Revitalizing General Education: A Proposal to Create the Bradley Core Curriculum

Submitted by the Bradley University General Education Review/Revision Steering Committee

October 16, 2014

I. Executive Summary

Comments? Questions? Go to http://www.bradley.edu/sites/genedreview/comments/

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Executive Summary

The General Education Review/Revision Steering Committee presents a proposal to create the Bradley Core Curriculum. This proposal represents over two years of careful analysis of the recommendations of over 140 faculty and staff members working in 16 committees and task forces, in addition to input at multiple key time points from departments, colleges, and student support units, the Student Advisory Board and Student Senate. The Steering Committee also incorporated feedback from the BU Employers Board, Alumni Board, Parents Board, and Board of Trustees, as well as individual students, faculty and staff members. The sixteen members of the Steering Committee support this proposal as providing the best overall common educational foundation for all Bradley University students.
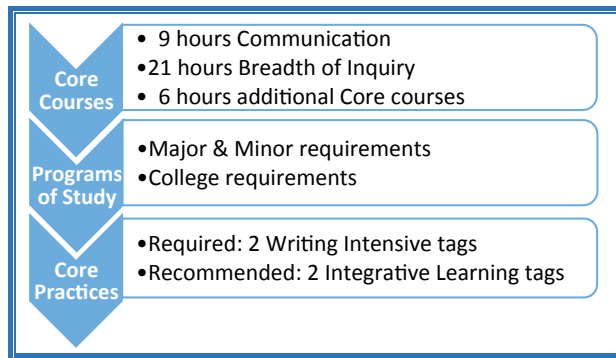
General Education Program Definition: The curriculum designed to provide all bachelor's degree recipients with the opportunity to attain the general education learning outcomes.

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

The Bradley Academic Experience
General Education is the single common academic experience shared by all Bradley undergraduate students. Accordingly, the Bradley Core Curriculum serves a critical role in the Bradley Academic experience, as articulated below.

Breadth of study provided through **Core Courses** and depth of study provided by major and minor programs are integrated with a variety of **Core Practices** to provide a powerful and unique educational experience for every student. The Core Courses and Core Practices together comprise the **Core Curriculum**.

Core Courses	• 9 hours Communication • 21 hours Breadth of Inquiry • 6 hours additional Core courses
Programs of Study	• Major & Minor requirements • College requirements
Core Practices	• Required: 2 Writing Intensive tags • Recommended: 2 Integrative Learning tags

Core Outcomes

- **Critical and creative thinking.** Bradley graduates will think critically, independently and creatively, and will employ evidence-based decision-making to solve problems and build new knowledge.
- **Effective communication.** Bradley graduates will be effective oral, written, and non-verbal communicators as well as active readers and listeners.
- **Multidisciplinary integration.** Bradley graduates will approach learning in an integrated manner, connecting knowledge and skills across multiple disciplines.
- **Practical application.** Bradley graduates will apply knowledge and skills from the classroom in real-world situations.
- **Social awareness.** Bradley graduates will understand and act ethically upon their connections to larger communities.

Core Areas of Inquiry

- **Communication (CM) -** Bradley graduates, as creative and critical thinkers, will communicate effectively in their personal and professional lives.
- **Fine Arts (FA) -** Bradley graduates will understand and appreciate the arts as a vital human experience interwoven with other humanistic disciplines.
- **Global Perspectives (GP) -** Bradley graduates will enhance their global perspectives by becoming knowledgeable about global systems, the forces that shape those systems, and cultures of the world.
- **Humanities (HU) -** Bradley graduates will think reflectively about the human condition, understand the forces that have shaped human history, and ponder perennial ethical, religious, and existential issues.
- **Knowledge and Reasoning in the Natural Sciences (NS) -** Bradley graduates will develop scientific reasoning skills to interpret technical information with the sophistication necessary to be contributing members of a knowledge-based society.
- **Knowledge and Reasoning in the Social and Behavioral Sciences (SB) -** Bradley graduates, as constructive and responsible members of society, will understand themselves in relation to others and to social institutions.

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- **Multidisciplinary Integration (MI) -** Bradley graduates will understand the value of integrating knowledge, skills, and approaches to inquiry across disciplinary boundaries.
- **Quantitative Reasoning (QR) -** Bradley graduates will understand and effectively engage in formal reasoning and applied quantitative reasoning.

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

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Bradley Core Curriculum Model

Bradley Core Curriculum

Core Practices

Required: 2 Writing Intensive (WI) tags
Recommended: 2 Integrative Learning (IL) tags

Areas of Inquiry

Take 1 course from each of the following 10 areas	hours
Communication - Writing 1 (W1)	3
Communication - Writing 2 (W2)	3
Communication - Speech (OC)	3
Fine Arts (FA)	3
Global Perspectives (GP)	3
Humanities (HU)	3
Knowledge & Reasoning in the Natural Sciences (NS)	3
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)	3
Multidisciplinary Integration (MI)	3
Quantitative Reasoning (QR)	3

Take 2 additional courses from 2 different areas below	hours
Global Perspectives (GP)	3
Humanities (HU)	3
Knowledge & Reasoning in the Natural Sciences (NS)	3
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)	3
Quantitative Reasoning (QR)	3

total hours	**36**

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

Summary of Benefits of the Bradley Core Curriculum

Although the proposed program appropriately carries over many of the effective elements of Bradley's current general education program, the following list highlights a few of the key differences that make the Bradley Core Curriculum a better educational experience for our students:

Outcomes and Curricular Elements Aligned with 21st-Century Needs
- Areas of Inquiry, Core Outcomes and Core Practices were developed *de novo*, to meet the demands of a broadly educated person in the 21st century.
- Although most Areas of Inquiry appear similar to our current general education categories, the Curricular Elements that define them have been updated.
- Existing courses will be revised to address the new curricular elements, reinforcing departments' sense of ownership of the courses they provide. New courses will be proposed by faculty members who in turn will bring new personal commitments to the general education program.

Two New Curricular Areas Added
- The Global Perspectives Area of Inquiry provides students with knowledge of global issues essential to citizenship today.
- The Multidisciplinary Integration course will provide students a formal classroom experience demonstrating the benefits of cross-disciplinary integration.

Greater Emphasis on Inquiry
- The move from "categories" to "areas of inquiry" is very intentional, and signifies greater emphasis on inquiry, or ways of knowing, than our current general education program. While it is still desirable to provide students with a breadth of knowledge and conceptual models, we understand the primacy of engaging students directly with the intellectual processes by which we generate and refine knowledge, deepen understandings, develop theoretical frameworks, and solve problems.

The Addition of "Core Practices"
- Two Writing Intensive courses in areas outside of W1 and W2 will provide additional instruction to address the need for all students to continually improve and apply their writing skills.
- Two recommended Integrated Learning tags will reinforce and deepen students' ability to synthesize and to practically apply their learning across disciplinary boundaries.
- Other "High Impact Practices" will be purposefully promoted, tracked, and developed (e.g., experiential learning, study abroad, first-year seminars, faculty/student collaborative research).

Curricular Flexibility
- In accord with their programs of study, students will choose two categories in which they will pursue a greater depth of inquiry—whether that be most appropriate in science, humanities, social science, global perspectives, or quantitative reasoning.

Assessment and Ongoing Program Development
- Moving forward, teams of faculty will systematically assess all parts of the Bradley Core Curriculum, eliminating the current problem of courses not aligning with general education guidelines and promoting continual improvement in all areas.

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Campus-Wide Community and Engagement
- By building this program from the ground up together over the past two years, Bradley faculty, staff, students, parents, employers, and alumni have educated themselves in the nature and importance of our general education program.
- Oversight and governance of the Bradley Core Curriculum will continue to bring faculty together as a community committed to providing the best general education we can.
- Professionals in both academic and non-academic units will cooperate in new ways to improve our students' experience of high impact practices.

Implementation Timeline

2014-2016 Implementation Calendar Overview

Fall 2014:	Bradley Core Curriculum Approval
Spring 2015:	100-level course approvals
Summer 2015:	Freshman Student Orientation
AY 2015-2016:	200+ level & tagged experiences approvals
Fall 2016:	Implementation for transfers
	All current students & all transfers who come before Fall 16 can opt in.

2014-2015 Calendar Recommendations

August 18:	Bradley Core Curriculum proposal released to campus
August 25:	Fall Forum – BCC proposal presented to campus
September 8:	Unit Responses due
October 16:	Steering Committee submits BCC proposal to Senate C&R process
November 5:	C&R submits recommendation to Senate Exec
November 20:	Target for University Senate Agenda
December 10:	Target for University Senate Vote
January:	Spring Forum
February:	100-level course proposals through department and college review
April 1:	C&R course recommendations to Senate Exec for April Senate meeting
April 16:	Course approvals by Senate
June 6:	Freshman Student Registration begins

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II. Introduction

Comments? Questions? Go to http://www.bradley.edu/sites/genedreview/comments/

a. Preface

The Bradley Core Curriculum (BCC) is the unifying piece of Bradley students' experience. Much thought and effort was used to develop the BCC to ensure graduates will be successful in the 21st century. Input was sought from many constituents; the following information is a compilation of the input from the many sources that were used to derive the proposed BCC.

This document is organized as an historical record of the general education review/revision process. The document begins by describing the current general education program. The next section details the general education program review. The review is broken down into five subsections. The first subsection documents the beginning stages of this process, which emerged during the University's strategic planning process. The second subsection documents the formal review process, which has been occurring since Fall 2012. The third subsection details the key events of the process. The fourth subsection details the data sources that were collected and reviewed throughout the review/revision process. The final subsection includes the list of all faculty and staff that participated in the review/revision process.

The next major section details the benefits of the Bradley Core Curriculum Proposal, followed by the Bradley Core Curriculum proposal. The final section outlines implementation plans and a calendar for the program review and course approval process. Four Appendices have been added to the document. Appendix A highlights the document changes and answers questions resulting from the Fall 2014 Unit Responses. Appendix B includes the Fall 2014 Unit Responses. Appendix C includes a proposal for course approvals and assessment procedures, which was previously submitted to the Curriculum and Regulations Committee. Appendix D includes a proposal for the Bachelor of Science degree requirements, which has also been submitted to the chair of the Curriculum and Regulations Committee.

Hyperlinked text is included throughout the document to link to specific documents on University websites or on the General Education Program Review Sakai Site.

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b. Table of Contents

III. The Current Program

a. All-University Degree Requirements and the General Education Program

To receive a baccalaureate degree from Bradley University students must complete three levels of requirements: All-University Degree Requirements, applicable college requirements, and the requirements of the declared major and minor programs. As seen in the list below the current General Education Program is one of the All-University Requirements. Thus, General Education requirements are the same for every baccalaureate degree candidate and changing General Education requirements does not change the other All-University Degree Requirements.

