

BRADLEY UNIVERSITY SENATE

AGENDA

THIRD REGULAR MEETING OF THE 2003-2004 SENATE

3:10 P.M. NOVEMBER 20, 2003

STUDENT CENTER BALLROOM C

- I. Call to order
- II. Announcements
- III. Approval of Minutes
 - A. Second regular meeting of the 2003-2004 Senate, October 16, 2003 ([p. 2](#))
- IV. Call for Items to be added to the Agenda
- V. Reports from Administrators
 - A. President Broski
 - B. Provost Liberty
 - C. Vice President Engelbrecht
- VI. Reports from Standing Committees
 - A. Curriculum & Regulations
 1. Executive Committee of the Graduate School ([p. 6](#))
 - a. Course Addition: SCI 501
 - b. Program Addition: Clinical Doctorate in Physical Therapy ([p. 7](#))
 - c. Program Deletion: Master of Physical Therapy
 - d. Policy Proposal for Implementing Post-Baccalaureate Certificate Programs ([p. 22](#))
 2. Subcommittee on Academic Regulations & Degree Requirements ([p. 30](#))
 - B. Contractual Arrangements
 1. Policy on Conflict of Commitment & Conflict of Interest ([p. 34](#))
- VII. Reports from Ad Hoc Committees
- VIII. Unfinished Business
- IX. New Business
 - A. Ratifications of Appointments to Standing Committees
 1. General Education Subcommittee
- X. Other Business
 - Report from Student Senators
- XI. Adjournment

BRADLEY UNIVERSITY SENATE 2003-2004
MINUTES
SECOND REGULAR MEETING, OCTOBER 16, 2003

I. CALL TO ORDER

The meeting was called to order in the Marty Theater at 3:12 PM.

II. ANNOUNCEMENTS

There were no announcements.

III. APPROVAL OF MINUTES

Corrections to the minutes of the September 18 Meeting:

A. Correction to the Provost's Report:

Replace second sentence with the following: One of the purposes of this emphasis is to increase student engagement in the learning process.

Replace the fourth sentence with the following:

As part of its institutional assessment process Bradley is now participating in the National Survey of Student Engagement.

B. Correction to Last Sentence of Report from Administrators

In the following discussion, concerns were expressed about the fact that the contractual arrangements committee had not been consulted or given an opportunity to participate in the decision, as would appear to be called for by the principle of shared governance. Gary Anna said the details of the matter should be discussed between the administration and the Contractual Arrangements Committee. Zeev Gorin and others stated that it was a matter for the whole Senate and that the Senate should take up the issue at a later time.

Alan Galsky made the motion to approve the amended minutes. Richard Johnson seconded the motion. The motion was approved.

IV. CALL FOR ITEMS TO BE ADDED TO THE AGENDA

No items were added to the agenda.

V. REPORTS FROM ADMINISTRATORS

President Broski talked about the recent tragic death of a Bradley student and asked Alan Galsky to address some issues related to this event.

Alan Galsky discussed the tragic loss of Bradley student Robert Schmalz. He reported that he had met with the family and that the family was impressed with the response of the Bradley community. He stated there were two major issues related to this event. One was the misuse and abuse of alcohol on college campuses. He said that he was proud of Bradley's alcohol education program but no school was immune to tragedies of this kind. He expressed the belief that Bradley could become a model of alcohol education. The other issue was the Calling Out process. He stated that two committees were looking into the Calling Out ritual. The first was the University Alcohol Policy Review Committee which was to report back with changes to Calling Out as well as changes to alcohol education programs. The second was an ad hoc committee created to explore the Calling Out ritual.

Provost Liberty gave more details relating to the National Survey of Student Engagement. He reported on who administers the survey, who was surveyed at Bradley and the response rate for the survey. He also gave the web site for the survey

(www.iub.edu/~nssee) which gives the technical details of the survey including its methodology and validity. He stated that in the future the data from the survey could be broken down by college and that the raw data from the survey could possibly be made available.

Vice Provost Englebrecht stated that the first contact with Bradley for many potential students is the website. He requested help from departments in providing more information for their websites. He reported that a new publication describing research at Bradley was being put together and requested information on research be provided for this publication. He also reported that donations were up compared to the last couple of years. Lastly, the annual Bradley for Bradley Campaign was in progress and was being done in conjunction with the United Way.

VI. NEW BUSINESS

A. Curriculum & Regulations

1. Subcommittee on Curriculum

Program modification: Biology

The motion to approve the program modification was made by Claire Etaugh and seconded by Sam Fan. Sam Fan explained the rationale behind the modification. The motion was approved.

Program Addition: Chemistry—Business

The motion to approve the program addition was made by Dennis Beck and seconded by Claire Etaugh. Brad Andersh talked about the details of the program. Bernie Goitein asked if the appropriate people in the College of Business were contacted about the program. Brad Andersh replied that a letter of support was received from the College of Business. The motion was approved.

Course Addition (CHM), Course Deletion (SOC), Course Modification (EGT)

2. Executive Committee of the Graduate School

Course additions: ATG 605, MTG 688, ETE 655; Course modification: IB 656

3. General Education Subcommittee: Course Additions to General Education Categories

Science and Technology Category
Non-Western Civilization Category
Cultural Diversity Sub-Category

The motion to approve the course additions was made by Claire Etaugh and seconded by Rich Johnson. The motion was approved.

B. Contractual Arrangements

1. Policy on Asynchronous On-line Education

The motion to approve the policy was made by Bob Wolffe. No second was necessary as the motion was put forward by the Contractual Arrangements Committee, a subcommittee of the Senate. Joe Felder asked about the issue of faculty retaining property rights to their course if major resource from Bradley were used. Bob Wolffe responded that the sentence addressing this issue should have been removed. Joe Felder was also concerned about the ability of Bradley to use a faculty member's course after the faculty member leaves Bradley. Bob Wolffe stated that the course goes with the faculty member except in those cases that are covered by the Intellectual Property policy. The motion was approved.

2. Policy on Conflict of Commitment & Conflict of Interest

Bob Wolffe presented in detail the numerous changes made to the policy since the September Senate meeting. These changes were made after consultation with AAUP and other individuals. After his remarks, an extended discussion of the

policy ensued. Provost Liberty discussed the balance between the prospective vs. retrospective nature of the disclosure form. A question was asked about which businesses Bradley did business with. Bob Wolffe responded that a list would be provided by the Bradley business office. A concern was expressed about status of passive investments under the new policy. A question was asked about the procedure for filling out the new disclosure form. Two comments were made about harmonizing the Conflict of Commitment & Conflict of Interest Policy with the Intellectual Property Policy. It was felt that the two policies should be put forward together. Bob Wolffe responded that the Contractual Arrangements Committee had discussed this but felt the two policies could be brought forward separately and still be consistent. A question was asked about the status of Continuing Education, Professional Development courses and other activities in Bradley Centers. Bob Wolffe responded these activities were covered by the 40 day policy. Joe Felder had two concerns. He questioned the consistency of the policy for resolving conflicts. He was also concerned with the proliferation of different grievance procedures and he would like to see a uniform grievance process. Ed Bond then made the following motion: Whereas the University Contractual arrangements Committee has shown a high level of openness to faculty input on the proposed conflict of Commitment & Conflict of Interest Policy and whereas the resulting dialogue is generating ongoing improvements to the proposed policies, I move that the Senate continue discussion of the proposed Conflict of Commitment & Conflict of Interest Policy through the November meeting of the University Senate without bringing the proposed policy to a vote at that meeting. The motion was seconded by Rick Stalling. The motion was approved.

VI. REPORTS FROM AD HOC COMMITTEES

There were no reports.

VII. UNFINISHED BUSINESS

There was no unfinished business.

VIII. NEW BUSINESS

A. Ratification of Appointments to Standing Committees

i. General Education Subcommittee

The information for this section could not be located and so this business was delayed until the next Senate meeting.

X. OTHER BUSINESS

Student Senator Steve Thompson gave the following report:

1. Introduced new assistant student representatives: Mike Polinsky and Nevena Milanovic.
2. Senate passed a Resolution to fight Virus Attacks (includes campaign, requires antivirus software on dorm computers and provides for fines for student violators).
3. Student dorm security staff now carry cell phones during rounds in case of an immediate emergency.
4. Dr. Jackie Hogan and Mrs. Linda Strasma were elected faculty advisors for Student Senate.
5. We are currently tabulating results from a survey about the quality of facilities in Haussler Hall.
6. Academic Affairs Committee is inquiring about the fairness of J-term finals occurring on Dr. Martin Luther King Jr. Day.
7. Student Senate staffs a table in the Student Center Monday through Friday from 12-2PM.
8. The All-School Treasurer and I will attend the National Conference on Ethics in America at the U.S. Military Academy at West Point during the first week of November. I would be happy to give a brief presentation to the University Senate if this would please the officers.

XI. ADJOURNMENT

The time of adjournment was 4:50.

