

**Bradley University Senate**  
**Agenda**  
**Fifth Regular Meeting of the 2014-2015 Senate**  
3:10 P.M. February 19, 2015  
Michel Student Center Marty Theater

**I. Call to Order**

**II. Announcements**

**III. Approval of Minutes**

A. Fourth Regular University Senate Meeting, December 10, 2014 (pp. 4 - 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**

**A. Committee on Curriculum and Regulations**

**Course Modifications**

105152 BIO 310 Genetics

105150 BIO 151 Molecules to Cells

121111 BIO 112 Introduction to Ecology and Evolution

121110 BIO 111 Introduction to Cell Biology

123109 HIS 329 Modern Germany 1970-Present

123144 AST 300 Astronomy: Our Glimpse of the Cosmos

125476 MS 402 Advanced Applied Leadership II

105156 IME 585 Occupational Ergonomics

115069 FIN 522 Introduction to Finance

121049 FIN 325 Investment Analysis

121050 FIN 425 Portfolio Theory and Management

121051 FIN 426 Financial Research and Modeling

127961 M L 353 Operations Management in Organizations

127976 M L 452 Strategic Management in Organizations

127948 M L 354 Maximizing Effectiveness in Organizations

127974 BUS 100 Contemporary Business

119725 ATG 383 Accounting Systems and Control

119724 ATG 314 Cost Accounting

126910 ATG 301 Intermediate Accounting I

**Course Additions**

106573 BIO 152 Molecules to Cells Laboratory  
106574 BIO 252 Ecology, Evolution and Biodiversity Laboratory  
106575 BIO 114 Introduction to Ecology and Evolution Laboratory  
106576 BIO 113 Introduction to Cell Biology Laboratory  
126943 CHM 250 Concepts in Organic Chemistry  
112417 NUR 530 Advanced Health Assessment, Pathophysiology,  
& Pharmacology  
BUS 400 Business Capstone Consulting Project

**Course Deletion**

123109 BIO 375 Techniques in Molecular Genetics 13

**Major Modification**

126563 History

**Program Modifications**

125573 Bachelor of Science in Nursing (BSN)  
126458 Accelerated BSN  
127962 BUS College Core Requirements

**Major Modification**

127948 Management and Leadership

**B. Graduate Executive Committee****Course Modifications**

115069 FIN 522 Introduction to Finance  
121077 M L 602 Organizational Behavior  
121078 M L 620 Management Theory  
121129 NUR 652 Advanced Pharmacology II

**Course Addition**

112417 NUR 530 Advanced Health Assessment, Pathophysiology,  
& Pharmacology

**Course Deletion**

123266 NUR 698 Directed Research in Nursing  
123267 NUR 699 Thesis

## **VII. Unfinished Business**

*Motion:* Adopt the proposed Bradley Core Curriculum Model, related Faculty Handbook changes and Implementation Procedures.

*Amendment to the Motion:* to strike the paragraph on p. 28 concerning the IAI from the motion on the floor and second, to refer that paragraph to the Curriculum and Regulations Committee for further study and subsequent recommendation to the Senate."

## **VIII. New Business**

- A. Ratification to Standing Committees
  - 1. Strategic Planning Committee – Jason Garrett replaced Vince Showers

## **IX. Adjournment**

**Bradley University Senate**  
**Minutes**  
**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**

- A. Senators, please sign the attendance roster; and guests, please sign the Non-voting Member/Guest roster
- B. A Faculty Handbook Review Committee is forming. Currently one faculty volunteer from each college, one library representative, the Faculty Handbook editor, and one representative from the Provost's Technology Committee will draft the revision process. Additional appointments from other units will be added once the revision process is finalized.
- C. The University Senate Committee on Admissions and Retention will be charged to work with Admissions and Enrollment to improve communication about new and changing programs with the University Community, e.g. the new AEP 2 program for incoming freshman
- D. Senate Executive Committee's activity around the University Resource Committee recommendations include the following:
  - 1. I asked President Glasser to meet with Bradley's AAUP representative, Dr. Wayne Evens
  - 2. Faculty concerns were conveyed to Athletic Director, Dr. Cross. Dr. Cross has been invited to attend Senate meetings.
  - 3. On November 24, I was contacted by Mr. Doug Stewart, Chair of the Board of Trustees. Mr. Stewart gave me permission to share my paraphrased highlights of our conversation:
    - a. The Board of Trustees has reviewed the University Resource Committee report and takes seriously the issues and recommendations made.
    - b. The BOT understands the impact on morale during this period of budget-cuts and resource reallocation as the University adjusts to changes in the student recruitment pool, which he noted, is an industry-wide phenomena.
    - c. Expanding tuition discounts is not a fiscally sustainable option for Bradley.
    - d. Maintaining the quality of student candidates is primary. Therefore, lowering admission standards to increase enrollment is also not an option.
    - e. The BOT is specifically looking at increasing faculty and support-staff salaries to improve retention- which the Board recognizes is vital to maintain quality. The President and Provost were specifically mentioned as consistently strong advocates in this area.
    - f. Mr. Stewart encourages faculty and staff to utilize available protocols/procedures to communicate concerns/issues to the BOT. Due to fiduciary reasons, the BOT will continue to follow established methods of

communication. The primary faculty conduit to the BOT is through the University Senate President.

- g. The BOT supports the leadership of President Glasser during this time of financial constraint.
- h. President Glasser has been given specific goals by the BOT and is making progress to reach these goals.
- i. President Glasser updates the BOT during quarterly meetings and regularly, as needed, between each meeting. I am confident that the President is providing regular updates to the BOT as evidenced by the Chair's unsolicited recitation of current faculty concerns during my November meeting with him.

### **III. Approval of Minutes**

A. Third Regular University Senate Meeting, November 20, 2014.

*Approved by General Consent.*

### **IV. Reports from Administrators**

#### **A. President Glasser**

- a. Twenty-two students will be honored at the Summa Cum Laude dinner next week
- b. Graduation is December 20 for both graduate and undergraduate students. Two-hundred twenty undergraduate students and 100 graduate students will graduate.
- c. The enrollment numbers are tracking similar to last year. Enrollment management is executing their strategic recruitment plan. At his point there has been an increase in diversity. New recruitment efforts in Texas seem to be producing good results. Thank-you to the faculty that have helped in this effort.
- d. As of November 30<sup>th</sup>, Bradley has secured \$23,615,411 in gifts and pledges this year. That is a 39% improvement.
- e. In the last 18 months Bradley has secured 55 major and planned gifts compared to 44 in the previous 18 months, several are associated with our convergence center initiative.
- f. This is a challenging time for Bradley University. It is a challenging time for higher education. Uncertainty in enrollment numbers have caused pressure and complicated strategic planning. The campus expenses must be adjusted to match our income. The administration and Board of Trustees are fully aware of the situation. We need to be entrepreneurial.
- g. We need to follow our strategic plan and a path to sustainability.

#### **B. Provost Glassman**

- a. The University Strategic Planning Committee is performing a program review as mandated by the Board of Trustees.
  - i. The data being collected as part of the process will be collected and reviewed annually.
  - ii. The review is an opportunity monitor the array of programs that are being offered, to right-size programs based on student demographics, to identify strategic market opportunities,

- iii. The committee has been meeting weekly for about two months. Every program will be reviewed twice in two passes. It will not be finished in February as planned. Data is continuously coming in. All department chairs and Deans have the opportunity to meet with the provost and provide additional data. The committee is generating questions that will be asked of each college dean in the second pass of the review.
- iv. The role of the college liaison is to listen to anyone's concerns or collect information but the content of the meetings will not be shared at this time.
- v. The process will not be finished in February but the process will continue until it is completed.