Briefly, the All-University Degree Requirements are as follows:

- Total Credit Hours
  - A minimum of 124 semester hours is required for all baccalaureate degrees.
- Residence Requirements
  - A minimum of 30 semester hours earned in residence is required of all students.
  - 24 of the last 30 semester hours must be earned in residence.
- Junior-Senior Credits
  - Candidates for a bachelor's degree must present a minimum of 40 semester hours in junior and senior courses.
- General Education Requirements
  - Candidates for all baccalaureate degrees must complete requirements in general education.
- Grade Point Average for Graduation
  - Minimum cumulative grade point average of 2.00 based upon hours taken at Bradley is required for graduation.
- Requirements for the B.A. Degree
  - Two years of college-level foreign language or its equivalent.
- Requirements for the B.S. Degree
  - At least 6 hours of courses selected from physical and natural sciences, mathematics, computer science, statistics, or quantitative methods in addition to the hours used to fulfill the University general education requirements.

A complete description of the requirements is found in the Undergraduate Catalog.

The General Education Requirements are the most elaborate of any of the All-University Degree Requirements and thus the program is detailed below.

b. The General Education Program Description from the 2013-2014 Undergraduate Catalog:

The current General Education program began in 1982 and has been modified in the three decades it has been in place. What follows is the description of the current program, categories, learning outcomes, and approval structures.

Candidates for all baccalaureate degrees must complete requirements in general education. Courses approved by the University Senate to fill these requirements are marked with the appropriate General Education code in the Undergraduate Catalog and the Schedule of Classes. The general education requirements are based upon the principles of "liberal education." The fundamental assumptions about liberal education include:

- A liberal education provides all students with the intellectual tools necessary to explore the best that civilization has produced.
- A liberal education provides the means for all students to exercise control over their lives through thoughtful responses to their political, social, cultural, technological, and natural environment.
- A liberal education emphasizes critical, historical, theoretical, scientific, and aesthetic approaches to knowledge.
- A liberal education enhances the quality of life and fosters an appreciation of learning as a foundation for continuing inquiry.
- The purpose of a liberal education is to develop students, regardless of academic major or professional aspiration, who are able to understand and participate in society as responsible human beings.

c. Categories in the General Education Program

The General Education Program consists of nine categories and 36 semester hours, required for all university degrees, as follows:

English Composition (C1 and C2) - 6 semester hours

The goals of the English composition requirement are to educate students in the principles and processes of effective college-level writing and to help students develop successful writing skills for the intellectual and rhetorical contexts of their major disciplines or professions.

Speech (SP) – 3 semester hours

The speech communication component focuses on the processes of developing a communicatively competent college graduate, who has attained a high level of knowledge and skill in verbal communication through systematic study and practice.

Mathematics (MA) – 3 semester hours

The mathematics requirement focuses on quantitative reasoning, producing literate college graduates who can apply simple mathematical models using formulas, graphs, tables, schematics and methods to the optimal solution of real world problems.

Western Civilization (WC) – 3 semester hours

The Western civilization component focuses on providing students with an understanding of the traditions, values, and institutions underlying Western civilization and the historical forces behind the societies in which they live.

Non-Western Civilization (NW) – 3 semester hours

The Non-Western civilization requirement serves to encourage students to look outside the predominant Western attitudes that have shaped American views of the world and to understand the modes of thought and values unique to the civilization under study.

Fine Arts (FA) – 3 semester hours

The fine arts component provides guidance and practice not only in emotional and sensory skills, but also in the intellectual analysis necessary to appreciate the arts. The arts serve to communicate levels of concentrated manifestations of the human spirit that are otherwise inexpressible.

Human Values (HL & HP) – 3 semester hours (either HL-3 semester hours or HP-3 semester hours)

The human values requirement focuses on a variety of important traditions of thought and expression relating to philosophy (HP) and/or literature (HL) in order to help students appreciate the complex issues involved in the development of systems of values.

College of Liberal Arts & Sciences majors are required to take 6 semester hours, 3 HL and 3 HP

Cultural Diversity and Social Forces (CD & SF) – 6 semester hours, including at least 3 semester hours in SF

The cultural diversity and social forces component exists to impart an understanding of economic, political and social institutions along with an understanding of cultural

diversity, thereby providing the college graduate with the ability to make meaningful contributions in the contemporary world.

Science and Technology (FS & TS) – 6 semester hours, including at least 3 semester hours in FS

The goals of the science and technology requirement are to provide an understanding of essential scientific principles through scientific observation, interpretation and analysis, and to produce college graduates who have the ability to reach scientific conclusions, communicate results of the scientific process and understand the impact of science on civilization.

d. Category Requirements in the General Education Program

The General Education category requirements that were approved in 2004 consist of the following:

English Composition

The English composition category consists of two integrated parts focusing on the development of writing skills requisite for both academic and professional settings emphasizing the structured interrelationship of fundamental (100-level) and advanced composition (300-level).

The goals of the English Composition requirement are to educate students in the principles and processes of effective college-level writing (100-level) and to help students develop successful writing skills for the intellectual and rhetorical contexts of their major disciplines or professions (300-level courses). Students must complete ENG 101, or equivalent, and one 300-level writing course.

English 100-level Writing Course (3 hours)

The objective of 100-level writing is to prepare students to communicate effectively during their academic careers. Consequently, students should be given an opportunity to acquire the diverse range of skills and techniques needed to meet the requirement of subsequent college courses. Specifically, 100-level writing prepares students to:
- write accurately, clearly and effectively;
- achieve competence in grammar, punctuation and mechanics;
- complete all stages of the writing process successfully;
- demonstrate competence in research techniques and documentation.

English 300-level Writing Course (3 hours)

The upper-level component of the requirement builds upon the skills developed in 100-level writing and upon the intellectual development of students in their third and fourth year of study. The upper-level writing courses prepare students to:
- write for a variety of audiences and contexts for multiple purposes, including advanced intellectual and scholarly work;
- reinforce the skills of mechanics, usage, and grammar and research techniques developed in the 100-level writing requirement;
- develop sophisticated writing styles appropriate to upper-level undergraduate studies;
- refine abilities in critical thinking and writing.

Speech

The speech communication component of general education focuses on the processes of developing a communicatively competent college graduate. The need for this category is based on the premise that an educated person must have a high level of knowledge and skill in verbal communication. To attain this objective, systematic study and practice of verbal communication is an essential part of general education. A communicatively competent college graduate should:
- have a basic understanding of the nature and function of the human communication process;
- be able to conceptualize, organize, develop, dramatize and deliver an effective public presentation or speech;
- have an understanding of the relationship between communication and culture in order to more effectively adapt messages to the demands of diverse audiences and speaking situations.

The knowledge component of a course in this category should focus particular attention on providing students with an understanding of the nature and function of human communication and the relationship between communication and culture. Communication competence increasingly depends on knowledge of cultural and co-cultural differences along with the ability to adapt messages to the demands of diverse audiences.

To engage in competent communication a student must also learn the skills necessary to execute effective public presentations. A course in this category places emphasis not only on the knowledge of basic communication concepts and principles, but also on skills – how knowledge is translated into action.

An acceptable course should focus special attention on the ability to conceptualize, organize, develop, dramatize, and deliver public presentations.

Each student is required to give multiple public presentations. Presentations on topics which explore and illuminate the relationship between communication and culture are encouraged but not required.

Mathematics

The mathematics component of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to apply simple mathematical models to the solution of real-world problems. A quantitatively literate college graduate should be able to:
- construct and interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- represent mathematical information symbolically, visually, numerically, and verbally;
- use appropriate algebraic, geometric, and statistical methods to solve problems;
- estimate solutions to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results;
- recognize the appropriateness and limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the students' capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future. General education mathematics courses should not be merely mechanical or computational in character.

Western Civilization

This category's goal is to give students an understanding of the traditions, values, and institutions underlying Western civilization. It is assumed that students need an opportunity to "make visible" the historical forces behind the societies in which they live, behind the curriculum, behind the disciplines, and even behind the architecture of Bradley University itself. For the purposes of differentiating this category from the "Non-Western" category, "Western" means emphasis on Western Europe (see "chronological scope" under specifications). Upon completing this category, students should
- know significant individuals, movements, ideal, values, institutions, and forces in the development of Western Civilization, with particular emphasis on "legacy" factors in contemporary life;
- understand the broad themes and issues that span multiple dimensions (*) of civilization
- gain a sense of both the uniqueness of the past and continuity between past and present;
- learn skills of analyzing and interpreting historical significance and change;
- be introduced to methods of integrating various dimensions of civilization;
- learn a shared, non-technical vocabulary that enables educated people to communicate with one another.

A course satisfying this category must have the following two major characteristics:

- BREADTH: The course must present a coherent analysis of three of the major dimensions (*) of civilization in Western Europe: arts, economics, intellectual activities, politics, religion, social organization, and technology. In some cases, the course may emphasize or foreground one of these dimensions through which to examine the whole.
- CHRONOLOGICAL SCOPE: In order to offer significant but realistic chronological scope, the course must fit into one of the following categories
  - A. Ancient Greeks and Romans to the 16th Century (should include some back ground in the following: ancient Middle East, Hebrews, and Persians, early Islam, and Byzantium).
  - B. 16th Century to the present (again, emphasis on Western Europe, but with some attention to colonization and post-colonial issues).
  - Combination of significant portions of the two periods A and B above.

    Note: "Significant" means at least 500 years for Western Civilization. For example, a course in the Reformations of the 16th Century could very well meet the breadth requirement, but is not sufficient in chronological scope. A course in the Roman Empire would not contain significant time periods from both A and B. Examples of courses that might be satisfactory are: (1) the rise of the middle class in Europe from 1250 to 1850, with emphasis on its impact on family, political institutions, business or trade, and technology; (2) significant political ideas and institutions from the Roman Republic through the 18th Century, with emphasis on their connection to the role of religion and social classes.

    * See below in the Non-Western Civilization Category

Non-Western Civilization

The goal of this category is to encourage students to look outside the predominant Western attitudes that have shaped American views of the world. Every college graduate should be introduced to the important characteristics of at least one civilization in addition to that of the West. Upon completing this category, students should
- understand the civilization(s) within a significant historical context, but also with an understanding of its(their) impact on the contemporary world;
- be familiar with multiple dimensions(*) of the civilization(s) under study;
- become familiar with significant modes of thought and values unique to the civilization(s) under study;
- develop skills to distinguish the Non-Western civilization(s) from Western civilization;
- learn skills of analyzing and interpreting historical significance and change;
- be introduced to methods of integrating various dimensions of civilization;
- learn a shared, non-technical vocabulary that enables educated people to communicate with one another.

A course satisfying this category must have the following characteristic:
- SCOPE and BREADTH: Courses in this category must emphasize a civilization (or civilizations) that has been significantly influenced by historical and/or cultural forces outside those generated by Western Europe. Acceptable courses must present a coherent analysis of at least three of the major dimensions (*) of the civilizations(s) under study: arts, economics, intellectual activities, politics, religion, social organization, and technology. In some cases, a course may emphasize or foreground one of these dimensions through which to examine the whole.

Courses may be taught either from the perspective of a single discipline, or (in the case of team-taught courses), from the perspectives of two or more disciplines.