Respectfully submitted,

Kevin M. O'Brien, University Senate Secretary

Second Meeting of the 2003-2004 University Senate Attendance October 16, 2003

Faculty (Please Initial)

Ahn, In Soo		Gehring, Janet	<i>JG</i>	O'Brien, Kevin	<i>KO</i>
Andersh, Brad	<i>BA</i>	Goitcin, Bernic	<i>BG</i>	Podlasek, Robert	<i>AP</i>
Arzamer, Fran	<i>FA</i>	Gorin, Zev	<i>Z.G.</i>	Prasad, Vinod	
Beck, Dennis	<i>DB</i>	Greene, Mike	<i>MG</i>	Rasmussen, Elisa	
Bond, Ed	<i>EB</i>	Haverhals, John	<i>JH</i>	Schmidt, Roy	
Brown, George		Heinemann, Stephen	<i>SH</i>	Sconduto, Leslie	<i>LS</i>
Choi, Chang-Ok	<i>CC</i>	Helenek, Henry		Skaggs, Jobie	<i>JS</i>
Cluskey, Molly	<i>MC</i>	Hill, Donna	<i>DH</i>	Stalling, Richard	<i>RS</i>
Craig, Martha		Kimberlin, Kevin		Sloan-Huscr, Mindy	<i>MS</i>
Dannehl, Charles	<i>CD</i>	Krishnamoorthi, K.		Uskov, Vladimir	<i>OV</i>
Dare, Olatunji	<i>OD</i>	Lawrence, B. J.	<i>BJL</i>	Walters, Kerry	<i>KW</i>
Fan, Sam	<i>SF</i>	Mao, Kristina		Webster, Allen	<i>AW</i>
Felder, Joe	<i>FF</i>	Mays, Mary Jo	<i>MM</i>	Wilcox, William	
Flannigan, Peggy	<i>PF</i>	McAsey, Mike	<i>MM</i>	Will, Gary	<i>GW</i>
Fowler-Salamini, Heather	<i>HS</i>	Melita, Paul		Wolfe, Robert	<i>RW</i>
Fuzzsle, Bob		Morris, Marty	<i>MM</i>	Worthington, Marjorie	<i>MW</i>

Ex-Officio (Please Initial)

Anna, Gary	<i>GA</i>	Huberman, Jeffrey	<i>JH</i>
Aspin, Larry	<i>LA</i>	Johnson, Richard	<i>RJ</i>
Baer, Robert		Roberson, Nikie	<i>NR</i>
Beaty, Kathie	<i>KB</i>	Liberty, Stan	<i>SL</i>
Broski, David	<i>DB</i>	Perry, Sandra	<i>SP</i>
Engelbrecht, William	<i>WE</i>	Sattler, Joan	<i>JS</i>
Etaugh, Claire	<i>CE</i>	Stutz, Conley	
Galik, Barbara	<i>GB</i>	Winn, William	<i>WW</i>
Galsky, Alan	<i>GA</i>		

Students (Please Initial)

Michael Polisky
Rebecca Aikenovic

Myers, Andrew	<i>AM</i>	Thompson, Steve	<i>ST</i>
Guyon, Carl	<i>CG</i>	Cavanah, Scott	

BRADLEY

UNIVERSITY

November 5, 2003

To: University Senate



From: Conley Stutz, Interim Dean of the Graduate School
Executive Committee of the Graduate Faculty

The Executive Committee of the Graduate Faculty and the Curriculum and Regulations Committee has reviewed and approved the following curriculum changes and respectfully requests the approval of the University Senate:

Course Addition:

SCI501 Topics in Investigative Science for Educators 3 hrs.
Laboratory-based biological & physical science. Content developed along interdisciplinary themes. Course taught in an inquiry/investigative format, and include application to Pre K-12 classroom settings. Course may be repeated under different topic.

Program Addition:

Doctor of Physical Therapy Program (as per departmental curriculum package)

Program Deletion:

Master of Physical Therapy Program (as per departmental curriculum package)

Policy Proposal:

A proposal for instituting a policy for implementing post-baccalaureate certificate programs at Bradley University.

THE GRADUATE SCHOOL

1501 WEST BRADLEY AVENUE • PEORIA, ILLINOIS 61625-0121 • (309) 677-1375 • FAX (309) 677-3343

www.bradley.edu/grad • E-MAIL: bsgrad@bradley.edu

September 23, 2003

Graduate Executive Committee and
University Curriculum and Regulations Committee
Bradley University

Dear Committee Members:

We are proposing to begin a Doctor of Physical Therapy (DPT) degree program and phase out the current Master of Physical Therapy program. Although we originally were seeking a summer 2004 start date, we find we have an extra step with North Central Accreditation. This makes timing difficult to predict. Thus we have decided to seek a summer 2005 start date. This would allow for time to advertise the new program.

The Department of Physical Therapy and Health Science became aware, early in the Master of Physical Therapy degree program that we were barely meeting the standards set forth by the Commission on Accreditation in Physical Therapy. New standards are coming forth, next year. The preview suggests we would not be in compliance due to needing more depth and more experiences during the formal education than the Master's degree currently permits.

Also, because the students in our Health Science program are able to find a number of DPT programs in the nearby area, four in Illinois (University of Illinois, Northwestern, Herman Finch School of Physical Therapy, and Midwestern University, 2003), one in Missouri – Washington University, two in Indiana – Indianapolis University and University of Indiana, two in Wisconsin – Concordia and Marquette, and two in Michigan – Andrews University and University of Michigan in Flint, we lost four of seven students from the Health Science major to DPT programs, because they were offering the DPT. All in all 76 of 210 programs in physical therapy offer the DPT degree. Five institutions are developing new DPT programs and approximately 70 others are somewhere in the process of obtaining approval to propose a DPT curriculum. All of our most immediate competitors are at the DPT level. In 2006 the number of DPT graduates is projected to be 3,602 and the number of Master graduates is projected to be 2,739.

The Department has proposed a tuition plan to administration for financial coverage of requests we are making for additional resources. Keep in mind the resources currently being used in the Master of Physical Therapy (MPT) program would go to the DPT as the MPT is being phased out. The resources we are seeking are two additional faculty, an additional \$10,000 in operating expenses, and one time start-up funds, which would include such items as a laptop computer and initial research equipment if appropriate for either or both of the new faculty. We would phase in the faculty. The first year we would begin advertising for one faculty member to begin in year two of the DPT program. We would begin advertising in year two for the second faculty member to begin year three of the program.

It is extremely important that action be taken on the DPT before considering action on the MPT. If for any reason the DPT is not passed, we will continue to offer the MPT rather than phase it out.

Sincerely,
Mary Jo Mays, PhD, PT
Chair and Associate Professor
Department of Physical Therapy and Health Science

Request for Authorization to Offer the Doctor of Physical Therapy at Bradley University

1a). Rationale

Discussions among the Department of Physical Therapy faculty regarding a move to the clinical Doctorate of Physical Therapy originated in the summer of 2001. The decision to transition from the entry-level Masters degree in physical therapy (MPT) to the entry-level clinical doctorate degree in physical therapy (DPT) is primarily based on a critical review of the curriculum. Other factors that weighed significantly in this decision were the American Physical Therapy Association Vision 2020; legislative efforts to study direct access to physical therapists nationally by Medicare patients, and by all patients in Illinois; a majority of national physical therapy educational programs moving to the DPT; as well as increasing number of inquiries regarding the DPT at Bradley University from prospective students.

The Clinical Doctorate at Bradley University

From a traditional perspective, Bradley University has primarily been regarded as an educational institution with an emphasis in undergraduate education. For this reason, prior to the initiation of a post-baccalaureate degree in physical therapy (the MPT), the baccalaureate in Health Science was developed to serve as an academic bridge between undergraduate and graduate education in physical therapy. This is another reason that efforts to transition to the DPT at Bradley University has not occurred until now. To date, 30 of the 43 MPT students enrolled since the inception of the program are graduates of the Health Science program. A transition to the DPT should increase the interest in the Health Science program and is seen as enhancing undergraduate education opportunities rather than detracting from Bradley University's commitment to undergraduate education.

Although Bradley University's emphasis is in the area of undergraduate education, recent University initiatives to strengthen post-graduate education are apparent. Present evaluation of the structure, function, and role of the Graduate School; appointment of a University task force to explore postgraduate education; Bradley University's role in the development and evolution of Peoria Next; and ongoing refinement of the University's mission; all create an atmosphere conducive to the growth of post-baccalaureate physical therapy education on campus.

The Clinical Doctorate Degree

The DPT is a clinical doctorate, not an academic doctorate. The first DPT program was instituted at Creighton University in 1993, and since this time more than 67 programs have been accredited at the DPT level. The DPT is also considered a first-professional degree. In order to award the first-professional degree, a program must meet certain criteria. These criteria consist of: 1) completion of the academic requirements to begin practice in the profession; 2) at least two years of college work prior to entering the program; and 3) a total of at least six academic years of college work to complete the degree program (including prior required college work plus the length of the professional program itself).

Examples of other first-professional degrees that are awarded include: Chiropractic, Dentistry, Law, Medicine, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Veterinary Medicine, and Theology.

The DPT is a terminal clinical degree, not a terminal academic degree. Typical terminal academic degree programs consist of very small faculty to student ratios with a limited number of students

enrolled in the academic program at any one time. The clinical doctorate differs from the academic doctorate in that class sizes and student to faculty ratios do not differ from present class sizes at the Masters level.

The Professional Environment

The physical therapy education community is embracing the move to the clinical doctorate. At the national level, of the approximate 226 physical therapy educational programs, 67 programs are presently accredited at the DPT level with another 85 programs making substantial investments of time and effort to change their degree to the DPT. In the state of Illinois, including Bradley University, there are seven physical therapy educational programs. At present, three programs (University of Illinois-Chicago, Northwestern University, Chicago Medical School) are accredited at the DPT level, one program (Midwestern University) will admit their first DPT class in June 2003, and the other two programs (Northern Illinois University, Governors State) are in the state of transition. Bradley University is well positioned in the environment to make this transition. Most regional competitors currently offering the DPT have a smaller percentage of doctorate-prepared faculty than does the physical therapy program at Bradley University.

Frequently Asked Questions as well as a list of programs presently accredited at the DPT level can be accessed under the "Education" link on the American Physical Therapy Association website at <http://www.apta.org>.

