Imaging
118291 ECE 565 Engineering Applications of Neural Networks
118292 ECE 566 Real-time DSP Laboratory
118294 ECE 570 Embedded Data Structures and Object Oriented Programming
118295 ECE 571 Real-time Operating Systems.
118296 ECE 572 Embedded Microcontroller Linux
118297 ECE 573 Embedded TCP/IP
118377 ETE 306 Novice Teaching Experience Grades 1-6
118378 ETE 310 Teacher Performance Assessment
118379 ETE 313 Methods of Literacy I: Reading, Writing and Language Arts Grades 1-2
118380 ETE 315 Methods of Literacy II: Reading, Writing and Language Arts: Grades 3-8
118381 ETE 335 Methods of Teaching Social Studies Grades 1-6
118383 ETE 336 Methods of Teaching Science Grades 1-6
118384 ETE 339 Methods of Teaching Mathematics Grades 1-6
118385 ETE 365 Teaching Reading Within the Content Areas
118386 ETE 371 Assessment and Technology for Middle School and High School Teachers
118387 ETE 373 Methods of Teaching High School Mathematics
118388 ETE 374 Methods of Teaching High School Science
118389 ETE 375 Methods of Teaching High School Social Studies
118390 ETE 378 Methods of Teaching Family & Consumer Science
118393 ETE 498 Student Teaching 1-6
119590 ETE 494 Student Teaching for LBS I and Grades 1-6
119591 ETE 495 Student Teaching in Early Childhood and Grades 1-6
118732 ETE 499 Student Teaching in the High School

122146 NUR 409 Senior Practicum I
122149 NUR 417 Senior Practicum II
123106 HIS 323 Ancient Greece and the Hellenistic World
119578 HIS 382 European Women, Gender, and Sexuality Since 1500
115165 CIS 453 Concepting and Storytelling for Game Design
120761 MTH 120 Discrete Mathematics
120762 MTH 190 Topics in Mathematics for Middle School Teachers
120763 MTH 300 Topics for Middle School Math Teachers

4. **Concentration Modifications**

Motion by Jean Marie Grant / 2nd Joan Sattler – Motion Approved

109379 M E Biomedical Concentration
118738 ETE Mathematics
118739 ETE English-Literacy
118740 ETE Social Studies
118742 ETE General Science

5. **Concentration Deletions**

Approved by General Consent;

119765 IME Design Option of Manufacturing Engineering Technology Program
119766 IME System Option of Manufacturing Engineering Technology Program

6. **Major Addition**

Motion by Jean Marie Grant / 2nd Joan Sattler – Motion Approved

118734 ETE Middle School Education with ESL Endorsement

7. **Major Modifications**

Motion by Jean Marie Grant / 2nd Joan Sattler – Motion Approved

118733 ETE Elementary Education with ESL
121086 ETE Early Childhood Education with ESL Endorsement
120769 HIS HSS-T History Social Studies Teaching

B. **Graduate Executive Committee**

1. **Course Additions** *(information purposes only)*

97126 PT 816 Supervised Research IV
115182 PT 686 Supervised Research I
18308 ECE 691 Research I
118310 ECE 681 Topics in Electrical Engineering
118312 ECE 699 Thesis
119639 EHC 607 Neurocounseling: Bridging Brain and Behavior
119687 EHC 608 Brain-Based Counseling Interventions
112374 ME 588 Human Centered Design