* Definitions of dimensions used in Western and Non-Western Civilization (suggestive, not inclusive):

Art: creative activities, including "high" culture (e.g., architecture, literature, music, painting, sculpture, theater) and "mass" or popular culture (e.g., legends, mythology, folklore).
Economics: trade, commerce, business, money, work
Intellectual activities: philosophy, political theory, social criticism, science, ideology.
Politics: power, government, war, law
Religion: doctrine, beliefs, hierarchy, ritual
Social organization: class system, family, gender roles, minorities
Technology: tools, machines, irrigation, power, weapons

Fine Arts

Societies express their deepest feelings and ideas about themselves and the world through the arts. Communities use the arts to communicate levels of their humanity that are otherwise inexpressible. Art can be understood best and enjoyed most when experienced directly and responded to with sensitivity and knowledge. Individuals without sensory and intellectual capabilities remain untouched by the most concentrated manifestations of the human spirit. Through studying and experiencing representative works of art, a student should:
- acquire knowledge necessary to be able to analyze art;
- develop sensitivity necessary to respond to the most profound expressions of the human spirit.

Courses in this category provide knowledge about special terminologies and concepts integral to the understanding of the arts. Closely connected is guidance and practice in the emotional and sensory skills necessary to appreciate the arts. Where practice can be demonstrated to enhance understanding, it may be incorporated into the courses. In

the general education context, the practice of an art should not take precedence over an intellectual analysis of the art form.

Carefully selected representative works should be experienced, with emphasis placed on how these works function as art. Courses will also treat the historical and artistic contexts that gave rise to the works.

Human Values

The human values component of general education introduces students to fundamental choices facing humanity, including goals of human existence, norms of behavior, and aesthetic standards. Courses in this category will focus on a variety of important traditions of thought and expression relating to philosophy or literature in order to help students appreciate the complex issues involved in the development of systems of values. To be included in this category courses must critically examine texts that articulate significant questions, debates, and approaches concerning human values. Upon completing this category, students should
   • be able to think systematically, analytically, and objectively about the issues of values posed in the texts;
   • be able to engage in critical discussions and inquiry about the texts that raise these issues;
   • be able to formulate aesthetic or ethical standards based on their study;
   • be able to explore ways for constructive interaction and engagement in a pluralistic society with competing and conflicting systems of values;
   • be aware of historical, cultural and social factors that have influenced and continue to shape the formation of values;
   • be able to write and communicate effectively about the issues raised by these texts.

Courses satisfying the human values category will fall into one of two general classifications and should incorporate the goals noted above.
   1. Philosophical Analysis will examine systems of values and ethical issues from the perspective of philosophy and/or religion. Through careful reading of philosophical and/or texts, students will gain acquaintance with some of the key formulations of questions regarding values and ethics in the history of philosophy and religion. They will examine underlying philosophical or religious assumptions behind the formation of values, explore the development of values systems through history, and acquire methods for thinking critically about issues related to values and morality.
   2. Literary Analysis will emphasize the development of students' ability to read literature that represents aesthetic and ethical dilemmas, and to apply analytical and rhetorical skills necessary for functioning in a diverse society.

Cultural Diversity & Social Forces

To come to an understanding of economic, political, and social institutions along with an understanding of the cultural diversity of our country is essential in shaping the ability of the educated person to function in the contemporary world. These are, after all, the very issues that have the most immediate impact on individuals in their daily lives as citizens of our society.

All students will be required to complete two courses in the category of Cultural Diversity and Social Forces, and at least one of the courses must be in the second sub-category, Social Forces.

Cultural Diversity, 0-3 semester hours

The focus of this sub-category is cultural diversity within the United States. Cultural diversity means cultural differences (including racial, ethnic, religious, and/or gender) and issues of prejudice and discrimination. Goal of this sub-category is:
- To dispel ignorance of, and indifference to, cultural diversity in our society.

Courses suitable for this sub-category should
1. develop an awareness and appreciation for one or more cultural groups in the United States;
2. address the issues of prejudice and discrimination which may arise in a pluralistic society;
3. focus on one or more dimensions (historical, social, political, economic, literary, ideological, aesthetic or Intellectual) inherent in every cultural system;
4. be grounded in theory and objective analysis.

Courses for this sub-category may include, but are not restricted to, those already fulfilling other General Education requirements.

Social Forces, 3-6 semester hours

The social forces sub-category of general education focuses on the social, political, and economic influences that shape individuals, groups, and institutions as well as the mutual interactions between these various constituents of society. In order to familiarize students with the central approaches of a social or behavior science that studies these influences, the goals of this subcategory are to:
- present a well-established body of theory and empirical evidence;
- present students with a broader perspective helping them to understand the interdisciplinary implications of the subject being studied;
- help students reach an understanding of contemporary society and an individual's place in it that is grounded in theory and evidence;
- help students develop skills for understanding and coping with the changes and dynamic forces at work in contemporary society;

- help students learn a shared vocabulary, methodology, and body of factual information that will give them entrée as citizens, voters, consumers, and participants in community affairs into the current debates about social forces.

To support the above objectives and goals, courses that comprise this sub-category must include the following:

1. substantial, systematic presentation of one or more social, political, and/or economic theories;
2. synopsis of the empirical foundation and development of those theories;
3. relevant body of evidence/data;
4. exercises and discussion that help students analyze that evidence and apply theory to society and the individual;
5. reference to other disciplines and perspectives that allow students an understanding of the interconnected nature of society and fields of learning;
6. a balance of the foregoing criteria so students can gain an appreciation of the relationships of the theories and evidence to important issues in contemporary society.

Introductory courses that are simply a survey of what a department has to offer within the major program as well as those that emphasize current policy issues without substantial use of formal theories or analysis will not be eligible for inclusion in this category.

Science

The science component of general education focuses on developing scientifically literate college graduates. To achieve this goal students should be able to

- understand essential scientific principles sufficiently to formulate questions and hypotheses;
- make scientific observations and organize, interpret and analyze the data to address the questions and test the hypotheses;
- reach scientific conclusions concerning the questions and hypotheses;
- communicate the results of the scientific process;
- understand the impact of science on civilization.

Because active participation in laboratory investigation can reinforce the concepts of the scientific process, general education science courses that include laboratory components are encouraged.

Courses satisfying the general education science category will fall into two general classifications.

1. Fundamental Concepts in Science: The focus of courses in this classification will be on comprehension of the fundamentals of science and the scientific method as disciplined modes of thought and procedure. Courses should
    introduce essential scientific principles, concepts and terminology,

develop an understanding of the scientific method, and
generate critical and systematic thinking that students can transfer to a number of other intellectual pursuits.

2. <u>Science and Society</u>: Courses in this classification will develop an understanding of scientific and technological principles, applications and implications in modern society. These courses will involve critical thinking and communication to a degree expected of students that have attained junior/senior status. Courses should
introduce scientific concepts and terminology as needed,
explain how science and society affect each other, and
provide an awareness and understanding of science that may be related to the contemporary world.

All students will be required to complete two courses in the Science category and at least one must be in the Fundamental Concepts in Science classification.

Complete information regarding the general education program can be found on the general education website.

e. Approval Structures

As stated in the faculty handbook, the Subcommittee on General Education is established as a Subcommittee of the University Senate's Committee on Curriculum and Regulations. The function of the General Education Committee shall be:
1) To evaluate course proposals according to the current General Education guidelines and forward recommendations to the Committee on Curriculum and Regulations;
2) To establish policies for transfer credit of general education coursework;
3) To facilitate ongoing assessment of general education in collaboration with the appropriate departments or divisions;
4) To foster an environment that promotes general education as the unifying foundation of Bradley's diverse intellectual community.

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

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

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

f. General Policies

The general education program is governed by General Policies. They are outlined as follows:
● An approved General Education course may not be used to satisfy more than one of the nine major categories.
● Approved **Advanced Placement, International Baccalaureate and College-Level Examination Program** examinations are acceptable for many General Education categories.
● **Transfer students** who have earned only 5 semester hours of English Composition, Social Forces, or Science and Technology and 2 semester hours of Basic Speech, Western Civilization, Non-Western Civilization, Human Values, or Fine Arts are considered to have satisfied the all-University course requirements in these subjects. Bradley University participates in the Illinois Articulation Initiative (IAI).
● Bradley University participates in the Illinois Articulation Initiative (IAI). Transfer students from participating IAI institutions who have completed the IAI model general education curriculum prior to matriculating at Bradley may substitute the 36 semester hour model curriculum for the Bradley general education requirements. Several components of the Bradley program and the IAI model are identical.

- **Readmitted students** will not receive transfer general education credit for the 300-level writing requirement unless the course was taken at the 300-level. Readmitted students who attended Bradley University prior to the fall of 1983 may be required to satisfy the current general education requirements. The college dean of the student's major makes the decision.
- **Additional major or college-specific guidelines or policies** may apply. Consult college and program requirements in the undergraduate catalog for more information.

IV. General Education Program Review: From Inception to Present

a. Leading up to the Formal Review

Prior to launching the formal general education review/revision process, the University community had been thinking about general education through different venues. The General Education Subcommittee of University Senate sent members of the Committee to annual General Education and Assessment Conferences hosted by the American Association of Colleges and Universities (AAC&U). Additionally, the University-wise Assessment Team was formed and began a student learning project focused on core outcomes through a commitment by the University to participate in the Higher Learning Commission's Academy for the Assessment of Student Learning. Highlights and documents from this process leading up to the formal review can be found on the General Education Program Review Sakai Site.

Support for revision of general education was demonstrated more explicitly through University-wide processes beginning in Spring 2011. During the Spring 2011 semester, the University began a review to develop the next University Strategic Plan. Additionally, the General Education Subcommittee conducted focus groups and an alignment survey to understand aspects of the current General Education program during the 2011-2012 academic year.

i. University Strategic Plan

During the Spring 2011 semester, the University Strategic Planning Committee, a Subcommittee of University Senate, began the process for developing the University's next strategic plan. Focus groups and surveys were conducted to obtain feedback from Bradley's Faculty, Staff, and Students regarding the institution's priorities for the next five years. Participants were asked what makes Bradley distinctive and what should Bradley focus on in the next five years during the open forums. In the surveys that were administered, respondents were asked to identify opportunities, strengths, and challenges for the University. General Education was a theme that emerged from Faculty, Staff and Students through both the Open Forums and surveys. As a result, the comprehensive re-evaluation of General Education was included as a Strategic Initiative in the 2012-2017 Strategic Plan. The plan was passed by University Senate in December 2011 and approved by the Board of Trustees in January 2012.

ii. Spring 2012 Focus Groups

As the Spring 2012 semester began, the University's Subcommittee on General Education began conducting focus groups with faculty and staff during the January 2012 Spring Forum. Focus Group participants were asked four questions relating to the current General Education Program:
- What works?
- What doesn't work?
- What is missing?
- What is obsolete?