Curriculum Objectives

The goals of the Department of Physical Therapy are to provide students with relevant and appropriate learning experiences, which are guided and facilitated by high quality instruction. The objectives of the Doctor of Physical Therapy curriculum are to develop a graduate general practitioner who will:

1. provide safe and effective patient care.
2. be effective in oral and written communications, social orientation, etc.
3. effectively utilize the basic knowledge of people – their characteristics, behavior, social orientation, etc. –when evaluating and treating; when designing home programs; and when consulting.
4. develop teaching abilities.
5. know basic concepts of administration, education , consultation, and research.
6. work together with other health professionals and staff and refer and delegate work appropriately.
7. synthesize administrative methods to provide valued, efficient health care.
8. integrate research principles and findings to improve the quality of health care.
9. further develop skills and knowledge through formal and informal educational processes.
10. understand the value of participating in both the professional community and the residence community.

Mission

The mission of the College of Education and Health Sciences is to prepare professionals who are uniquely qualified for the useful and productive service that promotes the intelligent use of human resources and fosters individual development across the lifespan. The mission of the Department of Physical Therapy includes preparing general practitioner physical therapist professionals who are

qualified to meet the challenges in health care. The DPT expands the requisite didactic and psychomotor preparation of the student to satisfy the mission of the College and of the Department.

1b). Suggested Program Outline

The initial degree conferred in physical therapy at Bradley University was the baccalaureate degree (BSPT). The baccalaureate degree was awarded from 1994 to 2001 and consisted of a total of 150-155 credit hours.

Due to a mandate from the physical therapy education accrediting body, all degrees conferred in physical therapy after 2002 were required at the post-baccalaureate level. Bradley University, therefore, instituted the Masters degree (MPT) in 2000 and graduated the first class in 2002. MPT students were required to complete an undergraduate degree prior to admission to the MPT program. At that time, the baccalaureate degree with a Health Science Major was instituted as an undergraduate track to the MPT program. The BS program covers four years for a total of 132 credit hours. The MPT program consists of 65 credit hours over 27 months.

The proposed DPT course of study reflects the direction required to be taken to provide the graduate with those didactic, laboratory, and clinical education experiences necessary for a first-professional degree. This proposed course of study provides additional academic rigor inherent to the clinical doctorate degree. The proposed DPT curricula covers three years for a total of 105 credit hours (Appendix A). For a comparison between the MPT and DPT curricula, see Appendix B.

Plan for Implementation

Discussions regarding Departmental efforts in formulating a DPT curriculum have been shared with the Department's Curriculum Committee, the Department's Clinical Educators Consortium, the Department's Regional Advisory Board, the Dean of the College of Education and Health Sciences, the Vice-President for Business Affairs, the Provost, and the President of the University.

Curricular content, credit hours, financial implications for the student and resource issues for the Department have been discussed in the Department. The current proposed course of study has been developed and approved by the Department faculty. The Department plans to submit curricular changes reflecting the move to the DPT to the College of Education and Health Sciences Curriculum and Regulations Committee in spring semester of 2003. Appropriate approvals at the College and University levels will be sought in the fall of 2003. Subsequent to University approval, efforts will then be undertaken to seek approval by the regional accrediting body (North Central Association of Colleges and Schools). If the above timetables can be met, the Department of Physical Therapy and Health Science will cease to offer the MPT after the graduating class of 2006 and institute the DPT in the summer of 2005. The first class graduating with a DPT will be in May of 2008. Due to this time frame of implementation, there will not be a graduating class in 2007. University personnel as well as the Department's Regional Advisory Board have been informed that there will be no graduating class in 2007. This is seen to neither impact Department and University resources, nor regional employer's demand for graduating students.

1c). Additional College Resources

All resources utilized in the MPT program will be utilized in the DPT program. As additional courses will be offered, and as DPT faculty also teach in the undergraduate health science program, additional resources to implement the DPT will be sought. Specifically, two additional full time faculty positions will be sought along with \$10,000 for operating expenses and initial, one-time start-up funds. With these additional resources and a class size of 20 students, the income from the DPT will offset expenses for the program. Discussions regarding these additional resources are taking place between the appropriate administrative parties.

1d). New Resources from Supporting Services

Personnel from Computing Services, Instructional Technology and Production Services, and the Cullom-Davis Library have been contacted. Letters of support are found in Appendix C.

2. Duplications, Overlap, and Impact on Other Departments

The only other department impacted on campus by the DPT will be the Department of Biology. A course presently taught in the MPT will be restructured in the DPT course of study. This minor change has been communicated with the Chair of the Biology Department and the involved faculty member. Appendix D contains a letter of support from the Chair of the Biology Department.

3. Admission/Graduation Requirements

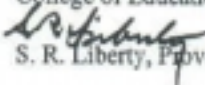
The estimated enrollment for the DPT is expected to be 20 students per class. In 2005, projected program enrollment will be 20 students. In 2006, projected program enrollment will be 40 students. In 2007, and thereafter, projected program enrollment will be 60 students annually. Admission requirements can be found in Appendix E. Graduating students will have completed the course of study as outlined in Appendix A.

4. Course Addition Forms

Course deletion forms for the MPT and course addition forms for the DPT are included with this request.

BRADLEY
UNIVERSITY

TO: Joan Sattler, Dean
College of Education and Health Sciences

FROM: 
S. R. Liberty, Provost and Vice President for Academic Affairs

DATE: September 25, 2003

RE: Financial Analysis of DPT Proposal

Thank you for providing me with the opportunity to review the proposal for a Doctorate of Physical Therapy (DPT) program at Bradley University that has been developed by your colleagues in the Department of Physical Therapy and Health Science. I realize that the proposed program is not a Ph.D. program but a professional, clinical degree program. I also understand that the profession itself is demanding higher academic credentials, and in the very near future the DPT will be the prevailing degree in this profession. Clearly this presents a serious challenge for your department and the motivation for the proposal.

As the proposal proceeds through our curricula approval process, I am sure it will generate several questions about market viability and expected financial performance. Consequently I wanted to provide some information to be included with the proposal regarding financial analysis. I asked our business office to provide a financial analysis of both the current Health Science/MPT programs and the proposed Health Science/DPT program configuration. The analysis of the current program configuration indicates positive net revenues over expenses although the MPT program by itself is not breaking even and both programs are requiring high tuition discounting.

Assuming that the current health sciences enrollment can be maintained, that the current health science tuition discounting continues, and assuming that 20 to 24 students can be recruited into the proposed DPT program at an average tuition discount of 25%, the proposed program configuration will generate positive net revenues over expenses as will the DPT program by itself. This analysis assumes an additional expense of two new faculty members to be added over a three-year period of time.

SRL:lv

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

1591 WEST BRADLEY AVENUE • PEORIA, ILLINOIS 61625-0209 • (309) 677-3152 • FAX (309) 677-3952

Appendix A

Proposed DPT Course of Study

Summer I

PT 612	Functional Anatomy I (Five Weeks)	2 hours
PT 614	Gross Anatomy I (Five Weeks)	2 hours
PT 616	Research I (Five Weeks)	1 hour
PT 622	Functional Anatomy II (Five Weeks)	2 hours
PT 624	Gross Anatomy II (Five Weeks)	<u>2 hours</u>
		9 hours
PT 615	Independent Study (Optional)	<u>1-6 hours</u>

Fall I

PT 630	Foundations of Physical Therapy	4 hours
PT 636	Musculoskeletal Physical Therapy I	4 hours
PT 640	Clinical Science I	3 hours
PT 646	Research II	<u>2 hours</u>
		13 hours

January Interim I

PT 650	Clinical Education I	3 hours
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Spring I

PT 662	Neurological Physical Therapy I	4 hours
PT 666	Research III	3 hours
PT 670	Human Development Throughout the Lifespan	3 hours
PT 680	Clinical Science II	<u>2 hours</u>
		12 hours

Summer II

PT 700	Musculoskeletal Physical Therapy II (Eight Weeks)	4 hours
PT 710	Clinical Education II (Five Weeks)	<u>8 hours</u>
		12 hours

Fall II

PT 710	Clinical Education II (Continuation - Three Weeks)	
PT 716	Research IV (Thirteen Weeks)	1 hour
PT 720	Teaching and Learning Applications (Thirteen Weeks)	3 hours
PT 730	Neurological Physical Therapy II (Thirteen Weeks)	4 hours
PT 740	Clinical Science III (Thirteen Weeks)	<u>2 hours</u>
		10 hours

Spring II

PT 750	Physical Therapy Administration and Management	4 hours
PT 766	Research V	1 hour
PT 770	Applied Exercise Principles	3 hours
PT 780	Clinical Science IV (Eight Weeks)	2 hours
PT 790	Cardiovascular/Pulmonary/Integumentary Physical Therapy (Eight Weeks)	<u>2 hours</u> 12 hours

Summer III

PT 800	Clinical Education III (Ten Weeks)	8 hours
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Fall III

PT 810	Health and Wellness	3 hours
PT 820	Professional Issues in Physical Therapy	3 hours
PT 830	Physical Therapy Differential Diagnosis	<u>4 hours</u> 10 hours

Spring III

PT 850	Clinical Education IV (Eight Weeks)	8 hours
PT 860	Clinical Education V (Eight Weeks)	<u>8 hours</u> 16 hours

Total 105 required hours

Appendix B

Graduate Program of Study in Physical Therapy

Current MPT

PT 506 Functional Anatomy
 PT 508 Gross Anatomy
 PT 512 Patient Problems & Procedures I:
 Physical Therapy Techniques
 PT 516 Research in Physical Therapy
 PT 520 Patient Problems & Procedures II:
 Neuroanatomy & Neurophysiology
 PT 530 Clinical Education
 PT 542 Patient Problems & Procedures III:
 Neurorehabilitation
 PT 546 Physical Therapy Administration
 PT 554 Research Projects I
 PT 558 Professional Issues
 PT 600 Research Project II
 PT 602 Patient Problems & Procedures IV:
 Orthopaedics
 PT 604 Patient Problems & Procedures V:
 Cardiopulmonary
 PT 610 Clinical Education II
 PT 615 Independent Study
 PT 620 Clinical Education III
 PT 635 Elective: Sports PT
 PT 637 Elective: Women's Health/Aquatics
 PT 644 Physical Therapy Differential Diagnosis
 PT 648 Clinical Education IV
 PT 660 Clinical Education V