2. **Course Deletions** *(information purposes only)*

99672 PT 616 Research I
118356 PT 780 Clinical Science IV

3. **Course Modifications** *(information purposes only)*

101228 P T 646 Research Methods
101230 P T 666 The Research Process
101231 P T 716 Supervised Research II
101233 P T 766 Supervised Research III
105015 P T 680 Clinical Science II
105020 P T 740 Clinical Science III
105022 P T 770 Applied Exercise Principles
114635 P T 790 Cardiovascular, Pulmonary, and Integumentary PT
118280 ECE 531 Communication Theory I.
118305 ECE 630 Random Variables and Signals
118306 ECE 640 Dynamic Systems Analysis
111475 ECE 580 Digital Systems: Communication and Interface
111476 ECE 581 Digital Systems: Design and Synthesis
111477 ECE 582 Digital Systems: High Level Synthesis and Codesign
111478 ECE 583 Digital Systems: Microprocessor Architecture and Design
111479 ECE 584 Digital Systems: Peripheral Architecture and Design
118282 ECE 550 Electromagnetic Theory.
118283 ECE 551 Radio Frequency Circuits and Systems
118284 ECE 552 Wireless Communication Systems
118285 ECE 555 Optical Fiber Communication
118287 ECE 560 Digital Signal Processing
118288 ECE 561 Statistical and Adaptive Signal Processing
118289 ECE 562 Digital Image Processing
118290 ECE 563 Medical Imaging
118291 ECE 565 Engineering Applications of Neural Networks
118292 ECE 566 Real-time DSP Laboratory
118294 ECE 570 Embedded Data Structures and Object Oriented Programming
118295 ECE 571 Real-time Operating Systems
118296 ECE 572 Embedded Microcontroller Linux
118297 ECE 573 Embedded TCP/IP
120768 EHC 620 Introduction to Counseling: Professional Orientation

Note: Mat Timm, Vice President of University Senate conducted the motion, debate, and vote for agenda item 4

4. **Major Modification**

Motion by Jean Marie Grant / 2nd Joan Sattler – Motion Approved

120765 Major Modification - EHC Human Development Counseling

5. **Program Addition**

Motion by Jean Marie Grant / 2nd Joan Sattler – Motion Approved

119557 NUR MSN Family Nurse Practitioner online

VII. **Unfinished Business –** *(no unfinished business)*

VIII. **New Business**

A. Standing Committee *(information only)*

1. Strategic Planning

a. Alex Hertich (LAS) – completing Dan Getz term

B. General Education Proposal

1. The Chair of Curriculum and Regulations, David Glassman made a motion to adopt the proposed Bradley Core Curriculum Model and the accompanying Faculty Handbook changes as outlined in item VIII.B.1. on the Agenda of the Third Regular Meeting of the 2014-2015 Senate and implemented pending approval of Bradley Core Curriculum Implementation Procedures currently under discussion by Curriculum and Regulations..

a. Proposed Faculty Handbook Changes (Appendix 2)

i. General Education renamed to Core Curriculum

ii. Addition of the Sub Committee on Core Practices

Discussion followed. A vote on the motion will occur at the next Senate Meeting.

IV. **Other Business**

A. Report from the Presidential Marketing/Promotion Committee to Prospective Students

Motion by Martin Morris / 2nd Mat Timm Motion to recognize Justin Ball, Paul Schroeder, and Susan Andrews to address the Senate. Motion Approved.

1) Dean Huberman led the discussion reporting on the findings and activities of the committee. Discussion ensued.

X. Adjournment

Motion to adjourn by Matt Obrien at 4:30.

Bradley University Senate

2014-2015

November 20, 2014 – Third Regular Meeting

Attendance Sheet

FACULTY

(please initial)

Adams, Mollie (FCB)		Heinemann, Steve (SCCFA)		Rowe, Robert (SCCFA)	
Andersh, Brad (CLAS)		Hertich, Alex (CLAS-L)		Sánchez, José (CEGT)	
Baer, Robert (FCB)		Kelley, Andrew (CLAS)		Sconduto, Leslie (CLAS)	
Bashri, Maha (SCCFA)		Kim, Jihyun (CLAS)		Shastry, Prasad (CCEGT)	
Blouch, Chris (CLAS)		Kimberlin, Kevin (CLAS-L)		Sinha, Amit (FCB)	
Bruns, Laura (SCCFA)		Krishnamoorthi, K. (CCEGT)		Skaggs, Jobie (EHS)	
Degitz, Robert (EHS)		Lewer, Joshua (FCB)		Stephens, Paul (FCB)	
Erickson, Deborah (EHS)		Lohman, Mark (SCCFA)		Stover, Nick (CLAS)	
Evens, Wayne (CLAS)		Lozano, Jose (CLAS)		Timm, Mat (CLAS)	
Fakheri, Ahmad (CEGT)		Lukowiak, Twila (EHS)		Wang, Yun (ClAS)	
Frazier, Meg (Lib)		Morris, Martin (CEGT)		Wayvon, Paul (FCB)	
Gabor, Elena (SCCFA)		Nelson, Matthew (SCCFA)		Williams, Chris (CLAS)	
Gobeyn, Mark (CLAS)		Newton, Lee (CLAS)		Young, Margaret (SCCFA)	
Goitein, Bernie (FCB)		Peterson, Melissa (EHS-L)		Kelly Roos (CEGT)	
Grant, Jean Marie (EHS)		Podlasek, Bob (CEGT)		Priscilla Weaver	
Hatfield, Patty (FCB-L)		Quigg, David (CLAS)		Jeannette Davidson	
Robert Hawkins (CLAS)		Reyer, Julie (CEGT)		Julia Johnson	