**C. Vice President for Business Affairs**

- a. The Senate Resources Committee has met to discuss a map of critical assessments that include an updated 3-5 year plan that is matched to enrollment data, an evaluation of salaries, wages, and benefits,
- b. Our operating look as of Nov. 30 is very critical and will help provide a base for going forward.
- c. Also discussed was:
  - i. a plan to improve the margin of the Intercollegiate Athletic Assessment.
  - ii. the transparency of financial information and processes and the relationship to best practices.
  - iii. a discussion of the most recent S&P credit rating.

**V. Report from Student Senator**

- a. Students really love Bradley, based on feedback we are doing something right.
- b. Next semester the Student Senate will start a campaign about student life. They will make videos of student organizations and the things they do.

**VI. Report from Standing Committees**

*No Reports*

**VII. Unfinished Business**

*Motion on the floor by Provost Glassman during the Third Regular Meeting of the 2014-2015 Senate:*

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.*

*Request to modify the motion by Provost Glassman:*

To adopt the proposed Bradley Core Curriculum Model, ~~and accompanying~~ related Faculty Handbook changes [and] ~~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.~~

*David Quigg – objection to a unanimous consent  
Request to amend the motion by the Senate president:  
Motion Approved*

*Amendment by Bernie Goitein; 2<sup>nd</sup> by Josh Lewer:*  
Move, first, to strike the paragraph on p. 28 concerning the IAI from the motion on the floor and second, to refer that paragraph to the Curriculum and Regulations Committee for further study and subsequent recommendation to the Senate.

Struck Paragraph: Bradley University participates in the Illinois Articulation Initiative (IAI). Transfer students from participating IAI institutions who have completed the IAI model general education curriculum prior to matriculating at Bradley will be granted credit for the all Bradley Core Curriculum requirements except for the Multidisciplinary Integration Area of Inquiry and the Core Practices. Students may be granted credit for those requirements on a one-on-one articulation for courses or experiences completed at their previous institutions.

*Amendment Approved;*

*Motion by Mat Timm; 2<sup>nd</sup> by Wayne Evans:*  
Motion to postpone a vote on the Bradley Core Curriculum Model until such time that the deficit in athletics has been addressed to the Senate's satisfaction.

*Discussion ensued.*

*Motion Fails.*

Discussion on the Bradley Core Curriculum Model, ensued.

*Motion to recognize Dan Smith by Steve Heineman; 2<sup>nd</sup> by Barb Galik;*

*Motion Approved*

*Motion to recognize Kelly McConnaughay by Barb Galik; 2<sup>nd</sup> by Mat Timm;*

*Motion Approved*

*Motion to recognize Jenny Gruening by Mat Timm; 2<sup>nd</sup> by Steve Heineman;*

*Motion Approved*

*The Motion was held over for a vote in the February Senate meeting:*

## **VIII. New Business**

- A. General Education – withdrawn from agenda
- B. Weapons Policy An abridged version of the Weapons Policy adopted by the Board of Trustees on August 1, 2014 will appear in the Faculty Handbook. This Handbook addition is a Process 3 item and is for information purposes only. The full policy will be available on the Bradley University Police website.

The abridged version:

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 visit the Bradley University Police website at <http://www.bradley.edu/police/>.

IX. Adjournment

*Motion to Adjourn by Steve Heineman at 4:56; 2<sup>nd</sup> by Mat Timm;  
Motion Approved*

**Bradley University Senate**  
**2014-2015**  
**December 10, 2014 – Fourth Regular Meeting**  
**Attendance Sheet**

**FACULTY**

(please initial)

Adams, Mollie (FCB)	MA	Robert Hawkins (CLAS)	RH	Quigg, David (CLAS)	DQ
Andersh, Brad (CLAS)	BA	Heinemann, Steve (SCCFA)	SA	Reyer, Julie (CEGT)	
Baer, Robert (FCB)	RB	Tony Hermann (CLAS)	TH	Rowe, Robert (SCCFA)	RR
Bashri, Maha (SCCFA)	MB	Hertich, Alex (CLAS-L)	AH	Sánchez, José (CEGT)	JS
Blouch, Chris (CLAS)	CB	Kelley, Andrew (CLAS)	AK	Sconduto, Leslie (CLAS)	LS
Bruns, Laura (SCCFA)		Kim, Jihyun (CLAS)	JK	Shastry, Prasad (CCEGT)	PS
Davidson, Jeannette (EHS)	KW	Kimberlin, Kevin (CLAS-L)	KRK	Sinha, Amit (FCB)	AS
Degitz, Robert (EHS)	RD	Krishnamoorthi, K. (CCEGT)	KK	Skaggs, Jobie (EHS)	JS
Erickson, Deborah (EHS)	DE	Lewer, Joshua (FCB)	JL	Stephens, Paul (FCB)	PS
Evens, Wayne (CLAS)	WE	Lohman, Mark (SCCFA)	ML	Stover, Nick (CLAS)	NS
Fakheri, Ahmad (CEGT)	AF	Lozano, Jose (CLAS)	JL	Timm, Mat (CLAS)	MT
Frazier, Meg (Lib)	MF	Lukowiak, Twila (EHS)	TL	Wang, Yun (CLAS)	YW
Gabor, Elena (SCCFA)	EG	Morris, Martin (CEGT)	MM	Wayvon, Paul (FCB)	WP
Gobeyn, Mark (CLAS)	MG	Nelson, Matthew (SCCFA)	ML	Williams, Chris (CLAS)	CL
Goitein, Bernie (FCB)	BG	Newton, Lee (CLAS)	LN	Young, Margaret (SCCFA)	MY
Grant, Jean Marie (EHS)	JM	Peterson, Melissa (EHS-L)	MP	Priscilla Weaver	PW
Hatfield, Patty (FCB-L)	PH	Podlasek, Bob (CEGT)	BP	Celia Johnson	CJ

Sub Karan...

**EX-OFFICIO**

(please initial)

(please initial)

Akers, Lex	LA	Jones, Chris	CJ
Anna, Gary	GA	Malinowski, Olek	OM
Bakken, Jeffrey	JB	McAsey, Mike	MA
Beaty, Kathie	KB	O'Brien, Matt	MO
Cross, Mike	MC	Radson, Darrell	DR
Galik, Barbara	GB	Ruch, Chuck	CR
Pres. Glasser, Joannie	JG	Sattler, Joan	JS
Glassman, David	GD	Schroeder, Paul	PS
Heuser, Jake	JA	Thomas, Nathan	NT
Huberman, Jeff	HJ	Ruch, Chuck	CR

1 cr Kelly Roos  
**STUDENTS**

(please print name)

Student Body President	JD
Graduate	
Undergraduate	Sarah Handley
Undergraduate	

**Bradley University Senate**  
**2014-2015**  
**December 10, 2014 – Fourth Regular Meeting**  
**Attendance Sheet**

**NON-VOTING FACULTY/STAFF AND GUEST SIGN-IN**  
*(please write your name and list your college or unit)*

NAME	COLLEGE/Unit	NAME	COLLEGE/Unit
DAN SMITH	SCCFA/COM	Shyam Bhandari	Bus
Sherri Morris	LAS/BIO	John Williams	LAS
Jim Conley	ZNS	Tony Bedenikovic	LAS
Patricia Monty	PSY	Sandra Perry	FCB
Uyenie Vof	FCB	Janya Marcell	FCB
Lou Russell	EHS	Molly Cluskey	EHS/NUR
S. Andres	MUCC		
Kelly McConaughey	LAS/BIO		
Amel Benzel	Academic Affairs		
Paul [unclear]	HEALTH SERVICES OFFICE		
Tom Carly	LAS		
Angela [unclear]	FCB		
Heather [unclear]	FCB		
Selma Yildirim Yalcu	LAS/MTM		

~~Janet Hummick~~ CTET  
 B. Lawrence SCCFA  
 Michelle Edgcomb Frazier LAS/BIO  
 STEPHAN KERR FCB  
~~Tony Bedenikovic LAS~~

# I. The Proposed Bradley Core Curriculum

Submitted to Senate Exec

Submitted by the Curriculum and Regulations Committee, November 6, 2014

Revised version submitted November 12, 2014

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## I. Proposed Program

### a. Definitions of General Education

As the General Education Review/Revision process began, questions emerged regarding how general education is defined at Bradley and how that differs from the General Education program. The Steering Committee began working through definitions, and finalized them on May 22, 2013.