Total Hours: 65 credit hours

Proposed DPT

PT 612 Functional Anatomy I
 PT 614 Gross Anatomy I
 PT 615 Independent Study (Optional)
 PT 616 Research I
 PT 622 Functional Anatomy II
 PT 624 Gross Anatomy II
 PT 630 Physical Therapy Foundations
 PT 636 Musculoskeletal Physical Therapy I
 PT 640 Clinical Science I
 PT 646 Research II
 PT 650 Clinical Education I
 PT 662 Neurological Physical Therapy I
 PT 666 Research III
 PT 670 Human Development Throughout the
 Lifespan
 PT 680 Clinical Science II
 PT 700 Musculoskeletal Physical Therapy II
 PT 710 Clinical Education II
 PT 716 Research IV
 PT 720 Teaching & Learning Applications
 PT 730 Neurological Physical Therapy II
 PT 740 Clinical Science III
 PT 750 PT Administration and Management
 PT 766 Research V
 PT 770 Applied Exercise Principles
 PT 780 Clinical Science IV
 PT 790 Cardiovascular & Pulmonary PT
 PT 800 Clinical Education III
 PT 810 Health and Wellness
 PT 820 Professional Issues in PT
 PT 830 Physical Therapy Differential Diagnosis
 PT 850 Clinical Education IV
 PT 860 Clinical Education V

Total Hours: 105 credit hours

DPT Course Descriptions

PT 612 Functional Human Anatomy I

A lecture and laboratory study of human movement and applied kinesiology along with introduction of physical therapy techniques to assess components of human movement.

PT 614 Gross Anatomy I

Cadaveric dissection and study of the structures of the musculoskeletal system.

PT 616 Research I

A seminar introducing students to critical analysis of research with special emphasis on levels of evidence and evidence based practice.

PT 622 Functional Anatomy II

A lecture and laboratory study of human movement and applied kinesiology along with introduction of physical therapy techniques to assess components of human movement.

PT 624 Gross Anatomy II

Cadaveric dissection and study of the structures of the nervous, cardiovascular, pulmonary, gastrointestinal, genitourinary, and integumentary systems.

PT 630 Foundations of Physical Therapy

An introduction to clinical applications in physical therapy. Topics covered in this course include basic physical therapy examination procedures, professional documentation and communication, therapeutic exercise, physical agents and mechanical modalities, and patient care skills.

PT 635 Musculoskeletal Physical Therapy I

The study and application of orthopaedic basic science in the examination, evaluation, and management of dysfunctions and disabilities of the appendicular skeleton.

PT 640 Clinical Science I

The anatomical, biomechanical, physiological, and histological basis of the normal and pathological musculoskeletal system, along with specialized examination, assessment, and intervention strategies for the musculoskeletal system.

PT 646 Research II

Research design, methods, and principles of basic statistical analysis; exploration of research topics with review of appropriate literature; and introduction to components of the research proposal.

PT 650 Clinical Education I

The first of five full-time supervised clinical experiences requiring utilization of communication skills and teaching interpersonal and evaluative skills. This course emphasizes the development of the student's interpersonal skills, professional

behaviors, examination techniques and intervention techniques learned previously in the classroom.

PT 662 Neurological Physical Therapy I

The study and application of neurological basic science in the examination, evaluation, and management of dysfunctions and disabilities in the physical therapy patient care.

PT 666 Research III

Principles of intermediate statistical analysis and technical/research writing will be provided as the student finalizes methods for research project and prepares research proposal.

PT 670 Human Development Throughout the Lifespan

A multi-system analysis of the many facets of individual development from conception to death.

PT 680 Clinical Science II

The anatomical, physiological, and histological basis of the normal and pathological neuromuscular system, and foundations of pharmacology as it relates to intervention strategies for patients with neuromuscular impairments.

PT 700 Musculoskeletal Physical Therapy II

The study and application of orthopaedic basic science in the examination, evaluation, and management of dysfunctions and disabilities of the axial skeleton.

PT 710 Clinical Education II

The second of five full-time supervised clinical experiences requiring utilization of communication skills and teaching interpersonal and evaluative skills. This course provides the opportunity to advance physical therapy procedures and to continue to develop professional socialization.

PT 716 Research IV

Data collection, statistical analysis, data interpretation, and completion of the Results section of the written student research report.

PT 720 Teaching and Learning Theory in Physical Therapy

Discussion and application of teaching and learning theories as related to the classroom and clinical setting, including clinical education, staff inservice, and patient education.

PT 730 Neurological Physical Therapy II

Applied neurological examination, evaluation, and intervention theories and strategies in physical therapy patient care.

PT 740 Clinical Science III

The management of a variety of disorders resulting in physical, emotional, and cognitive impairments and their physical therapy implications.

- PT 750 Physical Therapy Administration and Management**
Discussion and practical application of administrative and management issues relative to a variety of physical therapy patient care settings.
- PT 766 Research V**
Completion of student research project and presentation of research findings to peers and internal, and external constituents.
- PT 770 Applied Exercise Principles**
A course composed of lecture/discussion on the scientific basis and evidence supporting the use of various exercise techniques, as well as practical application and hands-on experience performing and completing these exercise techniques and applications correctly. Therapeutic, training, and performance enhancement approaches to exercise will be addressed.
- PT 780 Clinical Science IV**
The anatomical, physiological, and histological basis of the normal and pathological cardiopulmonary, vascular, and integumentary systems. Normal and abnormal metabolic processes and their physical therapy implications.
- PT 790 Cardiovascular, Pulmonary, and Integumentary Physical Therapy**
Using the gas transport model as a foundation, this lecture and laboratory course provides the student with the skills to apply, analyze, and synthesize the basic science of cardiovascular, pulmonary, and integumentary physical therapy as it relates to disorders of the cardiac, vascular, pulmonary and integumentary systems. The focus of this course is examination and evaluation techniques and program planning.
- PT 800 Clinical Education III**
The third of five full time supervised clinical experiences offering the opportunity for continued development of clinical management of patients in one of a variety of clinical settings. This course allows for continued professional socialization and growth as well as further development of professional behaviors.
- PT 810 Health and Wellness**
Physical therapy implications of common health issues in a variety of physical therapy clients, and the role of screening and prevention in dealing with these issues.
- PT 820 Professional Issues in Physical Therapy**
Presentation and discussion of pertinent issues in the field of physical therapy.
- PT 830 Physical Therapy Differential Diagnosis**
The curriculum's capstone course that emphasizes the role of the physical therapist in managing the patient with multi-system dysfunctions.
- PT 840 Independent Study**
An optional opportunity for the student to focus on a specific area of interest with faculty and/or clinician guidance.

PT 850 Clinical Education IV

The fourth of five full-time, supervised clinical experiences or first half of the clinical education experience requiring utilization of advanced communication skills and teaching interpersonal and evaluative skills. Students have the opportunity to further development clinical management of patients in a different clinical setting. Furthermore, continued professional socialization and growth as well as further development of professional behaviors are expected.

PT 860 Clinical Education V

The last of five full-time, supervised clinical experiences or second half of the final clinical education experience requiring utilization of advanced communication skills and teaching interpersonal and evaluative skills. Students have the opportunity to further development clinical management of patients in a different clinical setting. Furthermore, continued professional socialization and growth as well as further development of professional behaviors are expected.

Physical Therapy and Health Science

Mary Jo Mays,
Chair, Department of Physical Therapy and Health Science

Mission:

The mission of the Department of Physical Therapy and Health Science is to prepare undergraduate students to enter careers in the health care industry or to enter graduate education in health related fields, and to prepare graduate students as general practitioners in Physical Therapy.

Vision:

The Department of Physical Therapy and Health Science will strive to build a balanced environment of teaching, research, service and practice, which will prepare students to live and work productively in a diverse and ever-changing society.

Admission Requirements:

In addition to meeting admission requirements for the Graduate School, requirements for entry into the Doctor of Physical Therapy (DPT) program include the following:

- Completion of a baccalaureate degree with a Health Science major from Bradley University with a "C" or higher in all required courses
OR
- Completion of a baccalaureate degree with the following courses completed with a "C" or higher:
 1. the first two semesters or the equivalent for a major in each department of biology, chemistry, and physics (with a laboratory if available).
 2. one semester of kinesiology, biomechanics or similar course in human movement.
 3. one semester of vertebrate, mammalian or human physiology, pathophysiology, or microbiology.
 4. one semester of vertebrate, mammalian, human, or comparative anatomy.
 5. one semester of statistics.

In addition, an applicant should have:

1. Minimum 3.0 grade point average in all mathematics and science courses taken.
2. Minimum 3.0 grade point average for all courses taken.
3. GRE verbal and quantitative minimum total of 1000.
4. TOEFL score of 600 or higher, TSE of 50 or higher, and TWE of 4.5 or higher for non-native English speaking applicants.
5. Skills in computer literacy, communication (written and verbal), medical terminology, and teaching.

Along with the application, students are expected to submit:

1. Two essays, one to articulate the nature of the profession of physical therapy and examples of professional conduct; and one to articulate personal applications in the teaching, motivation, and leading of others.
2. Expanded résumé of education, activities, and work experiences.

Other Requirements:

In addition to the University's student health form requirement, and prior to enrollment in the first full-time physical therapy course that includes a clinical experience, each student must verify:

- professional liability insurance (renewable annually)
- immunity to rubeola (measles) by one of the following:
 - a rubeola (measles) immunization received in 1990 or later, **or**
 - written verification from a physician of having had the disease, **or**
 - birth date prior to 1957
- immunity to rubella (German measles) by one of the following:
 - written verification of having had the immunization, **or**
 - written verification rubella titer greater than 1:10
- written verification of immunity to Hepatitis B virus
- written verification of tuberculin test results (renewable annually)
- CPR certification (renewable annually)

Contact the Department for the most current requirements.