Herman CAST PSY

EX-OFFICIO

(please initial)		*(please initial)*	
Akers, Lex		Jones, Chris	
Anna, Gary		Malinowski, Olek	
Bakken, Jeffrey		McAsey, Mike	
Beaty, Kathie		O'Brien, Matt	
Cross, Mike		Radson, Darrell	
Galik, Barbara		Ruch, Chuck	
Pres. Glasser, Joanne		Sattler, Joan	
Glassman, David		Schroeder, Paul	
Heuser, Jake		Thomas, Nathan	
Huberman, Jeff		~~Ruch, Chuck~~	

STUDENTS

	(please print name)
Student Body President	
Graduate	
Undergraduate	
Undergraduate	

Bradley University Senate

2014-2015

November 20, 2014 – Third Regular Meeting

Attendance Sheet

NON-VOTING MEMBER AND GUEST SIGN-IN

(please write your name and list your college or unit)

NAME	COLLEGE/Unit	NAME	COLLEGE/Unit
Tim Conley	LAS/ENGL	Charles Dannehl	PL3
Wayne Bosma	LAS/CHM	John Williams	LAS/HIS
Sam Dalton	Sec'y	Vince Showers	FAM
Kristin Kuhn	Sec'y	Jenny Burge	Academ Affairs
Paul Gullifer	CFA/Com		
Dawn Koeltzer	Student Affairs		
Tom Carty	MATH/LAS		
Tony Bedenikovic	MATH/LAS		
Selma Yildirim Yoku	MATH/LAS		
Michelle Edgcomb Fridge	Bio/LAS		
Cl Stern	M&L		
Sandra Shumaker	OSP		
Tom Richmond	Univ. Mktg EM		
Jim Crone	"		
Kate DeGroot	" "		

Anna Hunzicker CTEL

Lori Russell - Chapi EHS

Cindy Brubaker EHS-NUR

Sheri Morris BIO

Kelly McConnaughay LAS-BIO

ENROLLMENT, BRANDING AND MARKETING
TASK FORCE UPDATE
11/20/2014

At Bradley, we recognize the areas in which we excel and strive to improve the areas in which we are not "hitting our numbers." In fact, we have surpassed our expectations in several key areas. In the Renaissance Campaign, we not only hit our number, we exceeded it. Our University endowment, this year in June, reached the highest ever. But in other areas, specifically enrollment and revenue, we did not hit our numbers.

So, what to do?

President Glasser empanelled and charged the Enrollment, Branding and Marketing Task Force to search out the data and consult with the full range of university collective wisdom to correct our course in these areas that are essential to the operation of Bradley. We examined the activities and processes undertaken by Enrollment Management and Marketing to attract and enroll students. Specifically, we sought to identify areas that were effective in addition to areas requiring reinvigoration and change. We looked for and identified creative solutions throughout our discovery process.

We examined aspects of Bradley University branding including public perception. What is our brand promise? How must we position and present our substantial assets to attract and retain students amid the new demographic realities of this and coming decades?

Our Task Force consists of Justin Ball, Paul Schroeder, Susan Andrews and Jeff Huberman, and we have met more than 20 times, examining all facets of student recruitment. More than 60 enhancements were identified—improvements, essential changes and new initiatives that could be made. Many suggested initiatives did not require additional resources, while others had larger costs associated with them. Current resources, where possible, have been reallocated to move forward on higher priority items. Some initiatives, like the Faculty Enrollment Fellows, required new funding.

Today, we are facing real challenges due to rapidly and dramatically changing demographics. The students in the current and future recruitment pools over the next 18 years have already been born. Our traditional market is shrinking, with a shift toward an increasing population of Hispanics. We are in the process of incorporating this new demographic reality into our recruiting strategies.