The focus group responses served as part of the groundwork for the general education revision project. A complete analysis of the themes was completed by members of the Subcommittee on General Education. A summary containing the recurring themes from the focus group conversations was presented as part of the launch of the formal review process. The summarized comments reflected both positive responses and identified potential areas for improvement to the current program.

Spring 2012 Focus Group Data
Executive Summary
Positive

- The current offerings cover a breadth of knowledge through a variety of offerings and modes of thought.
- Students are often taken out of their comfort zones by taking courses they wouldn't normally consider.
- We offer diverse courses with interdisciplinary connections. A revision should strive to retain aspects of the system that force students to take a diverse set of courses and introduce them to a wide set of ideas. The new system should also do more to encourage students to make connections across disciplines, either through Gen Ed offerings or connecting to major courses.
- Engaged, enthusiastic and dedicated faculty who bring passion and expertise to their courses.

Spring 2012 Focus Group Data
Executive Summary
Areas for Improvement

Concerns about the value of the current program:	
	Gen Ed courses are perceived as something to get out of the way.
	It is perceived that Gen Ed courses can just "be taken elsewhere."
	There is no consistent campus-wide message about the value of BU's Gen Ed program.
	Gen Ed should be recognized as the central common academic experience for all BU students.
Structural concerns:	
	The current structure lacks coherence.
	The current structure is organized by disciplines and not by values, topics, or interests.
	A structure to help students explore disciplines is missing.
	It can be challenging for both major and non-major students to be in the same course.
	We do not intentionally link Gen Ed writing courses to major curricula to ensure that students have improved writing skills before they take senior level courses in their majors.
	Juniors and Seniors can take 100-level general education courses alongside freshmen.
	We do not currently have a clear path to review or remove a course once it is approved.
Faculty concerns:	
	Teaching Gen Ed courses can be perceived as burdensome.
	We could improve faculty support and morale.
	We use adjunct and part-time faculty to teach many Gen Ed courses….
	….and some of those adjuncts teach the same course at ICC.

Transfer students issues:	
	How would transfer students fit in to a revised general education program? If this is a unique BU experience, how do they have that experience?
	How does the Illinois Articulation Initiative fit in to a revised structure? Is it still relevant?
New ideas for a revised general education program emerged:	
	Include more team-taught or interdisciplinary courses.
	Re-think "Western" and "Non-Western" Civilization categories and the terminology.
	Fine Arts: include more "hands on" creative activities.
	Expand the use of writing and presentations as a mode of learning across general education courses.
	Include courses on ethics.
	Rethink how we get students to acquire basic math, numeracy, and statistic skills.

iii. General Education Alignment Survey

Also in Spring 2012, the Subcommittee on General Education administered the General Education Alignment Survey. This survey was administered to all faculty who had taught a general education course in the last five years. Respondents were asked to indicate which of the outcomes they aligned with in their course. Responses indicated that drift had occurred in the program and a few people did not realize that their course was approved for general education. A summary of the results was presented during the launch of the formal review process.

iv. The General Education Review/Revision Steering Committee

In the Summer of 2012, Provost Glassman formed the General Education Review/Revision Steering Committee in order to achieve the Strategic Initiative for general education review/revision as stated in the Strategic Plan. The Provost appointed Kelly McConnaughay and Jenny Gruening Burge to serve as co-chairs of the Steering Committee. Deans appointed one faculty member per college to begin the work of the Steering Committee over the summer. The Provost was also a member of the committee. The work of the Steering Committee was to develop a plan for moving forward with general education revision. In consultation with external consultant Ann Ferren, the Steering Committee developed a plan to establish six Subcommittees to focus on different aspects of the revision process. The Subcommittees were introduced and populated during the Fall 2012 semester. At that time, membership of the Steering Committee also increased to include two members from each college, a member from student affairs, a member from the library, and a student.

b. Formal Review Process

i. Committee Structure

The Committee structure was unveiled at the 2012 Fall Forum. Five new subcommittees were formed and Deans and Unit Heads were asked to appoint faculty

and staff to the committees. The sixth committee was the standing Subcommittee on General Education as stated in the Faculty Handbook. Membership of the Steering Committee was also expanded to include two members from each college, a member from the Library, a member from Student Affairs, and a member appointed by Student Senate. The list of Subcommittees is as follows:

- Subcommittee 1: Current General Education Committee: Current Data, Practices, and Expertise
- Subcommittee 2: Accreditation and Programmatic Requirements
- Subcommittee 3: Core Competencies and Learning Outcomes
- Subcommittee 4: Models of General Education, Curriculum and Instruction
- Subcommittee 5: Integrating Effective Practices and Co-curricular Activities
- Subcommittee 6: Implementation: Roll Out, Professional Development, and Budget.

The relationship between the Subcommittees was depicted as follows:

ii. Subcommittee Charges

Following the Fall Forum, the Subcommittees were populated and given their charges. Each Subcommittee had goals for the Fall 2012 and Spring 2013 semesters. Charges were updated in Summer 2013 to reflect the work of the Subcommittees for Fall 2013. Detailed information regarding their charges is included below. The Writing Intensive Subcommittee was charged and populated during the Spring 2014 semester in order to address the Writing Intensive Course recommendation that had emerged throughout the review/revision process.

Steering Committee

Membership:
The Steering Committee will consist of the Provost, the Director for Institutional Improvement, the Chair of the Senate General Education Subcommittee of C&R, two representatives from each college appointed by their Dean, a representative from the Library, a representative from Student Affairs, a representative from the Student Senate, and other appointees as deemed necessary. The Director for Institutional Improvement and the Chair of the Senate General Education Subcommittee of C&R chair will serve as co-chairs of the Steering Committee. Each member of the Steering Committee will serve as liaison to one of the subcommittees.

2012-13:
The Steering Committee will be responsible for coordinating the general education review/revision process, and for developing the resulting proposal to C&R.

2013-14:
1. Review final recommendations from Subcommittees 3, 4 and 5
2. Review End-of-Semester Reports from subcommittees and feedback from campus, including individual and unit level feedback
3. Refine or adopt current draft recommendations from Subcommittees 3, 4 and 5
4. Develop multiple (target 2-4) program templates that integrate learning outcomes, models and other curricular and co-curricular elements as appropriate
5. Develop document articulating draft program templates, reasoning behind program, program goals, etc.
6. Plan release of draft program templates to campus
7. Develop mechanisms to obtain campus input
8. Prepare proposal to Curriculum & Regulations (C&R) subcommittee of University Senate

Subcommittee 1 - Current General Education committee: Current Data, Practices and Expertise

Membership:
Subcommittee 1 is the current standing subcommittee of the University Senate, responsible for oversight of the General Education program. Population rules are articulated in the Faculty Handbook.

2012-13:
The function of the General Education Committee shall be:

1. To evaluate course proposals according to the current General Education guidelines and forward recommendations to the Committee on Curriculum and Regulations;
2. To establish policies for transfer credit of general education coursework;
3. To facilitate ongoing assessment of general education in collaboration with the appropriate departments or divisions;
4. To foster an environment that promotes general education as the unifying foundation of Bradley's diverse intellectual community.

2013-14:
Along with the charge outlined in the University Senate Handbook, Subcommittee 1 will focus on the following tasks relating to this project:

1. Develop assessment plan in collaboration with University-wide Assessment Team and Subcommittees 3 and obtain feedback as needed
2. Obtain feedback on assessment plan from faculty and units involved in general Education
3. Work with accredited programs to ensure articulation with assessments required for accreditations
4. Support the value of general education through marketing and communication goals and messages
5. Support C&R proposal development and approval process
6. Respond to draft program templates, other recommendations and documents, and requests from the Steering Committee

Subcommittee 2 - Accreditation and Programmatic Requirements

Membership:
Subcommittee 2 shall consist of a representative from each college appointed by their Dean, a representative from admissions/transfer admissions, a member of the General Education Subcommittee, the Director of Institutional Improvement, and other appointees as deemed necessary. The subcommittee chair will be selected by the subcommittee, and a member of the Steering Committee will act as liaison between the subcommittee and the Steering Committee.

2012-13:
1. Subcommittee 2 shall:
   A. Identify program specific accreditation criteria or curricular requirements with regard to general education requirements.
   B. Compile the specifics of the general education requirements applicable to the programs identified in (A) as well as the HLC general education mandates.
   C. Compile the general education transfer guidelines, including IAI, for new and continuing students.
   D. Compile the requirements applicable to earning general education course

credit through AP, IB, dual-credit courses from high school transcripts, and CLEP.

2. Subcommittee 2 shall analyze compiled data to:
   A. Identify general education curricular components common to programmatic accreditation or curricular requirements.
   B. Identify inconsistencies in the general education requirements among programs.
   C. Determine the flexibility needed in general education requirements to accommodate specialized programmatic accreditation or curricular requirements.
3. Subcommittee 2 shall submit:
   A. The inventory summarizing accreditation and programmatic constraints (data from 2.A) to programmatic accreditation experts by midterm Fall 2012 semester.
   B. The inventory to the GESC by the end of Fall 2012 semester.
   C. Submit a report on its findings and recommendations (data from 2.B and 2.C) to the GESC in the first quarter of 2013.
4. Subcommittee 2 shall review general education revision plans as they develop, and ensure that the plans are consistent with accreditation guidelines. They will also alert programs and/or departments that will be significantly impacted by proposed changes to the general education program.

2013-14:
1. Continue reviewing program drafts and the final program prior to submission to C&R to ensure consistency with curricular requirements, accreditor requirements, and Illinois Articulation Initiative (IAI), Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and high school dual credit requirements and practices
2. Analyze implications for IAI, AP, IB, CLEP and high school dual credit requirements and for transfer articulation
3. Align the proposed programs with current program for review by accreditation experts to ensure needs are being met
4. Respond to draft program templates, other recommendations and documents, and requests from the Steering Committee

Subcommittee 3 - Core Competencies and Learning Outcomes

Membership:
Subcommittee 3 shall consist of the following representatives:
- College of Liberal Arts and Sciences:
  o a member from the Social Sciences;
  o a member from Humanities;
  o a member from Natural Sciences.
- College of Communication and Fine Arts:
  o a member from Communications;

- o and a member from Fine Art.
- College of Education and Health Sciences:
  - o a member from Education;
  - o a member from Health Sciences.
- One member from College of Engineering.
- One member from College of Business.
- Other members as deemed necessary.
- The chair of the General Education Subcommittee of University Senate, and the Director of Institutional Improvement, who will also serve as liaisons to the General Education Subcommittee of University Senate and the University-wide Assessment Team.