#### **General Education Program Definition**

The curriculum designed to provide all bachelor's degree recipients with the opportunity to attain the general education learning outcomes.

#### **General Education Definition**

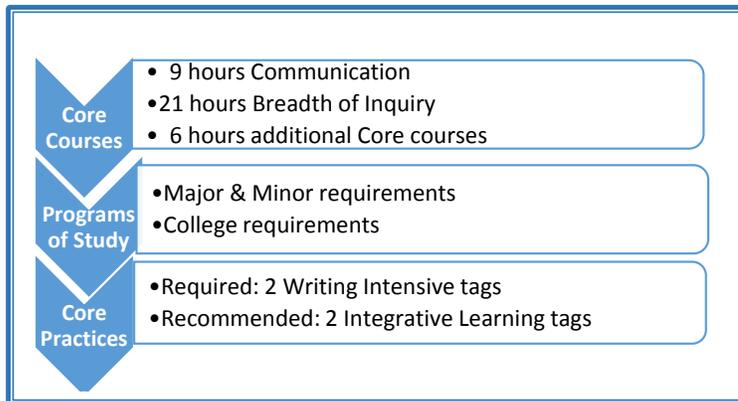
The requisite range of knowledge, skills, and perspectives that prepares all students for further learning and guides them on a path of continued development and growth to facilitate their success and fulfillment in a changing, complex world.

### b. Relationship between General Education and the Major

The general education review/revision process has helped define the Bradley Academic Experience.

#### **Overview of the Bradley Academic Experience**

At the heart of the academic experience at Bradley University are three elements: Breadth of study provided through the **Core Curriculum**, depth of study provided by **Major and Minor Programs**, and those High-Impact Practices that permeate Bradley programs, the **Core Practices**. These three components combine to provide a powerful and unique educational experience for every student.



## ***Key Elements of the Bradley Academic Experience***

### **Core Curriculum**

The **Core Curriculum** exposes all students to the requisite range of knowledge, skills, and perspectives that prepares them for further learning and guides them on the path of continued development and growth to facilitate their success and fulfillment in a changing, complex world. In essence, the Core Curriculum lays the foundation for a lifetime of intellectual development. By enhancing critical and creative thinking, communication, and quantitative skills and increasing their knowledge of others and themselves, students have a foundation for effective communication, informed decision making, ethical reflection, engagement with the arts, and responsible action as members of society. The Core Curriculum achieves these goals by emphasizing breadth of study, exploration of multiple ways of thinking and knowing across a variety of areas of study, and the ability to integrate information and ideas from a variety of sources and perspectives.

### **Majors and Minors**

The 21<sup>st</sup> century university education includes both the breadth provided by the Core Curriculum and the depth provided by majors and minors in specific areas of study. Regardless of whether or not they lead to a specific career, majors and minors provide a depth of knowledge on specific subjects, mastery of specific methods of inquiry and analysis, and opportunities to further develop the core skills and perspectives integral to lifelong learning.

### **Core Practices**

While most realize the Core Curriculum and the Major are integral parts of the Bradley Academic Experience, they may perceive the numerous majors and minors to be separate and distinct from one another. Far from it. The Core Practices, the third element of The Bradley Academic Experience, are the effective educational practices that permeate the academic programs on campus. These include high-impact practices such as writing intensive courses, internships, capstones, service learning, first-year seminars, collaborative scholarship, and study abroad. The Bradley Core Curriculum will include two Core Practices: writing intensive courses (WI) which extend writing instruction and practice beyond the dedicated composition courses, and integrative learning courses or experiences (IL), which facilitate students' ability to make connections among classroom, co-curricular, and off-campus experiences. Two Writing Intensive courses will be required; a minimum of two Integrated Learning experiences will be recommended, but not required.

c. The Bradley Core Curriculum

**Bradley Core Curriculum**

<b>Core Practices</b>	
<b>Required: 2 Writing Intensive (WI) tags</b>	
<b>Recommended: 2 Integrative Learning (IL) tags</b>	
<b>Areas of Inquiry</b>	
<b>Take 1 course from each of the following 10 areas</b>	
<b>hours</b>	
<b>Communication - Writing 1 (W1)</b>	<b>3</b>
<b>Communication - Writing 2 (W2)</b>	<b>3</b>
<b>Communication - Speech (OC)</b>	<b>3</b>
<b>Fine Arts (FA)</b>	<b>3</b>
<b>Global Perspectives (GP)</b>	<b>3</b>
<b>Humanities (HU)</b>	<b>3</b>
<b>Knowledge &amp; Reasoning in the Natural Sciences (NS)</b>	<b>3</b>
<b>Knowledge &amp; Reasoning in the Social &amp; Behavioral Sciences (SB)</b>	<b>3</b>
<b>Multidisciplinary Integration (MI)</b>	<b>3</b>
<b>Quantitative Reasoning (QR)</b>	<b>3</b>
<b>Take 2 additional courses from 2 different areas below</b>	
<b>hours</b>	
<b>Global Perspectives (GP)</b>	<b>3</b>
<b>Humanities (HU)</b>	<b>3</b>
<b>Knowledge &amp; Reasoning in the Natural Sciences (NS)</b>	<b>3</b>
<b>Knowledge &amp; Reasoning in the Social &amp; Behavioral Sciences (SB)</b>	<b>3</b>
<b>Quantitative Reasoning (QR)</b>	<b>3</b>
<b>total hours</b>	<b>36</b>

**Note: no more than 2 courses with same prefix (e.g., BIO) can be used to satisfy Area of Inquiry (AI) requirements outside of the Communications AI.**

#### d. Values

The Bradley Core Curriculum was designed with a set of fundamental perspectives and values in mind, values that lie at the heart of the University's scholarly enterprise:

- Curiosity;
- Freedom of inquiry and expression;
- Belief in the unity of knowledge;
- Pursuit of knowledge as its own end;
- Dedication and persistence in learning;
- Strong work ethic;
- Humility and circumspection toward what is known;
- Habit of self-reflection;
- Integrity;
- Flexibility; and
- Civility.

#### e. Core Outcomes

Supporting these values are Core Learning Outcomes that span all aspects of the Bradley Core Curriculum:

Critical and creative thinking. Bradley graduates will think critically, independently and creatively, and will employ evidence-based decision-making to solve problems and build new knowledge.

Effective communication. Bradley graduates will be effective oral, written and non-verbal communicators as well as active readers and listeners.

Multidisciplinary integration. Bradley graduates will approach learning in an integrated manner, connecting knowledge and skills across multiple disciplines.

Practical application. Bradley graduates will apply knowledge and skills from the classroom in real-world situations.

Social Awareness. Bradley graduates will understand and act ethically upon their connections to larger communities.

## f. Areas of Inquiry & Curricular Elements

To support students' attainment of Core Learning Outcomes, the Core Curriculum contains Areas of Inquiry each of which includes a set of related Curricular Elements. The Curricular Elements through which students attain the Core Learning Outcomes are primarily in formal course work. Thus, courses approved to satisfy a specific Area of Inquiry must facilitate many if not all of the Curricular Elements of that Area of Inquiry.

Each Area of Inquiry has one or more *Course Population Rules*. These rules are stated primarily in terms of Curricular Elements and specify the requirements for a course being approved as satisfying a specific Area of Inquiry. For most Areas of Inquiry the rule is simply that a course must facilitate all Curricular Elements to be approved; however, there are a few exceptions, e.g., Quantitative Reasoning courses must facilitate any eight of the ten Curricular Elements.