We looked at our competitors. Surprisingly, our major competitors are not necessarily our regional peers such as Drake, Creighton, Valparaiso, Butler and Evansville. More of our admitted students are actually choosing to go to the University of Illinois-Urbana/Champaign, Illinois State University, University of Illinois Chicago and Northern

Illinois University. A major factor is cost. Of the top 15 competitors, five are privates, 11 are publics and only one is smaller. None are of similar size—size does matter—and 15 are larger. Those schools and the number of Bradley applicants who chose them include UIUC 395, ISU 307, UIC 295, NIU 177, Loyola Chicago, DePaul, ICC, Marquette, SIU, Missouri, WIU, Augustana, Iowa State, U of Iowa, SLU and SIUE with the lowest number at 94. Thus, we are becoming very specific in targeting our primary, secondary and tertiary markets: Illinois, border states and areas of the country where the data tells us we can be effective such as California and Texas.

We studied visit day formats and activities. Materials were developed and improved upon such as admissions representative profiles, parent guides and an in-and-around Peoria brochure which are now included in Visit Day folders. Feedback is gathered from the Bradley's Parents' Board and utilized. Visit day presentations now focus increasingly on telling stories about the Bradley Experience to prospective students and parents. More emotion-driven and targeted marketing is taking place. Faculty visit times have become more flexible to fit the faculty member's schedule and the major along with a separate question on the post-visit survey to evaluate the quality of the faculty session.

We developed the Faculty Enrollment Fellows program as a collaborative effort between Enrollment Management and the Council of Deans. More than 90 faculty members participated in two training sessions that provided information so they might better understand the recruitment landscape as well as discuss what parents and students are interested in learning when visiting campus.

Current students serving as Admissions STARS (tour guides, panelists, etc.) received 25 hours of training through meeting with departmental and college representatives, alumni, testing on campus tours, addressing difficult questions and more.

New integrated and enhanced marketing pieces for each stage of the admissions process were developed: Road pieces for meetings at high schools, inquiry pieces for all who indicate an interest in attending Bradley, viewbooks for those who apply and/or visit campus and transfer viewbooks—a first for prospective transfer students. A new yield brochure will be mailed in January 2015 to "close the deal."

Billboards have been placed in the primary markets of Chicago and Peoria. A great deal of activity is taking place with social media such as advertising on Facebook and Google Adwords. Admissions representatives are communicating with students on Facebook, Twitter and Instagram. Videos are posted on YouTube. A new admissions mobile application was developed, and Spanish language Web pages pertaining to freshman recruitment are soon to be put in place.

Promotional videos, testimonial videos and music videos ("One More Night in Peoria") were developed and placed on the Bradley website. An admissions congratulatory video is in the works and should be available to congratulate students upon their

admission early in 2015. A drone video of the Bradley campus has been made and will be strategically used to provide an aerial perspective of the University.

The message speaks to Bradley being a midsized, right size university—the perfect, ideal size. The word “comprehensive” is being used to speak to outstanding academic programs and experiential learning. Faculty accessibility is emphasized.

We created new and more systematic programs to facilitate alumni communication with prospective students regarding their Bradley Experiences for recruitment purposes.

The Task Force plans to continue to meet and consult with university points of contact and to identify areas of effective improvement. We seek input on an ongoing basis from all university constituencies. Please contact us to share your thoughts and ideas on enrollment, marketing and branding.

12/3/2014

Bradley Core Curriculum Implementation Procedures

Submitted to Senate Exec

Submitted by the Curriculum and Regulations Committee, December 3, 2014

Table of Contents

II. **Proposed Implementation Procedures for the Bradley Core Curriculum** 1

a. Procedures 3
b. Calendar 4
c. Resources Needed to Implement and Sustain the Bradley Core Curriculum 5
d. Course Approvals and Assessment Cycle 7

a. Procedures

Implementation procedures begin in Fall 2014 with the development of three taskforces to assist with pieces of implementation. The critical needs are a focus on the Registrar's office system and ability to track new courses. Transfer course articulation will need to occur to identify courses from community colleges that will articulate with our Bradley Core Curriculum. Marketing materials need to be developed and course development workshops need to be planned and implemented. As a result:

- Subcommittees 2-6 will be disbanded
- Subcommittee 1 continues working as the General Education Subcommittee, and will become the Core Curriculum Committee following Senate approval of the Bradley Core Curriculum proposal. This committee will oversee course approvals and transfer articulations as per its charge in the Faculty Handbook.
- Three taskforces will be developed in order to assist with the transition from the old to the new system.
    - Tracking system taskforce (Registrar, Programmers, etc.)
    - Marketing materials taskforce
    - Professional development taskforce