2012-13:
1. Subcommittee 3 shall:
   A. Review historical Bradley University documents relating to core competencies and general education at Bradley. These documents include the current general education program document from 2004, the University-wide Assessment Team's competency document and assessment plan for the Bradley Core Experience, the 2008 BUCCS conversation white paper concerning Bradley graduates, Spring 2012 focus group data; the Bradley University Mission, Vision, and Core Value Statements; and other data and information deemed necessary by the Subcommittee.
   B. Review general education programs at similar institutions, and review identified core competencies and learning outcomes.
   C. Review AAC&U publications and Degree Qualifications Profile information relating to general education components and learning outcomes.
   D. Work closely with Subcommittee 4
2. Subcommittee 3 shall analyze compiled data to:
   A. Summarize findings from 1A to 1C.
   B. Draft programmatic competencies and learning outcomes recommended for the Bradley University General Education program.
3. Subcommittee 3 shall submit:
   A. The summary of reviewed documentation to the Steering Committee by the end of the Fall 2012 semester.
   B. Recommended competencies and learning outcomes for the general education program to the Steering Committee by the end of the Spring 2013 semester.
4. Subcommittee 3 shall work with existing University committees (The University-wide Assessment Team and the General Education Subcommittee of University

Senate) to assist in the development of an assessment plan for the general education program.

2013-14:
1. Work with University-wide Assessment Team and Subcommittee 1 to develop assessment plan and identify and create assessment tools to measure student learning outcomes (SLOs), with considerations for both native and transfer students
2. Respond to draft program templates, other recommendations and documents, and requests from the Steering Committee

Subcommittee 4 - Models of General Education, Curriculum and Instruction

Membership:
Subcommittee 4 shall consist of a representative from each college appointed by their Dean, a representative from the General Education Subcommittee, and other appointees as deemed necessary. The subcommittee chair will be selected by the subcommittee, and a member of the Steering Committee will act as liaison between the subcommittee and the Steering Committee.

2012-2013:
1. Subcommittee 4 shall:
   A. Review/research historical and current models of general education that have been integrated into the undergraduate curriculum at private colleges and universities across the United States.
   B. Identify models of general education that are consistent with the mission, vision, and core values of Bradley University.
   C. Compare and contrast the strengths, weaknesses, curricular requirements, instructional demands, and resource needs of the models of general education identified earlier that appear to have the greatest utility for undergraduate education at Bradley University.
   D. Determine the components of the aforementioned models that are best aligned with the goals, objectives, and expectations of undergraduate education at Bradley.
   E. Work closely with Subcommittee 3.
2. Subcommittee 4 shall analyze compiled data to:
   A. Summarize curricular and instructional models that inform the general education review/revision process at Bradley University by the end of Fall 2012. The Steering Committee will provide input from the discussions with the other subcommittees and provide guidance.
   B. Recommend the general education model – i.e., conceptual framework, curriculum (scope and sequence), program requirements, and instructional delivery—that best prepares undergraduate students at Bradley University to meet the demands of, and achieve success in, the twenty-first century by the end of Spring 2013.

3. Subcommittee 4 shall submit:
    A. An evaluation of models of general education by the end of Fall 2012 semester.
    B. A recommendation for a general education model for adoption at Bradley University by the end of the Spring 2013 semester.
4. Subcommittee 4 shall work with the other subcommittees and the members of the University Community to ensure the basic tenets of the recommended general education model are articulated in the curriculum, instruction, and assessment framework/components of the approved General Education Program at Bradley University.

2013-14:
1. Identify the scope and sequence of category elements in support of the SLOs, including numbers of hours, number and sequence of courses and required elements in each category, articulation/overlap with major requirements, and pedagogical approaches, with considerations for both native and transfer students
2. Respond to draft program templates, other recommendations and documents, and requests from the Steering Committee

Subcommittee 5 - Integrating Effective Practices and Co-curricular Activities

Membership:
Subcommittee 5 shall consist of a representative from each college appointed by their Dean, representatives from campus programs actively involved in co-curricular education, and other appointees as deemed necessary. The subcommittee chair will be selected by the subcommittee, and a member of the Steering Committee will act as liaison between the subcommittee and the Steering Committee.

2012-13:
1. Subcommittee 5 shall:
    A. Identify all programs that have co-curricular content or effective practices (see the AAC&U LEAP documents for a starting list) that have been integrated into the general education program.
    B. Identify all programs with co-curricular content or effective practices that may be integrated into the general education program.
    C. Compile the specifics of the general education requirements applicable to the programs identified in (a) and (b) as well as the HLC general education mandates.
    D. Research how co-curricular activities or effective practices have been integrated into the general education program at other institutions.
2. Subcommittee 5 shall analyze compiled data to:
    A. Identify general education co-curricular or effective practice components that correlate to emerging general education guidelines and standards.
    B. Identify consistencies and inconsistencies among components illuminated in (a), including methods of evaluation and oversight.

3. Subcommittee 5 shall submit:
   A. An inventory of current co-curricular activities and effective practices currently offered at Bradley by Fall 2012.
   B. A summary of co-curricular content recommended for inclusion in the general education program by the end of Spring 2013 semester, based on identified core competencies and learning outcomes for the program, effective practices at other institutions, and current Bradley University offerings.
   C. Recommendations for oversight of content identified in (b), as such content is approved by the General Education Steering Committee.

2013-14:
1. Provide oversight for refinement of emerging High-Impact curricular and co-curricular elements, which may include but are not limited to Freshman Seminar, Common Intellectual Experiences, Experiential Learning Components, Co-curricular Experiences, Writing Intensive Course and Capstone components, including articulation with unit level needs/objectives for any such experiences that also meet major level requirements, with considerations for both native and transfer students
2. Review other High Impact and Co-Curricular components as they emerge and are integrated in proposed programs
3. Respond to draft program templates, other recommendations and documents, and requests from the Steering Committee

Subcommittee 6 - Implementation: Roll Out, Professional Development, and Budget

Membership:
Subcommittee 6 shall consist of a representative from each college appointed by their Dean, a representative from OTEFD, a representative from the Provost's Office, and other appointees as deemed necessary. The subcommittee chair will be selected by the subcommittee, and a member of the Steering Committee will act as liaison between the subcommittee and the Steering Committee.

1. Subcommittee 6 shall:
   A. Address the issues associated with implementing the General Education program.
   B. Plan the transition from the current program to the new program.
   C. Identify departments for which general education course offerings constitute a significant portion of the student-semester hours taught by the department's faculty.
2. Subcommittee 6 shall analyze compiled data to
   A. Assess resource needs and make recommendations to the Provost with regard to
      ● resource utilization;
      ● professional development needs;

- ● any other resource needs for the transition to and implementation of the new program.
  3. Subcommittee 6 shall submit:
     A. Assessment of resource needs of current program by Spring 2013.
     B. Draft of a transition plan from the old program to the new by Fall 2013.
     C. Resource Recommendations for the new program by Spring 2014.

2013-14:
1. Prepare detailed resource analysis for draft programs in Fall 2013
2. Plan the transition from the old to the new program for start date of Fall 2015
3. Develop informational materials for new program
4. Respond to draft program templates, other recommendations and documents, and requests from the Steering Committee

Writing Intensive Requirement Subcommittee

Membership:
Membership shall consist of a representative from each college appointed by their Dean, a representative from the library, a representative from the University-wide Assessment Team's Writing Task Force, a representative from Subcommittee 5 of General Education Review and Revision Project, a student appointed by the Student Senate, and other appointees as deemed necessary. The subcommittee chair will be selected by the subcommittee, and a member of the Steering Committee will act as liaison between the subcommittee and the Steering Committee.

2013-14:
The Writing Intensive Subcommittee shall:
1. Review the Bradley Core Curriculum document and recommendations regarding writing intensive courses from Subcommittee 5. Additionally, review the Writing Task Force Inventory results regarding current writing assignments at Bradley. Finally, research writing intensive programs at peer and competitor institutions to gather benchmarking information regarding
   A. requirements: how many courses are student required to take, where are the courses housed (e.g., general education vs. major), how are they scaffolded vis-à-vis composition requirements, do they also contain oral or other communication requirements, what are the requirements for a course to be deemed writing-intensive
   B. administration: are writing intensive courses under the administration of the general program or a separate entity
   C. support systems: e.g., faculty development and assistance, student support
   D. assessment models
2. Coordinate with the Writing Task Force and CTEL to develop and host open forum session to review and discuss Writing Task Force Inventory results.
3. Develop recommendations regarding
   A. Bradley's writing intensive requirement

   B. structures and resources needed to support the writing intensive
      requirement
   C. administrative and evaluation details
4. Submit a summative report to the Steering Committee by May 16, 2014.

iii. Timelines and Deliverables

An initial timeline with deliverables was presented to campus during the 2013 Fall Forum in order to clearly communicate the timeline and expectations to the University Community. This information was also available on the General Education Program Review Website.

Committee Timeline	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring
SC1					
Support the process as needed with existing data	██	██			
Work to get drafted program through necessary internal approvals				██	██
SC2					
Inventory of accreditation and programmatic constraints	██				
Report of constraint findings		██			
Watch to ensure program consistency				██	██
SC 3					
Summary of competency and learning outcome findings	██				
Draft of competencies and learning outcomes		██			
Work with standing committees				██	██
SC 4					
Summary of curricular and instructional models	██				
Recommend general education model		██			
Work with Steering Committee as needed				██	██
SC 5					
Summary of co-curricular content	██				
Recommend oversight of co-curricular content		██			
Work with Steering Committee as needed				██	██
SC 6					
Assess resource needs of current program	██	██			
Plan the transition from old to new				██	
Make resource recommendations					██
Steering Committee					
Begin the process; populate subcommittees; communicate subcommittee work to Steering Committee	██	██			
Draft new program based on subcommittee recommendations; attend AAC&U Workshop			██		
Present program to faculty and work with SC1 on approvals; communicate changes to University community and external constituencies				██	██

c. Key Events

The general education review/revision process was officially introduced during the 2012 Fall Forum. An external consultant, Ann Ferren, gave a presentation on the need to engage in general education revision. Results from the Spring 2012 Focus Groups conducted by the Subcommittee on General Education were shared with the attendees and they were asked to provide feedback on priorities for general education revision. Attendees at the Fall Forum were asked to participate in small group discussions regarding additional aspects of general education. Participants were asked:
- List the knowledge, skills and attributes that characterize entering Bradley students.
- List the knowledge, skills and attributes that all Bradley students need by the time they graduate.
- List those Gen Ed outcomes that we want future Bradley alumni and employers to value most, personally, at work, and in interactions with the community.

After the Forum, the Subcommittees were populated and they began meeting. The results of the priorities for general education revision and the responses to the small group discussions were shared with the Subcommittees. During each phase of the process, feedback was obtained from the University Community prior to a decision being reached. A table of the key events that have taken place throughout the process is included below. The section following the table details the data collected throughout this process and each data piece is hyperlinked to its source document. All documents are location on the General Education Program Review Sakai Site.

When	Event	Feedback
Fall 2012	Survey on high impact practices administered to campus.	Unit heads were asked to indicate which high impact practices were already taking place in their courses or units.
Spring 2013	Spring Forum	The Subcommittee chairs gave a panel presentation on the work of the Subcommittees during Fall 2012 and plans for their work during Spring 2013. Each Subcommittee had also submitted a report to the Steering Committee at the end of the Fall 2012 semester.