### **Communication (CM)**

Bradley graduates will be effective verbal and written communicators. Bradley graduates, as creative and critical thinkers, will communicate effectively in their personal and professional lives. Writing and reading are essential skills that must be continually strengthened. Oral communication is similarly critical to effective formal and informal interaction. Effective communication is vital to ethical and sustainable societies.

In the Communication Area of Inquiry, students must select one course that focuses on Oral Communication (OC) and two courses that focus on Writing (W1 and W2). Students are encouraged to take the OC and W1 courses during their freshman year and the W2 course no later than their junior year.

#### Curricular Elements

- CM1 Understand the processes and functions of human communication.
- CM2 Communicate skillfully with attention to audience, cultural differences, clarity, logic, coherence, evidence, and style.
- CM3 Listen and read with interpretive and analytical proficiency.
- CM4 Give and receive constructive criticism in a collegial environment.
- CM5 Differentiate between ethical and unethical communications, including one's own.

**Course Population Rule:** To be approved for the Communication Area of Inquiry, courses must facilitate all of the curricular elements.

**Elaboration:** This rule is applicable to both speaking and writing courses.

### ***Fine Arts (FA)***

Bradley graduates will understand and appreciate the arts as a vital human experience interwoven with other humanistic disciplines. The fine arts span the entirety of human history, influencing, reflecting, and documenting profound experiences of individuals and cultures. Their dynamic evolution necessitates an understanding of how classical foundations inform modern expression. Informed aesthetic judgments contribute to the creation of dynamic living and working environments and new media and technologies. Through knowledge and experience of aesthetic principles, Bradley graduates will gain a deeper understanding of themselves and an appreciation for the socioeconomic impact of the arts and design.

#### Curricular Elements

- FA1 Demonstrate knowledge about essential historical and contemporary contributions of the arts and use that knowledge to articulate the significance of the arts as vital human and cultural expressions.
- FA2 Develop an appropriate vocabulary of theoretical concepts, techniques, and goals inherent in artistic expression and apply that vocabulary to describe artistic experiences.
- FA3 Identify and reflect on characteristics of individual art forms as well as shared elements across a representative selection of performing, visual, literary, interactive, and emerging arts.
- FA4 Engage the arts with sensitivity and knowledge so as to incorporate the arts into their professional disciplines and personal lives.

**Course Population Rule:** To be approved for the Fine Arts Area of Inquiry, courses must facilitate all four curricular elements.

### ***Global Perspectives***

Bradley graduates will enhance their global perspectives by becoming knowledgeable about global systems, the forces that shape those systems, and cultures of the world. Communication technologies, economic relationships, and the flow of people across national borders have created an increasingly interconnected and interdependent world. Yet, having grown up in a time when one country has

demonstrated unprecedented political, economic, and cultural influence around the globe, it can be difficult for a student to understand how other cultures and societies are distinct from one's own or how others might take a negative or confrontational view of one's own culture or society. For these reasons, a well-developed global perspective that includes understanding of the human and natural systems that shape our individual and common futures and the diverse peoples of the world is essential for life in the 21st century.

In the Global Perspectives Area of Inquiry students may select courses that focus on either global systems or world cultures. Students who complete two courses in this Area of Inquiry are strongly recommended to select both a global systems course and a world cultures course. Not only are global systems and world cultures complementary components of a comprehensive global perspective, but also completion of both types of courses furthers the general education goal of increasing each student's breadth of knowledge.

### ***Global Systems (GS)***

Bradley graduates will understand global systems - the political, economic, social, technological, and ecological interconnectedness of our current global society. They will also understand the forces shaping these systems and the relevance of these systems for their local and national communities. This knowledge is essential for participating effectively in the interactions that characterize an interdependent world.

#### Curricular Elements

- GS1 Recognize and appreciate the complex interconnections and interdependence of global political, economic, social, technological, and ecological systems.
- GS2 Identify, analyze, interpret, and synthesize the forces that shape evolving global systems and the resulting impacts of these forces and systems on current and future world events.
- GS3 Be able to discuss key ways in which contemporary global systems and issues impact individuals and their communities.
- GS4 Relate these global systems to an increasingly complex work, civic, and personal environment and explore ways as responsible individuals to address global issues, e.g., political, economic, social, or environmental problems of worldwide scope.

**Course Population Rule:** To be approved for the Global Systems sub-Area of Inquiry, courses must facilitate all four curricular elements.

**Elaboration:** This rule can be satisfied by courses that focus on either natural or human global systems.

### ***World Cultures (WC)***

Bradley graduates will study and analyze various contemporary world cultures, including their historical development, institutions, values, art, and religion. Knowledge of multiple cultural perspectives introduces alternate ways of thinking and strengthens one's ability to relate to others. The understanding of diverse cultures is essential for engaging productively in our globalized society and contributing to the welfare of humanity. An important goal is to have students experience other cultures and to use what they learn about others' experiences to reflect critically on their own ways of understanding the world.

#### Curricular Elements

WC1 Understand the values, attitudes, social structures, politics, artistic practices, religious traditions, languages, literatures or histories of (1) multiple cultures or countries or (2) a single culture or country analyzed within a regional, transnational, or global context.

WC2 Understand issues of cultural difference, ethnocentrism, intolerance, and cultural conflict.

WC3 Develop skills for working as ethical, compassionate, non-ethnocentric actors with the dynamic forces at work in an increasingly diverse and globalized society.

**Course Population Rule:** To be approved for the World Cultures sub-Area of Inquiry, courses must facilitate all three curricular elements.

#### Study Abroad

The World Cultures component of Global Perspectives can be satisfied by either completing an approved World Cultures course or by completing a full academic semester (12 hours minimum) or year abroad. While many students completing a full semester study abroad program will take courses that qualify as World Culture courses this is not required. Because a full academic semester abroad comprises a significant cultural experience, it will satisfy the World Cultures Core component without additional course work

**Rule:** The World Cultures will be satisfied without formal WC-specific coursework

by any student completing a full academic semester abroad (12 or more credit hours), or academic year abroad, at any study abroad institution that is BU-affiliated or approved.

### ***Humanities (HU)***

Bradley graduates will think reflectively about the human condition, understand the forces that have shaped human history, and ponder perennial ethical, religious, and existential issues. Study of the humanities is fundamental to leading an informed and reflective life, which contributes directly to students' present and future lives as civically engaged, critically thoughtful, aesthetically cultured, and ethically minded individuals.

The Humanities Area of Inquiry seeks to uniquely address Lydia Moss Bradley's commitment to ethical learning through a critical examination of values. The study of values focuses on intellectual justifications of the aims, goals, and ideals that guide human conduct. The humanities, through the study of history, literature, philosophy, and religious studies, help students to better understand themselves, their communities, nations, and the world through the focal lens of the human experience.

- Through the study of history, students learn about the complexities of the past and patterns of change, and are thereby better able to understand contemporary events and developments.
- Through the study of literature, students learn broadly and deeply about the human condition, diverse cultures and times, and the relevance and power of literary works produced by the creative imagination.
- Through the study of philosophy, students are aided in analyzing some of the fundamental questions regarding life and human experience.
- And through religious studies, students learn about religious experience as well as those sacred beliefs and practices that have been central to cultures throughout time.

The Humanities Areas of Inquiry is one in which students have the option of completing one or two courses. Humanities faculty strongly recommend that students taking two courses in Humanities select courses from two different subjects---history, literature, philosophy, or religion.

#### Curricular Elements

HU1 Develop the skills of historical, philosophical, religious, and/or literary analysis in relation to human values and ethical decision-making.