Implementation Procedures Calendar

- Fall 2014: Begin transfer articulation procedures
  Begin modifying University systems to accommodate new program
- Spring 2015: Core Practices Subcommittee is formed
    - Begins developing criteria for Writing Intensive and Integrative Learning courses

  Marketing materials and advisor training materials need to be developed
- Summer 2015: Course Development Workshops
  After Course Development Workshops, the Steering Committee will be disbanded.

b. Calendar

2014-2016 Implementation Calendar Overview

Fall 2014:	Bradley Core Curriculum Approval
Spring 2015:	AI course approvals begin
Fall 2015:	WI and IL course and experience approvals begin
Fall 2016:	**Implementation for all incoming students**

2014-2016 Calendar Recommendations

August 18 2014:	Bradley Core Curriculum proposal released to campus
August 25 2014:	Fall Forum – Bradley Core Curriculum proposal presented to campus
September 8 2014:	Unit Responses due
October 16 2014:	Steering Committee submits Bradley Core Curriculum proposal to Senate C&R process
November 5 2014:	C&R submits Bradley Core Curriculum recommendation to Senate Exec
November 20 2014:	Target for University Senate Agenda
December 10 2014:	Target for University Senate Vote
January 20 2015:	Spring Forum – AI course approval workshop
February 1 2015:	AI course proposals due to Core Curriculum Committee
April 1 2015:	C&R course recommendations to Senate
April 16 2015:	AI course approvals by Senate
August 24 2015:	Fall Forum – WI and IL course and experience workshops
September 1 2015:	WI and IL proposals due to Core Practices subcommittee
November 1 2015:	C&R submits Core Practice recommendations to Senate Exec
November 19 2015:	WI and IL approvals by Senate
January 2016	Spring Forum – advising workshops
April 2016	Preregistration for Fall 2016 Transfer Student Registration begins All students entering before Fall 2016 can opt in
June 2016:	Freshman Student Registration begins
Fall 2016:	Bradley Core Curriculum classes offered

c. Resources Needed to Implement and Sustain the Bradley Core Curriculum

Implementation of the new core program will require significant resources. The Writing Intensive requirement will require funds for faculty development and increased staffing in the Writing Center; the new Multidisciplinary Integration and Global Perspectives Area of Inquiry and revised curricular elements within other Areas of Inquiry will provide opportunities for new course development, requiring significant faculty time; the increased attention to assessment of Core Outcomes will require additional resources. The Provost, in consultation with the Chair of the General Education Subcommittee and the Director of Institutional Improvement, has developed a budget model to support Bradley Core Curriculum implementation.

The total funding needed to support implementation of the Bradley Core Curriculum is estimated at $150-200K for the initial three-year period, with continued support estimated at $45-50K in subsequent years, provided as new funding to Academic Affairs. Highlights of the budget model include:

1. Starting in Summer 2015, Bradley will offer workshops to help faculty develop appropriate Writing Intensive courses. These workshops will be jointly developed and administered by CTEL, the Core Practices Subcommittee, and staff from the Writing Center. Up to five faculty will engage in a one-week workshop led by a recognized leader in writing instruction, and will receive stipends commensurate with the time commitment for workshop participation and course development. Budget projections include two workshops to be held in Summers 2015 and 2016, one workshop to be held in Summer 2017, for a total of 25 faculty trained as we move towards implementation. Ongoing workshop support on an as needed basis is anticipated.

2. Starting AY 2016-17 and beyond, the staffing levels in the Writing Center will be increased. By the end of AY 2018-2019, we anticipate a total increase of eight faculty course releases (four per semester) beyond the Writing Center Director, and the equivalent of two FTE in graduate student support during the academic year, though the exact blend of faculty/student support may vary depending on demonstrated campus need. Staffing decisions will be made by the Writing Center Director in consultation with the Core Practices Subcommittee.

3. Significant funding in support of course development (approximately $40K) will be spread over the three-year start-up phase, including both academic year and summer support, with modest funding available for course development as early as Spring 2015.

4. Funding for assessment will be increased beyond the current allocation in order to accommodate assessment of student work or other innovated assessment projects. An estimated $5-10K per year will be added beyond the existing university-wide assessment budget.