Spring 2013	Learning Outcomes Draft 1	Subcommittee 3 released the first draft of the learning outcomes to the University community, held open forums for feedback, and conducted a survey for additional input and feedback.
Spring 2013	Learning Outcomes Draft 2	Subcommittee 3 released the second draft of learning outcomes to the University community, which was edited based on input received to draft 1. The Subcommittee again conducted open forums and administered a survey to obtain feedback.
Spring 2013	Effective Practices and Co-Curricular Activities Draft 1	Subcommittee 5 released recommendations to the University community regarding which high impact practices should be included in a revised general education program. The subcommittee conducted an open forum and administered a survey to obtain feedback from the University community.
Spring 2013	Model Recommendations draft 1	Subcommittee 4 released initial model recommendations to the University community to obtain feedback on different types of curricular models for general education programs. The Subcommittee conducted open forums and administered a survey to

		obtain feedback from the community.
Spring 2013	Model Recommendations draft 2	Subcommittee 4 released some additional details and revisions to the models to the University community for feedback. A survey was administered to collect feedback on the options presented.
Spring 2013	Learning Outcomes Draft 3	Subcommittee 3 released a third draft of the learning outcomes, which incorporated changes from the previous feedback collected. A survey was administered to collect feedback.
Spring 2013	Employers Advisory Board	Members of the Steering committee and special guest Phil Gardner met with the Employers Advisory Board in order to give an overview of the general education review process and obtain feedback on the early revision ideas. Phil Gardner helped facilitate the discussion regarding employer needs for graduates.
Spring 2013	Parents Advisory Board	Members of the Steering Committee met with the Parents Advisory Board in order to provide an update on the general education review process and obtain feedback on the early revision ideas.

Fall 2013	Fall Forum	The Steering Committee released the Bradley Core Experience document, which detailed options for the University community to consider including in a revised general education model.
Fall 2013	Bradley Core Experience feedback	After Fall Forum, the Steering Committee hosted open forums and administered a survey to obtain feedback from the University community on the options presented in the Bradley Core Experience document. Departments were also asked to provide feedback on the options presented.
Fall 2013	The Bradley Core Curriculum 1.0 Data Report	After reviewing feedback on the different Bradley Core Experience options, the Steering Committee released the first draft of a model that incorporated the feedback. At the same time, the Data Report document was released, which detailed the input received from each unit on campus in response to the Bradley Core Experience.
Spring 2014	Spring Forum	The Bradley Core Curriculum was slightly modified and a second version was released to campus. Additionally, a benefits document was presented and released, discussing the benefits of the review/revision

		process. The Steering Committee asked for volunteers to participate in Area of Inquiry groups to review the Areas of Inquiry and their Curricular Elements. The groups were asked to demonstrate alignment to the Core Outcomes and provide additional detail on the population rules for a course to be included in this area. The working groups were also asked to provide example courses that may be included in this area. This work continued for the first part of the Spring 2014 semester.
Spring 2014	Area of Inquiry Recommendations	Each working group made recommendations to the Steering Committee regarding the curricular elements and course population rules for each area. These recommend-dations were released to the University community and individuals could provide feedback to the Steering Committee through the General Education Program Review website.
Spring 2014	Steering Committee Response	The Steering Committee provided a response to each Area of Inquiry group. In some cases, no additional information was needed. In other cases, additional clarification or

		revisions were requested.
Spring 2014	Student Senate Meetings	Members of the Steering Committee attended a Student Senate meeting in order to provide an overview on the review process.
Spring 2014	Employers Advisory Board	Members of the Steering Committee provided an update to the Employers Advisory Board regarding the review process and changes that have been made over the last year.
Spring 2014	Parents Advisory Board	Members of the Steering Committee provided an update to the Parents Advisory Board regarding the review process and changes that have been made over the last year.
Spring 2014	Modified 1, 2, and 3	Three model options were released to campus regarding the placement of the Integrated Interdisciplinary Perspectives Area of Inquiry. Members of the University community were invited to provide feedback on the options through the general education program review website.
Spring 2014	Open Forum	The Steering Committee conducted an Open Forum at the end of the semester in order to update the University Community on the work throughout the last semester and to obtain feedback regarding the

		Integrated Interdisciplinary Perspectives Area of Inquiry.
Summer 2014	Board of Trustees, Academic Planning Committee	Members of the Steering Committee were asked to provide an update to the Board of Trustees regarding the General Education Review/Revision Project.
Summer 2014	Alumni Board	Members of the Steering Committee were asked to provide an update to the Alumni Board regarding the General Education Review/Revision Project.
Fall 2014	Fall Forum	The 2014 Fall Forum was focused on the Bradley Core Curriculum. The morning session focused on a presentation of the Bradley Core Curriculum, along with a panel presentation focused on Integrative Learning. Workshops occurred during the afternoon session focused on assessment, writing intensive courses, inquiry, and multidisciplinary integration.
Fall 2014	Unit Responses	When the Core Curriculum was released to the campus on August 18, all units were asked to review the proposal and submit a unit response to the Steering Committee by September 8, 2014. The Steering Committee received responses from

		36 units and they indicated areas that needed additional clarity. The Steering Committee delayed the process for submitting the proposal to C&R by one month in order to clarify the document.
Fall 2014	Proposal Submitted to Curriculum and Regulations	The revised proposal was submitted to the University Senate's Curriculum and Regulations Committee on October 16, 2014.

d. Data Collected, Shared, and Evaluated

Since the 2012 Fall Forum, six subcommittees, The Steering Committee, and the Writing Intensive Subcommittee (formed Spring 2014) have been working to identify the best general education program to meet the needs of Bradley students. They have researched external data and collected internal data formally and informally. Formal data collection efforts were conducted through surveys, open forums, and by requesting departmental or college-level responses. Informal responses included emails and responses from the University community through the general education revision website. All members of the University community were able to email the Steering Committee at any time through the general education review/revision website. An inventory of the collected data is included below.

The documents referenced below can be found on the General Education Program Review Sakai site under the resources tab. The documents are labeled as per the scheme below.

i. Internal Documents

This section includes all documents that were developed and shared with the University community that are related to general education review. The community was asked to provide feedback on the documents throughout the review/revision process. The data collected through internal processes such as open forums and surveys is also included. The section is organized chronologically and begins with data collected prior to the formal review process.

Leading up to the Formal Review

- 2007.1 BUCCS Whitepaper
    - Conversations were held and focused on the Bradley graduate of the future. The resulting Whitepaper was one piece of data used to inform the Assessment work that followed.
- 2008.1 Student Learning Project Overview
    - Bradley University joined the Higher Learning Commission's Academy for the Assessment of Student Learning. The Student Learning project was focused on Core Outcomes, and a 3 year assessment plan was developed.
- 2010.1 Fall Forum NSSE/FSSE Themes
    - Data from the Spring 2009 National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) Administration were presented and discussed.
- 2011.1 Spring Forum CLA Results
    - Data from the 2009-2010 Collegiate Learning Assessment (CLA) Administration were presented and discussed.
- 2011.2 Faculty and Staff Results
    - The University launched the Strategic Planning process and faculty and staff were invited to respond to surveys or attend focus groups on initiatives for the strategic plan.
- 2011.3 Student Results
    - The University launched the Strategic Planning process and students were asked to respond to surveys on initiatives for the strategic plan.
- 2011.4 Bradley University Strategic Plan 2012-2017
    - After collecting data and feedback from the University Community during Spring 2011, the University Strategic Plan was discussed and passed University Senate. General Education Review emerged as one of the key initiatives in the Strategic Plan.
- 2011.5 Assessment Team Recommendations Report
    - The work of the University-wide Assessment Team was discussed over lunch at the Fall Forum as the Team presented data that had been reviewed from the 2009-2010 Collegiate Learning Assessment (CLA) Administration and Spring 2009 National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) Administration.
- 2012.1 Emergent FG Themes
    - The General Education Subcommittee began focus groups with the faculty on the current general education program in response to the recently approved Strategic Plan. Themes emerged from these focus group conversations that were shared to launch the review/revision process.
- 2012.2 Alignment Survey Results

- o The General Education Subcommittee also administered the General Education Alignment Survey to all faculty who taught a general education course in the last 5 years.

Formal Review Process

Fall 2012:
- 2012.3 Fall Forum 2012 Plenary
  - o Presentation from Ann Ferren regarding the need for general education review to kick off the Fall Forum and formal review process.
- 2012.4 Fall Forum 2012 Steering Committee Presentation
  - o Presentation outlining the work and questions for the day as well as committee structure and timeline.
- 2012.5 Review/Revision Structure
  - o Diagram depicting the 6 Subcommittees and their relationship to the Steering Committee.
- 2012.6 Timeline
  - o High-level timeline highlighting goals for the process.
- 2012.7 Fall Forum Response Summary
  - o Summary of the responses to the Steering Committee's questions for discussion during Fall Forum.
- 2012.8 Fall Forum Focus Group Theme Priorities
  - o Fall Forum Attendees were asked to prioritize issues for consideration that emerged as a result of the Spring 2012 Focus Group. This document includes the results of the attendee's feedback.
- 2012.9 Current General Education Committee: Current Data, Practices, and Expertise (Subcommittee 1) report to the Steering Committee.
  - o Report summarizes the goals from the committee for Fall 2012. The Committee goals were to focus on assessing the current general education program and building a culture that values and supports general education at Bradley. The report summarizes the focus group data collected from Spring 2012. Additionally, the committee shared Alignment Survey data with groups of faculty responsible for teaching general education courses. The faculty have been meeting by gen ed category to discuss the alignment survey results, and their responses to the survey data will be available in Spring 2013. In terms of enhancing University culture, a new website was developed, faculty were asked to identify their gen ed course as such in their syllabus, "points of pride" for the general education program were developed for the next admission's viewbook, and Web stories about innovative or engaging teaching in general education courses were developed.
- 2012.10 Accreditation and Programmatic Requirements (Subcommittee 2) Cover Letter.
- 2012.11 Required Courses and Outcomes (Subcommittee 2)
- 2012.12 BU Accreditation Experts and Accrediting Agencies (Subcommittee 2)

- o The Committee spent the Fall semester identifying each accredited program on campus, documenting their accreditor, and identifying a program contact person for that program. The committee then researched required skills or competencies required by programmatic accreditors. Their findings are summarized in a table and aligned with the current general education categories.
- 2012.13 Core Competencies and Learning Outcomes (Subcommittee 3) report to Steering Committee.
  - o This Subcommittee spent the Fall semester researching information related to learning outcomes expressed as competencies for students graduating with an undergraduate degree in any field of study. They reviewed several sources including Bradley University documents (such as focus group results, the Strategic Plan, and the current general education program). They researched articles and reports related to the Committee's charge as well as information from other colleges and universities. All of their sources are documented in this report to the Steering Committee. They planned to use the information they have reviewed to develop a draft of core learning outcomes by Spring Break 2013.
- 2012.14 Models of Delivery, Program Structure, and Pedagogy (Subcommittee 4) report to Steering Committee
- 2012.15 Fall 2012 Curriculum Models (SC4)
  - o Subcommittee 4 focused its Fall 2012 work on researching models of general education. They developed a table comparing several different general education models. The current Bradley model was included. They also included recommended readings. They planned to unveil models for campus discussion in Spring 2013.
- 2012.16 Integrating Effective Practices and Co-curricular Activities (Subcommittee 5) report to Steering Committee
- 2012.17 Survey on high impact practices addendum (Subcommittee 5)
  - o Subcommittee 5 focused its Fall 2012 work on High Impact Practices that were currently occurring on campus. They administered the survey on high impact practices to campus. They identified from this survey that writing intensive courses were considered "critical" or "very important" in a curriculum, making it the highest-ranked high-impact curricular component.
- 2012.18 Implementation: Roll Out, Professional Development, and Budget (Subcommittee 6) report to Steering Committee.
- 2012.19 Presentation to Steering Committee (Subcommittee 6)
  - o Subcommittee 6 began by breaking its work down into milestones. They began by brainstorming resource needs and developed a list of questions to answer through the development of a general education dashboard.