ASSESSMENT OF STUDENTS THROUGHOUT THE DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

The Department will identify throughout each semester any student who is having difficulty with subject matter or developing professional characteristics, needed in clinical practice. Once identified, a student will be given an opportunity to discuss the concern(s) with the faculty member of the course in which the concern was identified or with the Chair of the Department.

A student who receives a "C" in any term (Summer, Fall, January or Spring) will receive a letter of probation from the Department. The student will be asked to meet with the faculty to determine what plan of action needs to occur for the student to try and avoid falling behind in new course work. Beyond the first "C" grade the Department will be guided by the Graduate School's "Scholastic Requirements," as noted in the Graduate Catalog.

The opportunity for a student to repeat a course may not be an option in the Doctor of Physical Therapy curriculum. It will depend on the course and the conditions that led to the failing grade. That decision will be left to the Department and will not be upon the approval of the Graduate School Dean.

Background for Establishing Graduate Certificate Programs at Bradley University

Definition of Graduate Certificate Programs at Bradley University:

Graduate certificate programs are relatively short-term programs that offer students a coherent body of knowledge practical to the workplace; they are not degree programs. They may be post-baccalaureate or post-master's. The constituent graduate faculties create the programs and submit them for approval. They may be offered by a single discipline, by a set of disciplines, or jointly with other universities or colleges. The department proposing a program need not have an existing graduate program. Certificate programs are expected to consist of no fewer than 12 semester hours of 500- and/or 600-level courses. The Graduate School sets the minimum admission requirements, and the department(s) offering the program may set additional admission requirements. Students admitted to a graduate certificate program will be required, at a minimum, to meet the same academic requirements as those defined by the Graduate School for degree-seeking students. Individual departments may apply more stringent academic requirements. Recognition of the courses taken and the completion of the course of study will be noted on the student's transcript.

Rationale for the Creation of Graduate Certificate Programs at Bradley University:

The success of graduate certificate programs is well documented. Certificate programs meet a growing demand for those individuals where time is not always available for full-time graduate study, and where a full degree program is not always desired. These programs have gained importance among working professionals who seek short-term, post-baccalaureate programs that will upgrade job skills or meet the requirements of a professional credentialing body. Certificates are also an important means of acknowledging specialization or advanced study beyond the requirements of a bachelor's or master's degree, or as credit-bearing preparation for a master's program. We have in the Peoria region individuals who fall within each of these categories, and Bradley University does not have a mechanism for satisfying these needs. Discussions stimulated by Peoria NEXT have made this even more evident. Peoria NEXT is a not-for-profit corporation that is comprised of all the key research and educational institutions in the greater Peoria area. It was established to develop a knowledge-based economy in support of innovation, science and engineering-based commercialization and small business development, and bring real economic benefits to economically challenged Central Illinois. These discussions have brought to light that if the Peoria region is going to attract high-tech businesses and industries, the educational institutions will have to develop the required work force. Professional master's degrees and graduate certificate programs definitely provide the educational experiences for developing the technical and business expertise required for this work force.

Examples of Successful Certificate Programs:

While serving as Senior Fellow at the Council of Graduate Studies, Wayne Patterson conducted a survey of 179 colleges and universities, almost all of which were classified as either doctoral or master's granting institutions. His survey revealed that these institutions were offering a total of 1,288 certificate programs. This number includes both post-baccalaureate and post-master's programs. Patterson breaks these 1,288 programs into 17 major categories ranging from Agriculture to Technology.

Listing the top ten categories in order of popularity, we find:

1. Business
2. Information Science
3. Health Science
4. Education
5. Social Sciences
6. Art
7. Engineering
8. Technology
9. Sciences
10. Humanities.

The number of different programs listed for these categories ranges from 26 for Information Sciences to 9 for Technology. The following is a list of some of the more popular programs for each category:

- | | |
|---|--|
| <p>1. Business
 Human Resource M'gm't
 Marketing & Advertising
 International Business
 Management</p> | <p>2. Information Science
 Communication and Networks
 Unix/C/C++ Programming
 Database Management
 Telecommunications</p> |
| <p>3. Health Science
 Gerontology
 Health Administration
 Family Nurse Practitioner
 Substance Abuse</p> | <p>4. Education
 English as a Second Language
 Educational Technology
 Psychology and Counseling
 Reading and Language Arts</p> |
| <p>5. Social Sciences
 Women Studies
 History
 Criminal Justice and Law Enforce.
 Conflict Management</p> | <p>6. Art
 Film and Television
 Graphic Design
 Music and Dance
 Studio and Photography</p> |
| <p>7. Engineering
 Mechanical Engineering
 Industrial Engineering
 Civil Engineering
 Electrical Engineering</p> | <p>8. Technology
 Building Technologies
 Electrical and Electronics
 Manufacturing
 Biotechnology</p> |
| <p>9. Sciences
 Bio Science & Biotechnology
 Physical and Chemical Sci.
 Earth Science
 Premedical</p> | <p>10. Humanities
 Asian Studies
 Languages
 Latin American Studies
 European Studies</p> |

Policies and Procedures Pertaining to Graduate Certificate Programs

A. Introduction

1. The graduate certificate is a focused collection of credit-bearing graduate courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. Courses within a certificate program may represent a practice-oriented subset of an existing graduate discipline. The Graduate School does not define the graduate certificate as a degree.
2. Students will be awarded these certificates upon successful completion of a well-defined program of coursework.
3. Graduate certificate programs shall be administered within the structure of the Graduate School.

B. Proposals for Graduate Certificate Programs

1. Proposals for new graduate certificate programs are created and submitted by constituent graduate faculty.
2. Programs may have their origin and be housed in departments that do or do not already house a master's degree program.
3. The title of any graduate certificate program must contain the word "certificate."
4. Regarding curriculum, the proposal should include:
 - a. A statement of the educational objectives of the program. It should indicate if the graduate certificate program is at the post-baccalaureate or the post-master's level.
 - b. A statement of the proposed course sequence and timeline for the completion of the certificate program, including titles and course descriptions both for existing courses and for any new courses that may be developed.
 - c. A statement of how the proposed course sequences associated with the certificate program will meet the stated educational objectives.
 - d. Requirements of the program that are in addition to coursework, including but not limited to laboratories, practica, internships, or projects.
 - e. Sample syllabi for all courses.
 - f. The number of credit hours, which must be 12 or greater for the certificate program.
5. All courses are part of the graduate curriculum of the University, unless the program is a collaborative effort with other colleges or universities.
6. New graduate certificate programs in areas where joint graduate programs are conducted with other universities will be endorsed in writing by the collaborating departments at the other institution.
7. Regarding faculty, the proposal should include:
 - a. The names of the faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or by participating in the design of the course sequence.
 - b. The proposal will address the extent to which roster faculty and adjunct faculty will be used in delivering the program.
 - c. A confirmation that all faculty members associated with the program are members of the Graduate Faculty.

8. Proposals must be accompanied by endorsement from the department chairpersons and deans of the colleges in which the contributing coursework is housed, as well as from those academic units whose students or programs could be impacted by the creation of the new graduate certificate.
9. There shall be a clear indication of the management structure of the program. Although the Graduate School and the relevant academic units (see Table 1 below) would normally administer such programs, other administrative structures may be created if appropriately justified.
10. The coordinator of the program shall be appointed by the department chairperson(s) for the purpose of communicating with the Graduate School and directing the program.
 - a. Each department participating in an interdisciplinary program shall identify a faculty member to assist the coordinator (see Table 1 below) in administering the program.
11. Certificate program proposals shall address how the program will contribute to the diversity/inclusiveness of the University's programs and the students at Bradley University.
12. The proposal will address the resource requirements for the program.
13. The proposal will contain a statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data.
14. The program proposal will address the question of the impact of the graduate certificate program on any related degree programs. For example, it should identify the extent to which the curriculum overlaps with the curriculum of existing degree programs.
15. The proposal will address the possibility of program delivery using distance education approaches.
16. The Executive Committee of the Graduate Faculty considers all graduate certificate program proposals for academic merit.
 - a. The proposed sequence of coursework must offer a clear and appropriate educational objective at the post-baccalaureate or post-master's level.
 - b. The proposed program will achieve its educational objective in an efficient and well-defined manner.
 - c. A demonstrated need for such a program must exist.
17. Proposals meeting the criteria set forth by the Graduate School must be approved by the following sequence of review: the Executive Committee of the Graduate Faculty, the Curriculum and Regulations Committee of the University Senate, and the University Senate.

C. Administration of Graduate Certificate Programs

1. Table 1 provides a summary of the Graduate School's and Program Coordinator's administrative duties.

Table 1. Administrative Responsibilities for Certificate Programs	
Graduate School	Program Coordinator
Receive and Process Applications	Admit Students
Review Applications for Completeness	Conduct Program Orientation
Conduct University Orientation	Provide Content to Market the Program
Market the Programs in Collaboration with the Sponsoring College	Provide Graduate Catalog Copy
Monitor Student Progress and Flag Probation	Advise Students

Insure All Requirements Met for Completion	Monitor Student Course Work
Issue Certificates of Completion	Insure Academic Requirements Met for Completion

2. All graduate certificate programs will be reviewed within the course of regular program assessment and review, as defined by the Provost and VPAA and the University Strategic Planning Committee.
3. Certificate program modification or deletion will follow the same procedures used by graduate degree programs.