- HU2 Engage in sustained and critical reading of diverse literary, philosophical, religious, and/or historical works.
- HU3 Learn how historical, cultural, philosophical, and/or religious factors have shaped perceptions, values, and actions, individual and collective identities, and communities and cultures.
- HU4 Foster the ability to communicate articulately about historical events, philosophical ideas, religious beliefs and practice, and/or diverse literary works.
- HU5 Foster students' abilities to make responsible and productive choices as civically engaged, critically thoughtful, aesthetically cultured, and ethically minded citizens.

**Course Population Rule:** To be approved for the Humanities Area of Inquiry, a course must facilitate all five curricular elements.

### ***Knowledge and Reasoning in the Natural Sciences (NS)***

Bradley graduates will develop scientific reasoning skills supported by an integrated knowledge of the natural sciences to interpret technical information with the sophistication necessary to be contributing members of a knowledge-based society. Curiosity about the natural world and recognition of the rapidly expanding body of scientific information are essential to success and fulfillment in contemporary society.

#### Curricular Elements

- NS1 Recognize science as an ongoing process, guided by ethical standards of practice, that generates and refines knowledge.
- NS2 Engage in multiple aspects of the scientific process.
- NS3 Apply scientific principles in their personal and professional lives as active members of their communities.

**Course Population Rule:** To be approved for the Knowledge and Reasoning in the Natural Sciences Area of Inquiry, a course must facilitate all three curricular elements.

**Elaboration:** The facilitation must be apparent in the course design, but instructional practices are not restricted to specific pedagogical approaches. The elements may be met by either a standalone course or by a combination of lecture and lab. If the curricular elements are met by a combination of lecture and lab both courses must be completed to receive core curriculum credit.

### ***Knowledge and Reasoning in the Social and Behavioral Sciences (SB)***

Bradley graduates, as constructive and responsible members of society, will understand themselves in relation to others and to social institutions. Essential to this relationship is an understanding of the economic, political, psychological, and social dynamics that shape contemporary society. Individuals equipped with methods of inquiry and analysis in the social and behavioral sciences, an understanding of how social forces interact, and a foundation in ethics can participate effectively and ethically in political processes, markets, and social institutions at local, national, and global levels.

#### Curricular Elements

- SB1 Articulate social and behavioral theories of the factors that shape society.
- SB2 Recognize the assumptions and supporting evidence for social and behavioral theories.
- SB3 Apply knowledge from the social and behavioral sciences to social issues and problems.
- SB4 Describe the reciprocal relationships between individuals and social communities.
- SB5 Acquire knowledge of the standards that social and behavioral scientists use for evidence-based inquiry in the gathering, evaluation, and presentation of information.
- SB6 Recognize ethical issues that arise in the social and behavioral sciences.
- SB7 Describe the connections among the various social and behavioral sciences.
- SB8 Gain the skills and knowledge necessary to apply lessons learned from the social and behavioral sciences in their everyday behavior at work, at home, and in their communities.

**Course Population Rule:** To be approved for the Social and Behavioral Sciences Area of Inquiry, a course must facilitate all eight curricular elements.

### ***Multidisciplinary Integration (MI)***

Bradley graduates will understand the value of integrating knowledge, skills, and approaches to inquiry across disciplinary boundaries. The Core Curriculum exposes students to different disciplinary perspectives and ways of knowing, but students must also see the connections between the existing bodies of human knowledge and schools of thought and be able to integrate them. The practical demands of employment and research in a dynamic, diverse, specializing, and globalizing world

point to the importance of experience with multidisciplinary problem solving and teamwork. More importantly, complex problems in modern society require the integration of knowledge and techniques from multiple disciplines.

Courses that promote critical thinking and problem solving across multiple disciplines can take a variety of forms, ranging from a critical exploration of a broad theme from multiple perspectives to a multidisciplinary capstone course. Examples of best practices for pedagogy in this category include but are not limited to the following:

- (1) First-year seminars that explore complex issues or emerging areas of research that bridge two or more disparate fields of study;
- (2) Lower-division courses that critically examine broad themes by incorporating the scholarly traditions and methods of inquiry from multiple disciplines, but require little or no pre-requisite knowledge;
- (3) Upper-division courses that tackle complex issues requiring some background knowledge in one or more of the fields of study that are being integrated; and
- (4) Capstone courses that demand collaborative problem solving or scholarship across disciplines.

#### Curricular Elements

MI1 Connect knowledge, standards and perspectives from two or more disparate fields of study to explore broad themes or complex problems.

MI2 Adapt and apply skills, abilities, theories, or methodologies gained from two or more disparate fields of study to create a deeper understanding of a complex topic or solve complex problems.

MI3 Acquire and use a shared vocabulary that allows communication across disciplinary boundaries.

MI4 Articulate how integrating two or more disparate fields of study enables novel insights or deeper understanding of complex problems.

**Course Population Rule:** To be approved for the Multidisciplinary Integration Area of Inquiry, a course must facilitate all four curricular elements. Courses must significantly draw from two or more disparate fields of study, which will typically span two or more departments or distinct programs. Team teaching and/or linked course models are encouraged but not required.

## ***Quantitative Reasoning (QR)***

Bradley graduates will understand and effectively engage in formal reasoning and applied quantitative reasoning. The ability to reason logically is essential for success in society and provides opportunities for intellectual fulfillment. Experience with formal reasoning helps students develop as critical thinkers who approach their choices and actions with careful thought. In today's data-drenched society substantial quantitative reasoning skills are increasingly necessary for an educated member of society. In order to act effectively as citizens, students must be familiar with how quantitative information and methods are properly used when making persuasive arguments.

### Curricular Elements

- QR1 Apply structured inquiry, problem-solving skills, and creative thought when pursuing practical and abstract investigation
- QR2 Interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
- QR3 Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
- QR4 Use quantitative means (e.g., algebraic, geometric, and statistical methods) to solve problems
- QR5 Recognize the appropriateness and limitations of mathematical and statistical models
- QR6 Identify and evaluate important assumptions in estimation, modeling, and/or data analysis
- QR7 Make judgments and draw appropriate conclusions based on the quantitative analysis of data
- QR8 Recognize issues related to the valid and ethical use of quantitative information
- QR9 Appreciate the intrinsic value of mathematical inquiry while supporting and deepening quantitative literacy within society
- QR10 Develop mathematical reasoning and problem solving skills in settings the college graduate may encounter in the future

**Course Population Rule:** To be approved for Quantitative Reasoning Area of Inquiry, a course must facilitate any eight of the ten curricular elements.

## g. Core Practices

Through the work of the Liberal Education and America's Promise Initiative, the American Association of Colleges and Universities (AAC&U) identified high-impact practices that reliably advance student outcomes (Kuh, 2008). The success of high-impact practices can vary based on institutional values and priorities. The work of Subcommittee 5 identified several practices that represent key opportunities for Bradley students.

*Core Practices* are those high-impact practices which are pervasive throughout Bradley's academic programs. The Bradley Core Curriculum will include two Core Practices: writing intensive courses (WI), which extend writing instruction and practice beyond the dedicated composition courses, and integrative learning courses or experiences (IL), which facilitate students' ability to make connections among classroom, co-curricular, and off-campus experiences. Two WI courses will be required; two IL experiences will be recommended, but not required. Examples of integrative-learning experiences include internships, capstones, service learning, first-year seminars, collaborative scholarship, and study abroad.

Accordingly, the Bradley Core Curriculum proposes the incorporation of tracking and reporting procedures to monitor students' participation in these vital opportunities. Both Core Practices will be satisfied via tags that may be applied to any course or registered experience that meets the requirements of the practice. The Core Curriculum will also build structures to help students see how these experiences integrate with their developing knowledge. By explicitly valuing these practices at the university level, it is anticipated that structures to support these practices will enhance the ability of individual units to optimize delivery mechanisms and provide support for sharing best practices. As the Core Practices are developed and implemented, and as the assessment of their impact on core learning outcomes becomes more defined, the requirement of Integrative Learning tags or other Core Practices may be warranted in the future.