Changes in the funding levels in support of specific Bradley Core Curriculum needs may be made based on ongoing assessment of best utilization of Bradley Core Curriculum funds, as determined by the Provost and the Senate's Core Curriculum Committee.

d. Course Approvals and Assessment Cycle

The General Education Subcommittee of C & R suggests the following process for approving courses to be a part of the Bradley Core Curriculum during the transitional period and for reviewing Areas of Inquiry through ongoing assessment activities. The transitional period is defined as the period of time needed to review course proposals and course alignment with the Bradley Core Curriculum in order to begin the new general education program. The transitional period will be three academic years: 2014-2015; 2015-2016; 2016-2017. After the 2016-2017 academic year, the first assessment cycle will begin.

Transitional Period: Phase 1 Provisional Approval
Academic Years 2014-2015 and 2015-2016

A. Any existing course that does not require significant modification may be proposed for inclusion in the Bradley Core Curriculum through the following process:

1. A faculty member completes Bradley Core Curriculum Course Addition form.

2. Each proposed course must be approved by the home department and college before being submitted to the Bradley Core Curriculum Committee.

3. The Bradley Core Curriculum Committee will either approve the proposal or return it to the author with comments and suggestions for revision. All recommendations will be forwarded to C&R. This shortened process for current courses skips department and college C&R processes as well as the Subcommittee on Curriculum.

B. Any new or modified course will need to go through established Curriculum and Regulation processes for provisional approval for inclusion in the Bradley Core Curriculum. A significantly modified course includes a change in one or more of the following: course number, title, hours, prerequisites, or course description.

1. The course will need approval by departmental and college curriculum processes as well as the Subcommittee on Curriculum.

2. The Bradley Core Curriculum Committee will review the submitted course addition form.

3. This routing follows the current process under the 1982 general education program.

Course proposals will begin in Spring 2015.

All courses approved during Phase 1 will be reviewed in Phase 2.

Transitional Period: Phase 2 Provisional Approval
Checking in with the Areas of Inquiry
Academic Year 2016-2017

Given that this is a new program with defined Core Outcomes and Curricular Elements, the Bradley Core Curriculum Committee will consult with faculty teaching in each Area of Inquiry. The Bradley Core Curriculum Committee, in consultation with the Area of Inquiry faculty, will review all courses included in the Bradley Core Curriculum, discuss how courses are aligned with Curricular Elements, and assist faculty with course-embedded assessment plans. Areas of Inquiry will be reviewed according to the tentative schedule below:

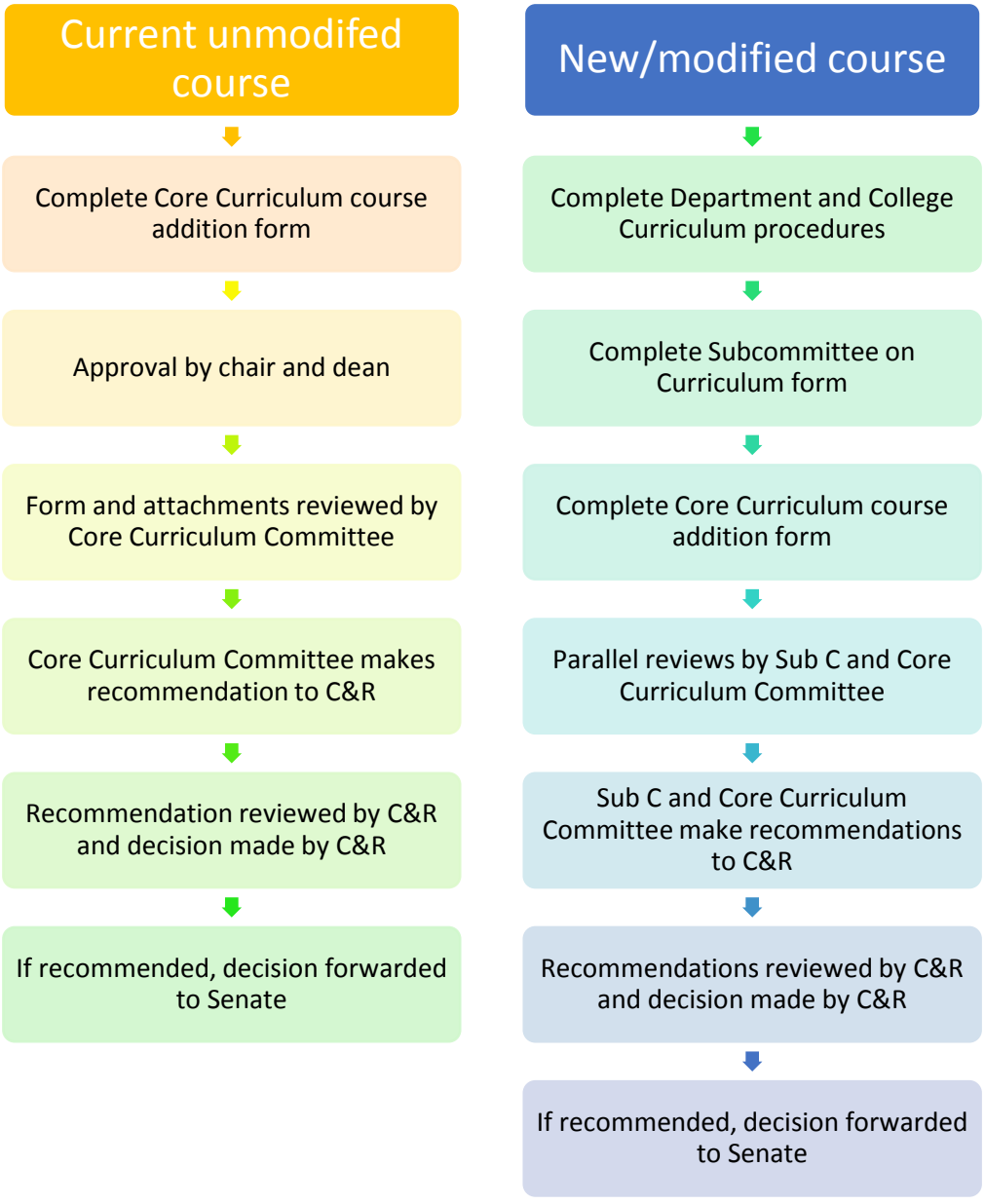
- Fall 2016: CM, FA, HU, GP
- Spring 2017: NS, SB, MI, QR

The First Bradley Core Curriculum Assessment Cycle:
Academic Years 2017-2018 to 2021-2022

After the three-year transitional period, the Bradley Core Curriculum Committee, in consultation with Area of Inquiry faculty, will begin the first Assessment Cycle. At the end of this cycle, the Bradley Core Curriculum will undergo Academic Program Review. Areas of Inquiry will be reviewed according to the tentative schedule below:

- 2017-2018: CM, FA
- 2018-2019: MI, GP
- 2019-2020: SB, HU
- 2020-2021: NS, QR
- 2021-2022: Academic Program Review

Bradley Core Curriculum Approval Options



Bradley University
Core Curriculum Committee

Bradley Core Curriculum Course Addition form content

1. Information about the Sponsoring Department or Unit

Sponsoring Department:

Will other departments or units contribute to the course addition?

List other contributing departments:

Bradley Core Curriculum courses are subject to periodic review. Please provide contact information for the person that will oversee course alignment, and will be collecting and storing assessment data.

Name:
E-mail address:

2. Information about the Course

Prefix: Number: Title:

Course Description (catalog):

Is this a new or modified course? yes/no:
Yes: triggers Subcommittee on Curriculum form; full review through departmental and college Curriculum & Regulations processes required.
No: continue with this form only

Depending on course objectives and resource availability, the ideal enrollment for Bradley Core Curriculum courses can vary substantially. Guidelines related to course size can be found here.

What is the ideal enrollment for each section of this course?

What is the maximum enrollment for each section of this course?

How many sections of this course will be offered in a year?

3. Bradley Core Curriculum Areas of Inquiry

1. For which Bradley Core Curriculum Area of Inquiry will the current course contribute?
   (More than one may be selected; however, courses must align with Curricular Elements from both Areas and will be subject to periodic Review for both Areas. See review schedule here.)

2. Upload as a supplemental document a master syllabus for the course that all instructors will be using. Examples of master syllabi can be found here.

3. Indicate how the curricular elements will be addressed in the course and describe the associated assessment activities in the table below.

Curricular Elements	How they are addressed	Assessment Plans