D. Student Eligibility and Admission Criteria

1. An earned baccalaureate degree or its equivalent from a regionally accredited college or university is required for admission to a post-baccalaureate program. An earned master's degree or its equivalent from a regionally accredited college or university is required for admission to a post-master's program.
2. Students who are currently enrolled in the Graduate School and who wish to pursue approved graduate certificate programs must apply for admission to such programs before completing the second course required by the certificate program.
3. Courses that satisfy the requirements for a certificate program may be used to satisfy the requirements for a master's degree at the discretion of the degree program coordinator/director.
4. Courses taken prior to admission to a certificate program are not a guaranteed means of admission to that certificate program or to a graduate degree program. Admission to or completion of a certificate program may be used as evidence in support of a student's application for admission to a graduate degree program, but the certificate itself is not a prerequisite and does not guarantee admission.
5. All courses used to satisfy the certificate program requirements must be taken at Bradley University unless the certificate program is taught jointly with another institution.
6. Students admitted to a graduate certificate program will be required, at a minimum, to meet the same academic requirements as those defined by the Graduate School for degree-seeking students. Individual departments may apply more stringent academic requirements.
7. The student's official transcript shall contain the listing of courses taken in this program and will also indicate successful completion of the program.
8. The student will be required to complete the certificate program within the time limit specified for graduate programs by the Graduate School.
9. Students enrolled will have access to the same campus services as other graduate students.
10. Students seeking only a graduate certificate will not be eligible for financial aid.
11. The Graduate School will issue the certificates of completion.
12. Students completing a certificate program will not participate in the University's commencement exercises. Programs may provide certificate awards ceremonies if they so desire.

Bradley University

Request for Authorization to Offer, Modify or Delete a Graduate Certificate Program

Post-Baccalaureate Certificate Program Addition Modification Deletion
Post Master's Certificate Program Addition Modification Deletion

Title of Certificate Program _____

Effective Date _____

Primary Department: _____ Coordinator: _____

Other Departments: _____ Assistant: _____

_____ Assistant: _____

Briefly Describe Program (include education objectives):

List Required Courses (include suggested electives):

<u>Dept.</u>	<u>#</u>	<u>Title</u>	<u>Credit Hours</u>
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Dept. Chair _____ Date _____ Approved: Yes ___ No ___

_____ Yes ___ No ___

College Committee _____ Date _____ Yes ___ No ___

_____ Yes ___ No ___

College Dean _____ Date _____ Yes ___ No ___

_____ Yes ___ No ___

Graduate Executive Committee _____ Date _____ Yes ___ No ___

Curriculum & Regulations Committee _____ Date _____ Yes ___ No ___

List Collaborating Universities (if any) _____

Attach Letter(s) of Endorsement

Supporting Documentation

Using the outline format provided below, please supply the following supporting documentation.

I. Educational Objectives and Rationale

A. Program Objectives: How do the certificate program's objectives advance the mission, goals, and objectives of the department(s)?

B. Program Rationale: The program rationale must identify

1. The demand envisioned for the program and the means by which demand was measured.
2. Career enhancement prospects for the students.

II. Program Description

A. Regarding curriculum, attach the following:

1. A statement of the proposed course sequence and a timeline for the completion of the certificate program, including titles and course descriptions both for existing courses and for any new courses that may be developed. Include any course prerequisites.
2. A statement of how the proposed course sequences associated with the certificate program will meet the stated educational objectives.
3. A listing of the requirements for satisfactorily completing the certificate program, including laboratories, portfolios, internships, etc.
4. Syllabi for all courses in the program.

B. Regarding faculty, attach the following:

1. The names of all faculty teaching in the certificate program.
2. A confirmation that all faculty members associated with the program are members of the Graduate Faculty.

C. Regarding resources, attach the following:

1. A statement indicating the extent to which roster faculty and adjunct faculty will be used in delivering the program.
2. A description of the facilities and other resources to be used in this program.

D. Regarding Admissions, attach the following:

1. Include any admission requirements beyond those of the graduate school.

III. Other Supporting Data

A. Diversity: Identify how the program will contribute to the diversity/inclusiveness of the University's programs and the students at Bradley University.

B. Impact on Other Programs: Identify the impact of the proposed certificate program on any related degree program. For example, it should identify the extent to which the curriculum overlaps with the curriculum of existing degree programs.

C. Distance Learning: Identify any possibilities of program delivery using distance education approaches.

November 5, 2003

TO: Mary Jo Mays
President, Bradley University Senate

FROM: Subcommittee on Academic Regulations and Degree Requirements
Claire Etaugh, Chair
Jerome Hahn
Kathie Beaty
Allen Webster
Oscar Gillespie
Sherrie Pardieck
Robert Podlasek

SUBJECT: Proposal to change the policy concerning undergraduate students
taking courses for graduate credit.

On November 4, 2003, the Senate Committee on Curriculum and Regulations approved the attached proposed changes to the policy concerning undergraduate students taking courses for graduate credit. It is being submitted for Senate approval.

October 1, 2003

TO: Dr. S. R. Liberty
Senate Committee on Curriculum and Regulations

FROM: Claire Etaugh
Subcommittee on Academic Regulations and Degree Requirements

RE: Proposal to change the policy concerning undergraduate students taking courses for graduate credit.

As per the meeting of the Senate Committee on Curriculum and Regulations on April 8, 2003, we are resubmitting the proposed changes to the policy concerning undergraduate students taking courses for graduate credit.

Thanks.

REVISED

October 1, 2003

TO: Stan Liberty, Chair
Senate Committee on Curriculum and Regulations

FROM: Subcommittee on Academic Regulations and Degree Requirements
Claire Etaugh, Chair
Kathie Beaty
Allen Webster
Oscar Gillespie
Jerry Hahn
Sherrie Pardieck
Bob Podlasek

RE: Proposal to change the policy concerning undergraduate students taking courses for graduate credit.

The NCA Committee suggested to the Executive Committee of the Graduate School that Bradley reconsider its policy pertaining to undergraduates taking courses for graduate credit. They pointed out that our policy indicated that the student must be of superior academic standing but did not define superior academic standing. They further pointed out that allowing the senior to take 15 hours for graduate credit seemed excessive. The Executive Committee has recommended the following changes:

Graduate catalog page 11 paragraph 4.

PRESENT POLICY

Bradley Undergraduate Students. Bradley seniors of superior academic standing who are within 6 semester hours of graduation, or are registering for the semester during which they will complete their bachelor's degree requirements, may register for graduate courses for graduate credit if approved by the graduate advisor, undergraduate dean, the instructor, department chairperson and the college dean or dean's designate of unit offering the course, and the Dean of the Graduate School prior to registering for the course. However, a senior may not take more than 15 9 semester hours of graduate work for graduate credit prior to completing baccalaureate requirements. If approved, the student registers as a senior and files the appropriate form, *Application for Graduate Credit for a Senior*, with the Registrar's Office, graduate advisor, and the Graduate School prior to registering for any graduate course for graduate credit coursework. Eligible seniors who request graduate credit must submit the *Application for Graduate Credit for a Senior* form to the dean the Graduate School. Forms may be obtained from the Graduate School, Bradley Hall, Room 118, or from the Graduate School web page <http://www.bradley.edu/grad/forms.html>.

PROPOSED POLICY (from Executive Committee)

Bradley Undergraduate Students. Bradley seniors who are within 6 semester hours of graduation, or are registering for the semester during which they will complete their bachelor's degree requirements may register for a 500 or 600 level course for graduate credit provided they also have a cumulative grade point average of 3.0 or greater. They must also have the approval of their undergraduate advisor, the instructor of the course who determines if the course is appropriate for graduate credit, and the graduate program director/coordinator if the course is part of a graduate program or the department chairperson if the department does not house a graduate program. The senior may not take more than 9 semester hours of courses for graduate credit while registering as a senior. These hours will not be counted toward the baccalaureate degree. The student must secure the approval signatures on the form, *Application for Graduate Credit for a Senior*, and file it with the Registrar. Forms may be obtained from the registrar's office.

RECOMMENDATION OF THE SUBCOMMITTEE ON ACADEMIC REGULATIONS AND DEGREE REQUIREMENTS

We support the recommendation to change from 15 to 9 hours. However, we find the GPA of 3.5 to be excessive. We instead recommend a minimum cumulative GPA of 3.0. We also recommend putting a period after "Registrar's Office" (above) and deleting the rest of that paragraph.

Bradley University
Conflict of Commitment and Conflict of Interest Policies

Conflict of Commitment Policy

A. Definition and Disclosure Requirements

Bradley University encourages faculty to pursue excellence in teaching, scholarship, and service. The University recognizes that activities outside of the University, including community and government service in the public interest, consulting, and outside employment, may enrich classroom performance and enhance research and/or creative production. These activities should be carefully managed to ensure that they do not adversely interfere with the faculty member's primary professional commitment to the education, research and creative production, and service programs of the University. This policy addresses conflicts of commitment resulting when outside compensated activities take precedence over a faculty member's primary professional obligation to Bradley University.

It is important to recognize, however, that the obligations of Bradley University faculty members move beyond the letter of these policies to their spirit. The University requires that its faculty members meet their classes; but it also expects that they will be available to students outside of the classroom, will carry their share of committee responsibilities, and will remain productively involved in their research and scholarly pursuits. External activities that compromise or diminish a faculty member's capacity to meet these obligations may represent a conflict of commitment. Conflicts of commitment usually involve issues of time allocation. Whenever an individual's outside compensated professional activities exceed the limits permitted in this policy a conflict of commitment exists. Accordingly, compensated professional/commercial activities, including outside consulting and creative endeavors, should not exceed forty days during the academic year as stipulated in individual annual employment contracts. The faculty member may exclude from this timeframe the days between Fall Commencement and the start of the Spring Semester. Teaching an overload during a regular semester at Bradley University does not constitute a violation of this policy and shall not be included in the calculation of outside professional activity time.