Spring 2013:
- 2013.1 Spring Forum 2013 Subcommittee Presentation

- 2013.2 Spring Forum presentation handout (Subcommittee 5).
    - The Spring Forum focused on a panel presentation with a representative from each Subcommittee presenting on their work from the fall and plans for the Spring 2013 semester. Subcommittees 3, 4, and 5 prepared to release draft documents to the campus on learning outcomes, models of delivery, and the incorporation of high-impact practices.
- 2013.3 Learning Outcomes Draft 1 (Subcommittee 3)
    - The first draft of the Learning Outcomes was developed and feedback was gathered regarding the outcomes included. The Subcommittee hosted open forums and administered a survey in order to obtain feedback on the draft.
- 2013.4 Learning Outcomes Draft 2 (Subcommittee 3)
    - The Second draft of the Learning Outcomes was developed based on feedback to draft one. The Subcommittee hosted open forums and administered a survey in order to obtain feedback on the draft.
- 2013.5 Effective Practices and Co-Curricular Activities Draft 1 (Subcommittee 5)
- 2013.6 Effective Practices and Co-Curricular Activities Addenda (Subcommittee 5)
    - The first draft of recommended effective practices and co-curricular activities was released. The Subcommittee hosted open forums and administered a survey to obtain campus feedback on their recommendations.
- 2013.7 Model Recommendations Draft 1 (Subcommittee 4)
    - The first draft of potential models for University-wide consideration was released. The Subcommittee hosted open forums and administered a survey to obtain campus feedback on their recommendations.
- 2013.8 Model Recommendations Draft 2 (Subcommittee 4)
    - The second draft of possible models for consideration by the Bradley community was released. The committee administered a survey to obtain feedback on the models.
- 2013.9 Learning Outcomes Draft 3
    - The third draft of Learning Outcomes for community consideration was released and a survey was administered to obtain feedback on this draft.
- 2013.10 Feedback from Employers Advisory Board
- 2013.11 Presentation to Employers Advisory Board
- 2013.12 Feedback from Parents Advisory Board
- 2013.13 Presentation to Parents Advisory Board
    - During the Spring semester, Steering Committee representatives met with the Parents Advisory Board and the Employers Advisory Board. Steering Committee members were able to update each group on the progress of the review and present draft versions of the Core Outcomes. Overall, each group was supportive of the review and felt the draft Core Outcomes and Areas of Inquiry were consistent with employer needs and skills necessary for success.
- 2013.14 Spring 2013 Report from Subcommittee 1

- 2013.15 Alignment Survey Executive Summary (Subcommittee 1)
    - Subcommittee 1 provided an update on the work they conducted during the Spring 2013 semester. Their work mainly focused on the Alignment Survey results as they hosted faculty groups from each category to discuss the results of the survey. They drafted an Executive Summary to articulate the results of the category group reports.
- 2013.16 Spring 2013 Report from Subcommittee 2
    - Subcommittee 2 spent the Spring 2013 semester reviewing each draft that was submitted to campus. They provided a response to each draft which articulated any concerns that emerged in terms of programmatic or accreditation constraints. The semester report highlights these responses.
- 2013.17 Spring 2013 Report from Subcommittee 3
    - Subcommittee 3 spent the Spring 2013 semester developing three drafts of potential learning outcomes and areas of focus for the University to consider. Their report details feedback received on the drafts presented.
- 2013.18 Spring 2013 Report from Subcommittee 4
    - Subcommittee 4 spent the Spring 2013 evaluating models of general education delivery and presented two drafts to campus for feedback. Their final report highlights models for further consideration and feedback received to models presented.
- 2013.19 Spring 2013 Report from Subcommittee 5
    - Subcommittee 5's report focuses on high impact practices for further consideration. Based on the feedback to the first draft that was released, the committee developed four recommendations for practices to include in the revised program.
- 2013.20 Spring 2013 Report from Subcommittee 6
- 2013.21 Spring 2013 Report Supplement (Subcommittee 6)
    - Subcommittee 6 spent the Spring 2013 semester collecting data and developing a dashboard to answer research questions associated with general education revision.
- 2013.22 End of Semester Open Forum
    - The Steering Committee hosted an open forum for all Subcommittee members to discuss the work that had taken place to date and the plans for the Steering Committee's summer work.
- 2013.23 Definitions of General Education
    - The Steering Committee finalized definitions of general education.

Fall 2013:
- 2013.24 Fall Forum 2013
- 2013.25 The Bradley Core Experience
    - The Bradley Core Experience document was released, which detailed options for the University Community to consider including in a revised general education model. Models for 30, 33, and 36 credit hour programs were proposed. The Community was also asked to consider curriculum

structures and whether the program would be best served by tracking Core Outcomes and curricular elements or by tagging curricular elements throughout the general education curriculum. The University Community had options to consider in terms of High Impact Practices to include, such as writing intensive courses, first-year seminars, and capstone experiences to name a few. The Steering Committee hosted open forums to obtain feedback on the options. Additionally, a survey was sent to all members of the University community to provide feedback on the options. Department chairs and unit heads also received a survey in order to indicate any feedback on behalf of the department.

- 2013.26 Institutions that use tags
- 2013.27 Overview of First-Year Seminars
  - Questions emerged from the Fall Forum presentation regarding best practices associated with tags and First-Year Seminars. Additional information was provided to the University Community on these options.
- 2013.28. The Bradley Core Curriculum Cover Letter
- 2013.29 The Bradley Core Curriculum 1.0
- 2013.30 Data Report
  - In October, the Steering Committee released the first draft of the Bradley Core Curriculum. It was developed based on the feedback received on the Bradley Core Experience. In order to document the feedback received, the Steering Committee released the Data Report which summarized the feedback received from individuals and departments as well as through open forums. The Steering Committee conducted another survey to obtain feedback on the Bradley Core Curriculum and conducted an Open Forum.
- 2013.31 Subcommittee 2 Response
  - Subcommittee 2 reviewed the Bradley Core Curriculum proposal and provided feedback regarding any implications for accredited programs or transfer students.
- 2013.32 Subcommittee 6 Response
  - Subcommittee 6 reviewed the Bradley Core Curriculum proposal and provided feedback regarding any implications for resources.

Spring 2014:
- 2014.1 Spring Forum 2014 PowerPoint presentation
- 2014.2 Bradley Core Curriculum 2.0
- 2014.3 Benefits of the General Education Curriculum Review
- 2014.4 Areas of Inquiry Packet
- 2014.5 Areas of Inquiry tasks and instructions
- 2014.6 CE alignment matrices
  - During the 2014 Spring Forum, the Steering Committee released a slightly modified version of the Bradley Core Curriculum. The focus of the Forum was to establish Area of Inquiry groups, which were charged with reviewing each Area of Inquiry. Groups were asked to provide feedback on the justification, the curricular elements; and the alignment with the

> Core Outcomes. Additionally the groups were asked to develop course population rules and identify potential courses to be included in the Areas of Inquiry.

- 2014.7 Area of Inquiry Reports March 2014
- 2014.8 Steering Committee response to AI reports
- 2014.9 Cultures of the World/Global Systems Revisions May 2014
- 2014.10 Humanities Working Group Response May 2014
- 2014.11 IP Working Group Response May 2014
- 2014.12 Scientific Area of Inquiry response May 2014
- 2014.13 COM revisions from English Department June 2014
  - After the Spring Forum, Area of Inquiry groups had until approximately Spring Break to continue their work. A report containing all Area of Inquiry group responses was released to the University Community. Faculty and Staff were able to provide feedback on the reports through the General Education Program Review website. The Steering Committee responded to each Area of Inquiry group as well. In some cases, additional clarification was requested. Those responses were received at the end of the Spring semester.
- 2014.14 Parents Board April 2014
- 2014.15 Employers Advisory Board April 2014
  - As a follow-up to the presentations in Spring 2013, Steering Committee members met again with the Parents and Employers boards in Spring 2014. The goal was to provide an update on the general education review. Feedback from the groups remained positive.
- 2014.16 Modified 1, 2, and 3
  - The Steering Committee released three potential models to the campus for additional feedback regarding the placement of the Integrated Interdisciplinary Perspectives Area of Inquiry. Members of the community were able to provide feedback through the General Education program review website.
- 2014.17 Open Forum Presentation May 15, 2014
- 2014.18 May 15 Forum Notes
  - The Steering Committee hosted another open forum at the end of the semester in order to provide an update on the work of the Spring 2014 semester and plans for the summer. The presentations discussed the unique challenges of the different programs and colleges and how changing aspects of flexibility can have an impact.
- 2014.19 Gen Ed Core.5.19.14 (Subcommittee 3)
  - Subcommittee 3 spent the semester operationalizing the Core Outcomes at the request of the Steering Committee. The goal is to use this information moving forward with general education assessment.
- 2014.20 Writing Intensive Subcommittee recommendations
- 2014.21 Writing Intensive Subcommittee Summary of Ideas
  - The Writing Intensive Subcommittee spent the semester reviewing writing intensive programs at other institutions. The Subcommittee made recommendations to the Steering Committee on requirements for a

Writing Intensive Course and resources required to support such courses.