### ***Required Core Practice***

#### **Writing Intensive (WI) Courses**

Bradley's Core Curriculum will feature the requirement of two Writing Intensive (WI) courses. This high-impact practice was consistently ranked the highest priority by various constituencies across campus, including both faculty and students. A Writing Intensive Subcommittee was formed to develop specifications needed to support a university-wide WI program, including course sequence, course requirement, a list of resources, and assessment considerations. The Subcommittee [reviewed](#) several programs in the development of these writing intensive guidelines, such as Loyola

University Chicago, Creighton University, and University of Minnesota. The Bradley Core Curriculum includes the following recommendations:

### **Recommended WI Course Sequence**

The Bradley Core Curriculum will require two dedicated composition courses (W1 and W2) plus two additional Writing Intensive courses. WI courses will be selected from a list approved by the Core Practices Subcommittee. Transfer credit will be allowed for all four writing courses. Although this is not required, the recommended WI course sequence is:

- W1: freshman year
- WI: freshman or sophomore year
- W2: junior year
- WI: junior or senior year

### **Tag Requirements**

For a Bradley course to be designated “Writing Intensive,” it must meet the following requirements. The Core Practices Subcommittee will review course proposals and recommend approval of courses for the writing intensive tag to the Core Curriculum Committee. What constitutes “writing” is open to reasonable definition. Typically this will include formal scholarly writing, creative writing, technical reports, e-mail or other electronic commentary, web documents, and other forms the instructor deems appropriate.

#### Writing Quantity

- The course must include at least 20 pages of writing (approx. 5,000 words), including drafts. For courses that involve collaborative writing assignments, there must be a significant portion of the total writing attributable to individual students.
- Essay exams may count for no more than 30% of the 20-page writing minimum.

#### Writing Process

- At least one major assignment must employ the draft/rewrite process, wherein the instructor provides feedback on the writing to the student, who then submits a revision or second product.
- Each writing assignment and its purpose must be clearly described in the syllabus.

#### Writing Instruction

- The criteria for each writing assignment must be specified.
- Some class instruction must be dedicated to the writing assignment.

#### Writing Assessment

- The criteria for each writing assignment must be specified.
- Writing assignments will comprise at least 25% of the course grade.

## **Tag Recommendations**

### Class Size

- The course should have a maximum of 25 students per section. Exceptions must be explained and justified.

### Writing Instruction

- Librarians will help students identify the resources appropriate to their field, such as literature sources and databases. This element could be part of class time instruction, a specified homework assignment, or an out of class activity/assignment.

## **Support for Writing Intensive (WI) Courses**

Resources needed to initiate and sustain Writing Intensive courses include increased utilization of existing university resources (e.g., Library, CTEL, University-wide Assessment Team) as well as new financial investments in faculty development and increased staffing in the Writing Center. The deployment of new resources will be phased in starting Summer 2015, with WI course development activities in preparation for the FY 2015 freshman class to begin to take WI courses as early as Spring 2016, and will increase in response to increased demand for courses as we move to full implementation. Increased staffing levels for the Writing Center will be maintained, and ongoing faculty development workshops will be offered on continuing basis to sustain a vibrant WI program. Details are provided below.

### Existing Resources:

- Library staff will work collaboratively with faculty to provide students in or out of class instruction in the use of the library, its electronic resources, and other information technology training as needed.
- CTEL staff will support the development and administration of Writing Intensive workshops, working groups, book clubs, etc.
- Assessment will be a critical component of Bradley's university-wide writing program. Writing samples will be gathered electronically and stored from all writing (W1, W2) and writing-intensive classes. The Core Practices Subcommittee will develop sampling procedures and rubrics for evaluating student writing samples in consultation with the University-wide Assessment Team and the Core Curriculum Committee. The budget needed to support WI assessment is part of the university's ongoing assessment budget and under the auspices of the University-wide Assessment Team.

### New Resources:

- Faculty development funds: Starting in Summer 2015, Bradley will host 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 facilitated 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.

- Writing Center staffing increases: 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.

### ***Recommended Core Practices***

#### **Integrative Learning (IL)**

The Bradley Core Curriculum recommends that students participate in two or more courses or registered experiences that have been designated as Integrative Learning (IL). Formalizing integrative-learning practices as an explicit element of the Bradley Core Curriculum will serve several key goals. First, by elaborating upon reporting structures, there will be an enhanced ability to track the presence of these practices on campus. Second, by explicitly valuing these practices as distinctive elements of Bradley University, students will achieve an enhanced awareness of the importance of these opportunities and will gain an essential understanding of how key academic skills and dispositions apply to life beyond the classroom. Finally, as part of Bradley's ongoing commitment to continuous improvement, the current proposal advances our abilities to share best practices and to offer increasingly effective high-impact practices.

According to the AAC&U, "integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the classroom."

The value of IL has been clearly outlined by the AAC&U:

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for

integrative learning is central to personal success, social responsibility, and civic engagement in society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extracurricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

(Excerpted from *Integrative Learning VALUE Rubric*, Association of American Colleges and Universities)

### **Tag Requirements**

In order to be approved as an IL, courses or registered experiences must

- Synthesize connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and study abroad) to deepen understanding of fields of study and to broaden their own points of view
- Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)

### **Examples of Integrative Learning**

*First-Year Seminars* - Bradley students will be encouraged to participate in first-year seminars. This high-impact practice introduces students to Bradley's learning community and to the values that sustain broader communities of learners as well. Students develop skills such as analytical thinking, reflection, critical reading, engaged

discussion, and academic writing. First-Year Seminars engage intellectual curiosity, provoke creative thinking, and consider questions about the individual's place within academic and cultural communities. First-Year Seminars are limited in enrollment. Courses that meet an established definition will be identified by the proposed Core Practices Subcommittee of the Bradley Core Curriculum Committee. Reporting on student participation of this high-impact practice represents a commitment to continuous improvement and will help to foster future development of First-Year Seminars at Bradley University.

*Capstones* - This high-impact practice represents culminating experiences that occur within the major. According to the AAC&U, capstones “require students nearing the end of college to create a project that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio, or an exhibit of artwork.” Diverse senior experiences exist within many academic programs at Bradley. The Core Practice Subcommittee will track student participation in identified capstone courses and will provide reports on the utilization of this high-impact practice. By explicitly valuing this practice at the university level, it is anticipated that structures to support these practices will enhance the ability of individual units to optimize delivery mechanisms to provide support for sharing best practices.

*Experiential Learning* - Integrative Learning tags will be used to report students’ participation in opportunities such as internships, co-ops, practica, service learning, collaborative scholarship, and study abroad. These high-impact practices will provide students with the opportunity to apply their classroom knowledge and skills to new settings. Structured reflective learning will be encouraged as an important component of this practice. It allows students to have a greater understanding of their developing knowledge and skills.

#### **h. Governance: Administration/Approval/Revision Structures**

In order to support the Bradley Core Curriculum, administration and approval procedures need to be implemented. The first part of this section discusses course approval and assessment procedures and this section is followed by proposed changes to the University Senate Committee structure in order to support the Bradley Core Curriculum.

#### **i. Bradley Core Curriculum Course Approvals**

Under the current general education program, the General Education Subcommittee of University Senate is part of the course approval process for all general education courses. Under the Bradley Core Curriculum, it is proposed that this committee would be renamed as the Core Curriculum Committee and the charge of this committee

would essentially remain the same. More details on the proposed charge and population rules are included in the following section.