Bradley University faculty members holding full-time appointments may not hold compensated, professional appointments of any type during the academic year in any other organization where they do not have significant ownership interests without written approval from the Provost. Approval is also required for teaching appointments or other professional activities that might compete with University offerings.

Each faculty member must complete annually the *Certification of Compliance with Bradley University Conflict of Commitment and Conflict of Interest Policies* and ad hoc disclosures as required in Section H of this policy throughout the year, additional disclosure is necessary only when a substantial change in compensated activities may create a conflict of commitment. The faculty member is required to respond fully and in a timely manner to inquiries that may occur as a result of the administrative review process described in Section H.

B. Compensated Professional/Commercial Activities

Bradley University encourages faculty members to facilitate the transfer of knowledge gained through academic research to applications that can benefit the general population. Moreover, experience gained by faculty members in the course of compensated professional/commercial activities can enhance their teaching and scholarship within the University. However, compensated professional/commercial activities, including outside consulting and creative efforts, can create the potential for Conflicts of Commitment.

Compensated professional/commercial activity, including outside consulting and creative endeavors, refers to paid service as a technical or professional advisor or practitioner. Activities for which the faculty member receives extra compensation from the University are considered professional/commercial activities except as specifically allowed in Section A. A conflict exists when involvement in compensated activities adversely affects the faculty member's ability to fully meet University responsibilities. The policy on Intellectual Property and Technology Transfer should also be consulted when entering into agreements for compensated activities.

C. Exempted Professional Activities

The exempted professional activities are certain outside activities that extend and enhance a faculty member's normal institutional responsibilities of teaching, research and/or creative production, and service to public institutions, educational organizations, and professional societies. Faculty members are encouraged to engage in exempted professional activities as long as such activities do not interfere with the faculty member's responsibilities to the University. The following are typical examples of exempted professional activities and serve as a guide for identifying this form of professional activity. Faculty members who are uncertain if an activity is the type that is exempted should seek advice from their department chairperson. Exempted activities should be reported as a part of a faculty member's annual report, but need no prior approval unless the activity represents a potential conflict of commitment.

- Honorarium and travel expenses, on a nonrecurring basis associated with occasional lectures, colloquia, and seminars. .
 - Preparation of monographs, chapters, and editorial services for educational or professional organizations.
 - Preparation of art or other creative works.
 - Public service for which no monetary compensation is received.
 - Peer review of articles and grant proposals.
 - Membership on editorial boards.
 - Service on advisory committees or evaluation panels for government fund agencies, and similar nonprofit foundations, and educational organizations with per diem travel costs and an honorarium often provided.
 - Leadership positions in professional societies.
 - Preparation of textbooks and other pedagogical materials.
 - Delivery, without compensation, of continuing professional education not in conflict with the University.
- Exempted activities are not considered outside consulting and are not considered a part of the forty-day limitation described in Section A.

Conflict of Interest Policy

D. Definition of Conflict of Interest and Disclosure Requirements

Bradley University and its employees are committed to conducting all external and internal professional relationships in a manner that meets the highest standards of integrity and ethics. The University strongly encourages and participates in interaction with both the public and private sectors as an important component of its scholarship, education, and public service activities. The University also recognizes the potential for conflicts of interest due to the nature and scope of the activities engaged in by the University and its academic employees.

A conflict of interest arises when a faculty member is in a position to influence either directly or indirectly University business, research, or other decisions in ways that could lead to gain or benefit for the faculty member, the faculty member's family (spouse, domestic partner, children, etc.), or others to the detriment of the University's integrity and its mission. A conflict of interest also exists if faculty members with administrative assignments take actions in that role that adversely affect the professional interests of another faculty member for the advancement of their own professional interests.

The mere existence of a conflict of interest, real or potential, will not necessarily exclude a particular activity because conflicts can span a wide spectrum, from those that are minor and inconsequential to those that have serious consequences and cannot be permitted. The University and its faculty members have ethical and legal obligations to conduct themselves and their University activities in accordance with the highest standards of integrity.

Each faculty member must complete annually the *Certification of Compliance with Bradley University Conflict of Commitment and Conflict of Interest Policies* and ad hoc disclosures as required in Section H of this policy. Throughout the year, additional disclosure is necessary whenever a substantial change in external activities, affiliations or interests occurs or when required by granting agencies. The faculty member is required to respond fully and in a timely manner to inquiries that may occur as a result of the administrative review process described in Section H.

The faculty member must report those activities, organizational affiliations, or business interests that are professional in nature and might reasonably be considered to constitute actual or potential conflicts of interest. These include:

1. consulting or other financial relationships with a sponsor of one's research;
2. a managerial role or significant financial relationship with a company in one's field of research or a company that does business with the University;
3. external activities or business that involve University students or employees;
4. relationships, commitments, or activities on the part of the faculty member or his/her family that might present or reasonably appear to present a conflict of interest with regard to one's University appointment. These relationships may be of a financial, fiduciary, or uncompensated nature.

State and federal agencies have legitimate concerns that any research they sponsor is free of bias due to financial interests of the investigator and institution, and that funds provided be expended as intended.

Most governmental agencies have required institutions to assume the responsibility for ensuring that these concerns are addressed. Failure to comply may jeopardize existing or future funding. Accordingly, faculty members must cooperate fully with the University to ensure that the institution can resolve and/or manage potential and actual conflicts of commitment and interest in conformity with regulations of governmental granting agencies.

Monitoring of University agreements regulating conflicts shall ensure conformity with predetermined goals, and shall act to have project expenditures (including travel) reviewed and approved in accordance with established procedures. Any person involved in negotiating or administering such arrangements has an absolute duty to disclose in writing any actual, apparent, or potential conflict that he/she has in the matter and may not participate further in the process unless approved in writing by the University.

E. Allowable Income-Generating Activities

The following are examples of external income-generating activities that in general would not be considered conflicts of interest. However, these activities should be reported if they are so excessive in terms of time and effort that they may constitute a potential conflict of commitment or interest. This list is not inclusive and is intended to provide guidance.

1. Receiving honoraria, stipends, and/or royalties for published scholarly works and other writing, creative works, lectures, and/or presentations.
2. Participating at professional conferences for the purpose of making scholarly presentations, conducting seminars or workshops.
3. Receiving honoraria for serving as a special reviewer or on a review panel for academic, governmental, or not-for-profit organizations.
4. Receiving royalties under the University's or another academic institution's royalty distribution policies.
5. Preparing books, articles, software and creative works relevant to University duties.
6. Earnings income from passive investments such as interest or dividends, mutual funds, or stocks and bonds.

F. Requiring Prior Approval and Potential Management

The following activities represent examples of potential or actual conflicts of interest. This list is not inclusive and is intended to provide guidance. Final determination of activities will be the responsibility of the Provost. It is recognized that circumstances may require exceptions. Exceptions shall only occur when they are made because they protect the best interests of the University. Exceptions will be reported to the Senate Executive Committee.

1. Using University resources to conduct research that is sponsored by an entity in which the faculty member or his/her family member holds a substantial financial interest.
2. Serving in an executive or managerial capacity or holding significant financial interests in for-profit or not-for-profit entities doing business with the University.
3. Serving on the board of directors or a major advisory committee of an external entity which sponsors the faculty member's research or provides gift funds for the use of the faculty member or his/her department.
4. Utilizing University students or staff in consulting activities, activities supported by gift funds, and/or research sponsored by an entity in which the faculty member has financial interests.
5. Diverting research opportunities from the University to another academic institution, federal laboratory, business, or consulting entity.
6. Directing purchasing opportunities to a family-owned company or an associated entity.
7. While acting in the context of his/her University duties, making professional referrals to a business in which a faculty member or a member of his/her family has a financial interest.
8. Conducting business activities involving compensation to students or staff.

G. Confidentiality Requirements

All parties to the evaluation, management, and approval of conflicts are to make diligent efforts to keep disclosures, remedies, and actions taken for violation of this policy confidential to the extent allowed by law. When required by a granting agency, the Provost will report a conflict to that agency. Failure to satisfactorily resolve or manage a conflict may require that it be divulged. The granting agency will have access to relevant documents as part of an investigation or audit. The granting agency may also stipulate that significant conflicts of interests must be disclosed at each public presentation of research results.

H. Policy Administration

The Provost is the University officer responsible for interpreting and overseeing implementation of and compliance with this Policy. The Provost is expected to ensure that this policy is implemented with reasonable consistency across the University.

In a specific conflict situation, it may be appropriate for the Provost to inquire into a number of factors, including the extent of the time commitment, the extent of financial or other interests in external entities over which the faculty member or his/her family have sufficient influence to be able to affect its general policy or specific decision, or the type and extent of use of University resources. It is incumbent upon the faculty member and the Provost to manage or resolve real or apparent conflicts. Any recommended actions for violations of this policy shall be carefully examined with due regard for the academic freedom and rights of the faculty member and the interests of the University.

Implementation of the policy shall be guided by the following process.

1. Certification of Compliance

All faculty members must certify to their department chairs on an annual basis their compliance with Bradley University's Conflict of Commitment and Conflict of Interest policies. The mechanism for certifying compliance will be to complete the *Certification of Compliance with Bradley University Conflict of Commitment and Conflict of Interest Policies* included herein and made a part hereof and to attach it to the Faculty Activity Report. The certification of compliance shall be routed through regular reporting channels for approval (e.g., Department Chair, Dean, Provost). The faculty member is required to respond fully and in a timely manner to inquiries that may occur as a result of the administrative review process.

2. Ad Hoc Disclosures

Bradley University faculty members are also required to disclose on an ad hoc basis proposed relationships with outside entities that may lead to conflicts of interest or commitment. "Ad hoc" disclosures are called for whenever a current or prospective relationship creates the reasonable potential for conflicts of interest or commitment.

To facilitate assessment of any perceived or actual conflicts of interest or commitment that faculty activities may create with University responsibilities, the *Ad Hoc Conflict of Commitment/Conflict of Interest Disclosure* document (hereinafter, "Ad Hoc Disclosure Form") included herein and made a part hereof shall be completed and submitted to the faculty member's department chair. The Ad Hoc Disclosure Form shall be routed through regular reporting channels for approval (e.g., Department Chair, Dean, Provost).

Upon receipt of the Ad Hoc Disclosure Form the chair will make a determination if a conflict exists. If the chair does not believe that a conflict exists, the chair will sign the Ad Hoc Disclosure Form and forward it to the dean. If the chair believes a conflict does exist, the chair and the faculty member will meet to discuss the conflict and its potential resolution. The record of these discussions, with or without agreement being reached as to the existence of the conflict and/or the remedy, will be recorded on the Ad Hoc Disclosure Form and forwarded to the dean. The department chair must forward the Ad Hoc Disclosure Form to the college dean within five (5) working days of receipt. If the chair cannot complete the ad hoc disclosure review process within five (5) working days, the Ad Hoc Disclosure Form will be forwarded to the dean of the college.

Upon receipt of the Ad Hoc Disclosure Form, the dean will make a determination if a conflict exists. If the dean does not believe that a conflict exists, the dean will sign the Ad Hoc Disclosure Form and forward it to the Provost. If the chair has indicated on the Ad Hoc Disclosure Form that a conflict of interest or commitment exists, the dean will review the proposed resolution. In the event that the resolution is amended or disapproved, the dean must provide opportunity for consultation with the faculty member and with the chair. The record of these discussions, with or without agreement being reached as to the existence of the conflict and/or the remedy, will be recorded on the Ad Hoc Disclosure Form and forwarded to the Provost. The college dean must forward the Ad Hoc Disclosure Form to the Provost within five (5) working days of receipt except as described in the following paragraph. If the dean cannot complete the ad hoc disclosure review process within five (5) working days, the Ad Hoc Disclosure Form will be forwarded to the Provost.

In the event that the dean determines that a conflict exists and the dean is unable to reach a satisfactory agreement with the faculty member, the dean must notify the faculty member in writing within five (5) working days. The Ad Hoc Disclosure Form will not be forwarded to Provost until five (5) working days after the faculty member has been notified in writing by providing the faculty member with a copy of the Ad Hoc Disclosure Form indicating the dean's decision. Within that five (5) day period, the faculty member may appeal the dean's decision to the Conflicts Committee. If an appeal is made, the Ad Hoc Disclosure Form is not sent to the Provost, but is sent to the Conflicts Committee. If an appeal is not made, the Ad Hoc Disclosure Form will be forwarded to the Provost for his/her decision.

Upon receipt of the Ad Hoc Disclosure Form, the Provost will make a determination if a conflict exists. If the Provost does not believe that a conflict exists, the Provost will sign the Ad Hoc Disclosure Form. If the dean has indicated on the Ad Hoc Disclosure Form that a conflict of interest or commitment exists, the Provost will review the proposed resolution. If an appeal has been made to the Conflicts Committee the Provost will review the recommendation of the Conflicts Committee before making a determination regarding the conflict and its resolution.

In the event that the resolution is amended or disapproved, the Provost must provide opportunity for consultation with the faculty member, the dean, and the chair. The record of these discussions, with or without agreement being reached as to the existence of the conflict and/or the remedy, will be recorded on the Ad Hoc Disclosure Form.

3. The Conflicts Committee

The Committee consists of one tenured faculty member from each of the five colleges appointed by the Senate Executive Committee. Members serve three year, staggered terms. The Committee will review possible conflicts of commitment or interest where agreement between the college dean and the faculty member has not been reached as described above. The Committee may request additional, relevant information from either administration and/or the faculty member so that the members can provide the Provost with the Committee's recommendations. The Committee will forward the Ad Hoc Disclosure Form to the Provost within ten (10) working days from its receipt. In discharging its duties, the Conflicts Committee must provide opportunity for the faculty member, department chair, and dean (or their designees) to consult with the committee. If the Provost decides to render a decision that is contrary to the recommendations of the Committee, the Committee shall be notified in writing by the Provost regarding the rationale for this action.

I. Remedies When Conflicts Exist

Remedies may include modifying the activity plan, appointing an oversight panel or person to monitor activities, appointing an impartial person to monitor the use of students, disclosing significant conflicts at presentation of results, abstaining from promotional decisions for staff, removing purchasing decision authority, divesting financial interests, and severing relationships that constitute actual or potential conflicts. The faculty member may apply for a leave of absence with or without pay as a remedy or may negotiate with the Provost a reduction in commitment to the University. When University resources are involved, appropriate compensation for the University will be determined.

**Certification of Compliance with Bradley University
Conflict of Commitment and Conflict of Interest Policies**

Name _____ Title/Rank _____

College _____ Department/Unit _____ Academic Year _____

Exempted from this policy are honoraria, stipends, and/or royalties for: published or presented scholarly works and other writing, creative works, lectures, and/or presentations; serving as a reviewer or on a review panel for academic, governmental, or not-for-profit organizations; preparing books, articles, software and creative works relevant to University duties; or earnings/income from investments in which ownership is managed by a third party such as a mutual fund.

1. Yes___ No___ Have you engaged, or are you likely to engage, in any income producing activities beyond the 40-day limit as specified in the Bradley University Conflict of Commitment and Conflict of Interest Policies?

2. Yes___ No___ Do you have any conflicts of interest or commitment as specified in the Bradley University Conflict of Commitment and Conflict of Interest Policies, or do you, your spouse, your domestic partner, or your children have any relationships, commitments, or activities (compensated or not) that present or appear to present a conflict of interest or commitment with your employment at Bradley University?

*If you answered **no** to both of these questions, please **sign and date below**. If you answered **yes** to either of the questions above, **please continue**.*

3. Yes___ No___ Do you, or your spouse, domestic partner or your children have more than 5% or \$50,000 financial interests, excluding mutual funds, in a company or organization that presents or appears to present a conflict of interest with your employment at Bradley University?

4. Yes___ No___ Do you have Non-University income producing activities related to your position as an employee at Bradley University that involve University resources, students, staff, or other faculty?

*If you answered **yes** to any of the questions above (1-4), please **complete the back of this form****

In submitting this certification, I affirm that I have read the University's Policy on Conflict of Commitment and Interest and to the best of my knowledge all information on this form is complete and true. If changes occur in activities during the academic year, I will update this certification.

Faculty Member's signature _____ Date _____

I have approved this certification.
Department Chair's signature _____ Date _____

Dean's signature _____ Date _____

Provost's signature _____ Date _____

a copy with signatures to be returned to the employee

Bradley University External Activity Report

Name of Organization or Business	Your Role in the Organization or Business	Your Financial Interests or Ownership in the Organization or Business	Approximate Amount of Time You Spent in this Role the Past Academic Year	Approximate Amount of Time You Estimate You Will Spend in this Role for the Next Academic Year

Ad Hoc Conflict of Commitment/Conflict of Interest Disclosure

FACULTY MEMBER'S REPORT

Description of potential Conflict of Commitment or Conflict of Interest (attach additional materials if necessary, reference those materials in this space):

Submitted to Department chair by _____, Date: _____

DEPARTMENT CHAIR'S REPORT

Date received by Department Chair _____

Upon review of the materials provided and referenced above:

Does a significant Conflict of Interest exist that would require a change in the faculty member's plans or behavior?

No Yes

Does a significant Conflict of Commitment exist that would require a change in the faculty member's plans or behavior?

No Yes

If either question was answered "yes," please explain (attach additional materials if necessary, reference those materials in this space):

Was a satisfactory agreement for resolving the conflict(s) reached by you and the faculty member?

Yes No If yes, describe the resolution. If no, explain. Attach additional materials if necessary, reference those materials in this space:

Signature of Department Chair _____, Date: _____

RESPONSE BY FACULTY MEMBER

Date Department Chair's Report was received by faculty member _____

I concur with the Department Chair's analysis and/or proposed resolution. Yes No

If no, explain (attach additional materials if necessary, reference those materials in this space):

Signature of Faculty Member _____, Date: _____

DEAN'S REPORT

Date received by Dean _____

Upon review of the materials provided and referenced above:

Does a significant Conflict of Interest exist that would require a change in the faculty member's plans or behavior?

No Yes

Does a significant Conflict of Interest exist that would require a change in the faculty member's plans or behavior?

No Yes

If either question was answered "yes," please explain (attach additional materials if necessary, reference those materials in this space):

Was a satisfactory resolution reached by either the Department Chair and the faculty member or by you and the faculty member? Yes No

If yes, describe the resolution. If no, explain. Attach additional materials if necessary, reference those materials in this space:

Signature of Dean _____, Date: _____

RESPONSE BY FACULTY MEMBER

Date Dean's Report was received by faculty member _____

I concur with the Dean's analysis and/or proposed resolution. Yes No

If no, explain (attach additional materials if necessary, reference those materials in this space):

If no, do you wish to appeal the Dean's decision to the Conflicts Committee? Yes No (checking no has the effect of letting the Dean's findings stand without challenge).

If yes is checked, route to Conflicts Committee

If no is checked, route to Provost

Signature of Faculty Member _____, Date: _____

REPORT OF CONFLICTS COMMITTEE

Date received by Conflicts Committee Chair (or representative) _____

Upon review of the materials provided and referenced above, attach a summary and set of recommendations for the Provost.

Date forwarded to the Provost with recommendations _____

Signature of Committee Representative _____

PROVOST'S REVIEW

I concur with the report of the Department Chair Yes No

Dean Yes No

Conflicts Committee (if included) Yes No

Is any further action necessary? No Yes

If yes, explain:

Signature of Provost _____, Date: _____