During the Spring 2014 Semester, members of the General Education Subcommittee spent time reviewing course approval procedures at other institutions and discussed possible modifications to the course approval form used at Bradley. The Subcommittee will continue that work during Fall 2014 in order to have new course approval procedures available during the Spring 2015 Semester. In order to demonstrate alignment with the curricular elements in each Area of Inquiry, all courses will need to be re-reviewed for inclusion in the Bradley Core Curriculum. The course approval forms will be modified to indicate this alignment.

## ii. Bradley Core Curriculum Assessment

Throughout the general education review/revision process, feedback obtained has indicated a desire to focus on general education assessment with the implementation of the new program. In addition to course approvals, the General Education Subcommittee and the University-wide Assessment Team spent time during Fall 2013 discussing general education assessment, and they identified which standing committee would be responsible for the different pieces of general education assessment. The initial recommendations from these committees are included below.

Please note the following regarding these recommendations from November 2013:

- The recommendations included work from Subcommittee 3 regarding operationalizing Core Outcomes. Subcommittee 3 completed this task during Spring 2014. The Steering Committee received their recommendations and they are available on [Sakai](#). The recommendations were shared with the General Education Subcommittee and the University-wide Assessment Team as their work continues during Fall 2014.
- Faculty groups have made recommendations regarding the course population rules based on the work of the Area of Inquiry groups, which took place during Spring 2014. Those recommendations are incorporated into this document.
- A calendar for Academic Program Review was developed in Spring 2014. The General Education Program was included in this schedule for review during the 2020-2021 Academic Year.

*General Education Assessment  
Recommendations from the Assessment Team  
November 21, 2013*

Goal: Develop an ongoing assessment process for the general education program and courses approved to be included in the general education program in order to assess the program on a regular cycle.

Rationale: University community feedback throughout the general education review/revision process has indicated a need to have a regular review of the general education program. The regular review is both in terms of the program as a whole and how the core learning outcomes are being met, but also in terms of how courses have been approved to be a part of the general education program and how often they are reviewed for continued inclusion in the program.

The University-wide Assessment Team makes the following recommendations regarding tasks and roles associated with General Education Assessment. The three University committees currently involved in the process are: The General Education Subcommittee of University Senate (SC1); Subcommittee 3 of the General Education Review/Revision process (SC3); and the University-wide Assessment Team (A Team).

Task	Responsible Committee
Operationalize the Core Learning Outcomes and curricular elements by meeting with faculty interested in teaching in an area of inquiry.	SC3 coordinating with SC1
Discuss and develop policies and procedures regarding how curricular elements and other aspects of the proposed general education program can be modified in the future, after the review/revision process is complete.	SC1
Review C&R submission forms and develop a process for how course approvals will take place and approvals needed throughout the C&R approval system.	SC1
Confirm the course approval process will ensure students have enough courses to take.	SC1
Discuss and develop course population rules. Specifically, how many curricular elements need to be met in order to be approved as a general education program course in an area of inquiry? All elements? 80% of the elements? 51% of the elements?	Faculty groups propose rules to the Steering Committee.
Discuss and develop course embedded assessment policies and procedures regarding how faculty are demonstrating curricular elements are met. How often is assessment data reviewed?	SC1 w/A Team help
Develop and propose a process for ensuring consistency of course content across multiple sections of a course. For example, if a course is proposed and approved to meet specific curricular elements with specific course embedded assessments, how are all faculty teaching sections of this course aware of what was proposed and approved? Is there a common syllabus?	SC1

Ensure all faculty teaching in a given area of inquiry are involved in the course review and approval process. This may be particularly challenging with part-time faculty or pre-tenure faculty.	SC1
Determine how often courses need to demonstrate alignment with the curricular elements. Other institutional examples demonstrate 3 year, 6 year, and 8 year cycles.	SC1
Continue work on University-wide assessments and communicating results back to the University community.	A Team
Specific considerations regarding University-wide assessments: <ul style="list-style-type: none"> <li>● Review current assessment cycle and revise or develop a new cycle based on revised Core Learning Outcomes.</li> <li>● Implement an assessment dashboard, similar to Wichita State, for better communicating goals and results with the University community.</li> </ul>	A Team
Overall reviews of the General Education program will follow the Academic Program Review cycle.	A Team

### iii. University Senate Committees

#### University Senate Committees

The following is to replace the current Faculty Handbook language on the Subcommittee on General Education: V, 3., 6.

#### 6. The Core Curriculum Committee

##### a. The function of the Core Curriculum Committee shall be:

(Revised on xxxxx; click to see old version)

- 1) To evaluate course proposals according to the current Core Curriculum guidelines and forward recommendations to the Committee on Curriculum and Regulations;
- 2) To establish policies for transfer credit of Core Curriculum requirements;
- 3) To engage in ongoing assessment of the Bradley Core Curriculum in collaboration with Area of Inquiry faculty, appropriate departments or divisions, and the University-wide Assessment Team;
- 4) To foster an environment that promotes general education as the unifying foundation of Bradley's diverse intellectual community.

##### b. The Core Curriculum Committee shall consist of the following:

- 1) The Associate Dean of the College of Liberal Arts and Sciences, who shall serve as chair, and who shall administer the Bradley Core Curriculum Program.
- 2) Six faculty members appointed from the full-time faculty of their respective colleges for three-year terms:
  - a) One member from the College of Business;
  - b) One member from the College of Communications and Fine Arts;
  - c) One member from the College of Education and Health Sciences;
  - d) One member from the College of Engineering and Technology;
  - e) Two members from the College of Liberal Arts and Sciences.

These appointments shall be made by the deans, after consultation with the chairpersons or directors of their colleges. The names shall be forwarded to the Executive Committee of the University Senate, which in turn shall either submit the names to the full membership of the University Senate for confirmation as members of the subcommittee or return any or all of the names to the deans with the request that (an)other faculty member(s) be recommended for confirmation.

- 3) Three full-time faculty members of the University appointed to staggered three-year terms by the Provost and Vice President for Academic Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.
- 4) One student appointed each year by the Student Senate who shall serve a one-year term and whose name shall be submitted to the full membership of the University Senate for confirmation.
- 5) Vacancies on the subcommittee may be filled by ad-hoc appointment by the person or body who forwarded the name for Senate confirmation. The appointment shall be for the remainder of the vacated term and shall be subject to the procedures stated above for submission of names to the Executive Committee of the University Senate and confirmation by the full membership of the University Senate.

c. The Subcommittee on Core Practices

- 1) The function of the Core Practices Subcommittee shall be:
  - a) To evaluate course and other proposals according to the current Core Practice guidelines and forward recommendations to the Core Curriculum Committee;
  - b) To establish policies for transfer credit of Core Practice requirements;
  - c) To facilitate ongoing assessment of the Core Practices in collaboration with the appropriate departments or divisions and the Core Curriculum Committee;

- d) To foster an environment that promotes the use of Bradley Core Practices and other forms of student engagement to enrich and support Bradley's diverse intellectual community.
- 2) The Core Practices Subcommittee shall report directly to the Core Curriculum Committee and shall consist of the following:
  - a) The Associate Dean of the College of Liberal Arts and Sciences, who shall serve as chair
  - b) Three ex officio members:
    - 1)) Director of Institutional Improvement
    - 2)) Registrar
    - 3)) Library Director
  - c) Five faculty members appointed from the full-time faculty of their respective colleges for three-year terms:
    - 1)) One member from the College of Business;
    - 2)) One member from the College of Communications and Fine Arts;
    - 3)) One member from the College of Education and Health Sciences;
    - 4)) One member from the College of Engineering and Technology;
    - 5)) One member from the College of Liberal Arts and Sciences.

These appointments shall be made by the deans, after consultation with the chairpersons or directors of their colleges. The names shall be forwarded to the Executive Committee of the University Senate, which in turn shall either submit the names to the full membership of the University Senate for confirmation as members of the subcommittee or return any or all of the names to the deans with the request that (an)other faculty member(s) be recommended for confirmation.
  - d) Three full-time faculty members of the University appointed to staggered three-year terms by the Provost and Vice President for Academic Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.
  - e) Four full-time staff members of the University appointed to staggered three-year terms by the Vice President for Student Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.
  - f) One student appointed each year by the Student Senate who shall serve a one-year term and whose name shall be submitted to the full membership of the University Senate for confirmation.

- g) Vacancies on the subcommittee may be filled by ad-hoc appointment by the person or body who forwarded the name for Senate confirmation. The appointment shall be for the remainder of the vacated term and shall be subject to the procedures stated above for submission of names to the Executive Committee of the University Senate and confirmation by the full membership of the University Senate.

#### i. Bradley Core Curriculum General Policies

The General Policies of the Bradley Core Curriculum adapt existing policies and codify existing practices. ([Current general education policies](#) may be found in section III above)

- To be approved for an Area of Inquiry, a Bradley University course shall typically be three credit hours. A course may be approved for more than one Area of Inquiry, but it can be used by the student to satisfy only one Area of Inquiry.
- A course approved to satisfy an Area of Inquiry and/or carry Core Practices tags may also be used to satisfy college and/or major/minor requirements.
- With some exceptions, a course approved to satisfy an Area of Inquiry may also carry Core Practices tags. Courses approved for an Area of Inquiry may not also carry the tag of a cognate Core Practice, e.g., courses satisfying the Communication writing requirement cannot also carry the writing intensive tag, courses satisfying the Multidisciplinary Integration requirement cannot also carry the Integrative Learning tag.
- Approved **Advanced Placement (AP), International Baccalaureate (IB) and College-Level Examination Program (CLEP)** examinations may be used to meet Area of Inquiry requirements.
- **Transfer students** who have earned at least two semester hours of approved coursework in an Area of Inquiry are considered to have satisfied completion of one course in the Area of Inquiry. This policy is limited to students who transfer from an institution using the quartile system.
- ~~Bradley University participates in the [Illinois Articulation Initiative \(IAI\)](#). Transfer students from participating IAI institutions who have completed the IAI model general education curriculum prior to matriculating at Bradley will be granted credit for the all Bradley Core Curriculum requirements except for the Multidisciplinary Integration Area of Inquiry and the Core Practices. Students may be granted credit for those requirements on a one-on-one articulation for courses or experiences completed at their previous institutions.~~

**Comment [GJ1]:** Move, first, to strike the paragraph on p. 28 concerning the IAI from the motion on the floor and second, to refer that paragraph to the Curriculum and Regulations Committee for further study and subsequent recommendation to the Senate. 2<sup>nd</sup>; Amendment approved.

- **Readmitted students** will not receive transfer general education credit for the 300-level writing requirement unless the course was taken at the 300-level. Readmitted students who attended Bradley University prior to the fall of 2015 may be required to satisfy the current Bradley Core Curriculum requirements. The college dean of the student's major makes the decision.
- **Additional major or college-specific guidelines or policies** may apply. Consult college and program requirements in the undergraduate catalog for more information.
- No more than two courses with the same subject prefix can be used to satisfy Area of Inquiry requirements in the Bradley Core Curriculum. This rule does not include the Communications Area of Inquiry.

#### j. Bradley Core Curriculum Internal Policies

**1. Course Syllabi.** Instructors of general education courses are asked to help students understand how general education courses fit into their education as a whole. Students may not understand that many of the skills that employers value – effective communication, teamwork, flexible thinking, social understanding and more – are developed and refined in general education courses. In order to help student make these connections, faculty are asked to add the following to Bradley Core Curriculum course syllabi:

- A statement that the course is part of the Bradley Core Curriculum, and the category with which it is aligned;
- List the overall Core Outcomes and Area of Inquiry Curricular Elements that the course supports; and
- The link to the Bradley Core Curriculum program website.

Syllabi should be available no later than the first day of class.

**2. Course Format.** Faculty members are encouraged to use online tools and sustainable tools when making their syllabi available to students.

**3. IAI Articulation.** IAI and other transfer courses may be accepted for BCC credit without requiring an identified BU course equivalent. In the spirit of maintaining a transfer-friendly environment, IAI and other transfer courses that do not meet the course population rules for inclusion in a particular Area of Inquiry may be approved for credit on that Area of Inquiry if the Core Curriculum Committee deems it appropriate.

**4. Transfer Articulation.** The Core Curriculum Committee will periodically review transfer articulations and transfer policies to ensure the appropriate balance between transfer friendliness and integrity of the Bradley Core Curriculum. Case-by-case transfer course articulations will be determined by the Chair of the Core Curriculum

Committee. Ongoing program review of the Core Curriculum will include data on transfer approvals and analysis of current transfer policies.

12/3/2014

## II. Bradley Core Curriculum Implementation Procedures

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

## 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 coursesMarketing 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
<b>Fall 2016:</b>	<b>Implementation for all incoming students</b>

### *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:

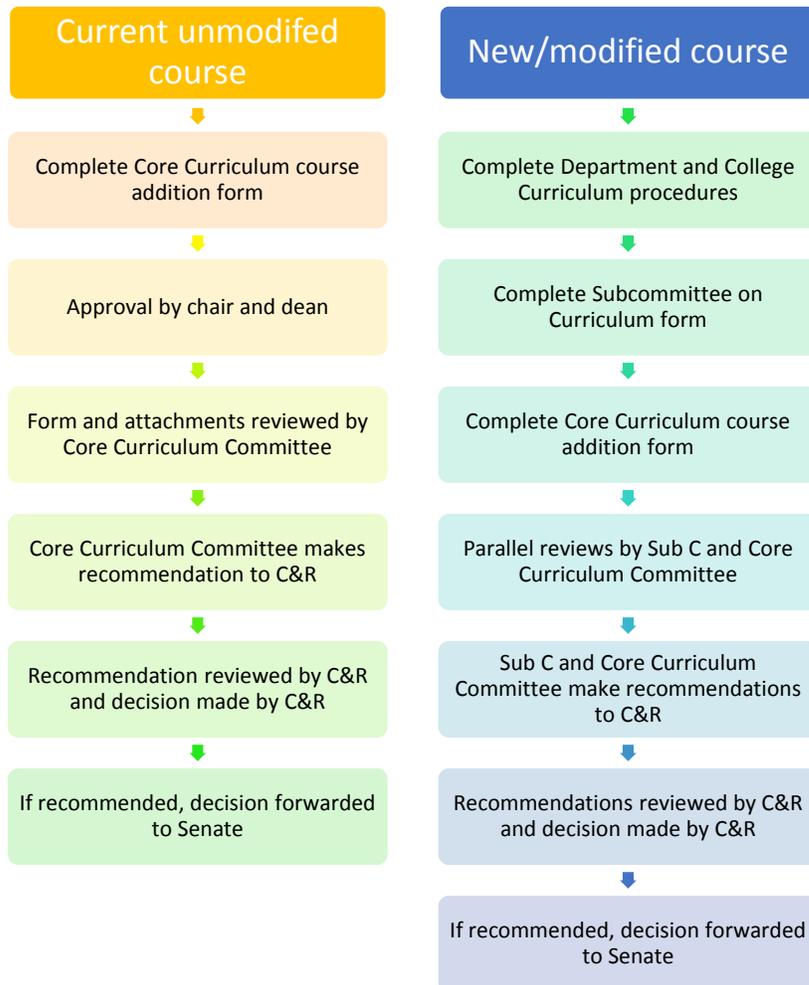
- Fall 2016: CM, FA, HU, GP
- Spring 2017: NS, SB, MI, QR

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.

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.)
2. Upload as a supplemental document a master syllabus for the course that all instructors will be using.
3. Indicate how the curricular elements will be addressed in the course and describe the associated assessment activities in the table below.

<b>Curricular Elements</b>	<b>How they are addressed</b>	<b>Assessment Plans</b>