Fall 2014:
- 2014.22 BCC Proposal Executive Summary
- 2014.23 Bradley Core Curriculum Proposal
- 2014.24 Fall Forum Presentation
    - At the start of the semester, the Bradley Core Curriculum and the Executive Summary were released to campus. During the Fall Forum, the Steering Committee presented the proposal to the University Community. Units were asked to submit a response to the proposal by September 8.
- 2014.25 BCC Unit Responses
- 2014.26 Subcommittee 2 Response
- 2014.27 Subcommittee 6 Response
    - The Steering Committee received responses from 36 Units as well as Subcommittee 2 and Subcommittee 6. The responses identified areas of the proposal that required additional information. The Steering Committee delayed the process by one month in order to refine the areas in question. The revised proposal, released October 16, 2014, addresses the areas that were identified through the unit responses.
- 2014.28 Western Civ Meeting
- 2014.29 Global Perspectives Meetings
- 2014.30 Humanities Meeting
- 2014.31 Multidisciplinary Integration Meetings
    - Part of the process to add additional clarity to the document was to meet with Area of Inquiry faculty and refine the wording in the Areas of Inquiry. Meeting Minutes from these meetings are included as a part of this record. Additionally, questions emerged regarding whether Western Civilization and Non-Western Civilization courses would remain in the Bradley Core Curriculum. Faculty met on September 19 in order to discuss where these courses would fit in the revised curriculum.
- 2014.32 CLAS Response to the BCC
    - The College of Liberal Arts and Sciences also spent time discussing the proposal over the extra month. They developed a proposal for the Steering Committee to review regarding required breadth in the Core Curriculum. The proposal was accepted and integrated into the October 16, 2014 document.

ii. Examination of External Literature and Comparison Institutions

Summer 2012:
- 2012. 1 Introduction to LEAP
- 2012.2 Making the Case for Liberal Education

2012-2013:
- 1213.1 *Australian Qualification Framework Competencies*
- 1213.2 Article Summary: *"*College Student leadership Competencies Development: A Model" by Mozhgan, A., Jaafari, P., Ghourchian, N., and Jowkawr, B. (2010).
- 1213.3 Article Summary: Draft White Paper Defining 21st Century Skills. By M. Binkley, O. Erstad, J. Herman, S. Raizen, M. Ripley with M. Rumble. The Assessment & Teaching Project of 21st Century Skills project by Cisco, Intel, and Microsoft. January, 2010
- 1213.4 Article Summary: "Got Global Competency?," William D. Hunter. International Education.
- 1213.5 Article Summary: *Tensions and Models in General Education Planning* by Robert R. Newton
- 1213.6 PISA and the Definition of Key Competencies
- 1213.7 Raising the Bar: Employer's Views on College Learning in the Wake of the Economic Downturn A Survey among Employers conducted on behalf of: The Association of American Colleges and Universities By Hart Research Associates
- 1213.8 Article Summary: Scotland's Lifelong Learning Framework
- 1213.9 Article Summary: General Education Reform as Organizational Change: Susan Awbrey, The Journal of General Education, Volume 54, Number 1, 2005, pp.1-21.
- 1213.10 Article Summary: "The Basic Academic Competencies Needed for College Students." The Education Café.
- 1213.11 "The 12 Essentials for Success, Competencies Employers Seek in College Graduates."
- 1213.12 *Creating Coherence: The Unfinished Agenda* by D. Kent Johnson and James L. Ratcliff
- 1213.13 T*ensions and Models in General Education Planning* by Robert R. Newton
- 1213.14 Review of Relevant Best Practices, Findings with Specific Implications for Bradley University, and Beginning Core Curriculum Recommendations. Submitted by Susan Brill de Ramirez
- 1213.15 Addendum to Seminar Research.

Summer 2013:
- 1213.16 General Education & Liberal Learning: Principles of Effective Practice
- 1213.17 What Presidents Think: A 2013 Survey of Four-Year College Presidents
- 1213.18 "This is Your Brain on Study Abroad: The Experience Changes Lives, and Neurons, a Scholar Says." By Karin Fischer. *Chronicle of Higher Education.*

e. Participants in the Process

Over 140 faculty and staff have participated in the review/revision process as a member of a Subcommittee or an Area of Inquiry working group. The review/revision process could not have happened without the hard work and dedication of the faculty and staff involved in these committees. A list of those individuals who have served on a committee is included below.

Alexander Hertich
Amit Sinha
Andrew Kelley
Andy Kindler
Anji Phillips
Aurea Toxqui
Barbara Galik
Bernie Goitein
Betty Jane Lawrence
Bob Fuller
Bob Podlasek
Bob Weinstein
Bob Wolffe
Brad Andersh
Brad Brown
Brad McMillan
Brenda Pratt
Brian Huggins
Brian Nagy
Caitriona Moloney
Celine Bourhis
Chad Lowell
Charles Dannehl
Charles West
Christine Blouch
Chuck Bukowski
Cindy Brubaker
Craig Curtis
Dan Getz
Dan Smith
Danielle Glassmeyer
Darcy Leach
David Glassman
David Quigg
David Trillizio
David Vroman
David Zietlow
Dawn Hall
Dawn Koeltzow
Dean Cantu
Dean Campbell
Dee Montgomery
Dennis Kroll
Emily Gill
Herb Kasube
Hunter Vaughn
In Soo Ahn
Jackie Hogan
James Ferolo
James Foley

James Ryan
Jan Frazier
Jana Hunzicker
Jane Linnenburger
Janet Jackson
Jannett Highfill
Jason Garrett
Jason Zaborowski
Jean Jost
Jean Marie Grant
Jeanie Bukowski
Jeff Bakken
Jenny Gruening Burge
Jeries Abou-Hanna
Jihyun Kim
Jill Wightman
John Williams
Jobie Skaggs
Jon Neidy
Joshua Lewer
Julie Reyer
Justin Ball
Kara Wolfe
Kathie Beaty
Katie McGinn
Kelly McConnaughy
Ken Klotz
Kerry Walters
Kevin Randall
Kim Willis
Krishnanand Maillacheruvu
Kristi McQuade
Kurt Field
Kyle Dzapo
Larry Aspin
Laura Bruns
Lee Newton
Linda Pizzuti
Lori Wiebold
Margaret LeJeune
Mark Johlke
Mat Timm
Meg Frazier
Megan Jaskowiak
Melinda Faulkner
Melvy Portorcarrero
Michelle Edgcomb-Friday
Michelle Fry
Mike McAsey
Mohammad Yamin

Molly Cluskey
Monica McGill
Nancy Ridgeway
Nathan Thomas
Nick Stover
Nickie Roberson
Ollie Nanyes
Pat Bower
Pat Chrosniak
Patricia Dahlquist
Patti Hall
Paul Gullifor
Paul Krainak
Peggy Flannigan
Peter Dusenbery
Peter Olson
Phil Dexter
Phil Jones
Prasad Shastry
Randy Carlson
Rajesh Iyer
Rick Gretz
Rob Baer
Rob Bertram
Robert Hawkins
Robert Prescott
Robert Rowe
Sarah Handler
Samantha Pallini
Scott Kanoff
Seth Katz
Shannon Timpe
Sheldon Schafer
Sherri Morris
Shyam Bhandari
Simon Petravick
Steve Heinemann
Steve Snyder
Susan Brill de Ramirez
Thomas Carty
Thomas Palakeel
Tim Koeltzow
Todd Kelly
Tom Richmond
Tony Bedenikovic
Vince Showers
Wayne Bosma
Wayne Evens

V. Reasons to Support the Bradley Core Curriculum

The proposed Bradley Core Curriculum is much more than a cosmetic update to our current General Education program. While there are indeed some similarities, such commonalities have carried over through an exhaustive review process, demonstrating their continuing vitality to the needs of our students.

Before addressing the distinctive improvements achieved by the Bradley Core Curriculum, the Steering Committee should note some of the more general reasons it supports the proposal: the nature of the review process, and the committee's general principles and overall goals for the program.

a. Nature of the Review Process

The Steering Committee is comfortable bringing these recommendations forward because they emanate from a faculty-driven clean slate approach to the review of the general education program.

As documented in Section IV widespread, thoughtful campus-wide participation has driven the creation of the proposed program. The initial Steering Committee function was to create a review process and then keep all participants on a reasonable timetable. Rather than imposing some preconceived program, the Steering Committee worked with the campus community's proposals and criticisms at each stage of the review. In general it was a process of successive iterations filtering out some options - e.g., a model with 44 tagged learning outcomes - and advancing others for further consideration. For example, of all the high impact practices initially considered by Subcommittee 5, only writing intensive experience is a required element in the proposed Bradley Core Curriculum. A key reason for its inclusion is that support was widespread in both the department reports and the faculty surveys. In contrast, while experiential learning and capstone experiences are ubiquitous in the Bradley University majors, numerous departments and colleges opposed including these in a general education program. While there are multiple sound reasons for making experiential learning and capstone experiences part of the Bradley Core Curriculum, the Steering Committee's decision echoes campus community preferences and thus it is not recommending they be *required* Core Practices.

In the fall of 2012 the subcommittees were directed not to just develop fixes for the most objectionable parts of the existing program, but rather to develop the best possible general education program for Bradley University students. Rather than predetermining only incremental changes, this approach opened the door for radical changes to a 30-year-old general education program. Such an approach was thought necessary given the infrequent evaluations of general education on the campus, the vast changes in the world in the prior 30 years, and the changes within Bradley University, e.g., the tremendous increase in the number and depth of undergraduate

programs. The clean slate approach assured that the review did not just tinker with the existing program, but rather asked fundamental questions - are the current program's objectives appropriate for 21st century Bradley University graduates; if the current objectives are still appropriate, are there better ways to achieve them?

The review process has satisfied the due diligence requirement of asking the most fundamental questions about general education today. The review has also considered the external and internal environmental factors that affect what program elements are best for Bradley University. For example, even more than in 1982 Bradley University is a complex university with a tremendous diversity among the colleges and programs therein. With the current 36-hour general education program many of the highly structured programs require more than 124 credit hours to complete. Thus, a 50-hour general education program may be an option for a small liberal arts college, but it is not feasible at Bradley University.

b. Committee Principles and Overall Program Goals

While the program review and creation of the Bradley Core Curriculum was faculty driven, the Steering Committee has had responsibility of taking the input and crafting an effective program for Bradley University students. Given the size and diversity of the Bradley University faculty, the Steering Committee received conflicting recommendations on almost every issue. Although it was not possible to respond to the thousands of comments received, the Steering Committee carefully examined all the suggestions from a University-wide perspective. Feedback was received from internal and external constituents, including faculty in over one hundred programs, staff, students, employers, parents, and alumni. A suggestion that could easily be incorporated into some programs often would add additional credit hours to others. Thus, such a suggestion was usually set aside because one of the operating principles of the Steering Committee became *do not make it more difficult for students to graduate within four years*. Given the current environment higher education faces, this seems a prudent course of action, especially for a tuition-driven institution like ours. Another way of thinking about the nature and support for the proposed program is by reviewing the changes through an external lens. It may be helpful to note some of the Steering Committee's other guiding principles and the overall goals for the program. Several of these are expressed in the first four principles of the American Association of Colleges and Universities (AAC&U) publication "Strong Foundations: Twelve Principles for Effective General Education Programs." [Strong foundations : twelve principles for effective general education programs, Washington, DC : Association of American Colleges, 1994.] With a nearly one-hundred year history and national stature, the AAC&U is the leading voice for improvement and reform of general education. Through publications, meetings, and model programs, the AAC&U works both to

reinforce the commitment to general education and to help colleges and universities support general education in the face of new economic and social challenges.

"Principle #1: Strong general education programs explicitly answer the question, 'What is the point of General Education?' What is the 'ruling idea' or 'common aim' which a general education program intends to realize? … What is the relation between general education and the specialized education of the major? What is general education preparing students for?"

The Steering Committee goal of increasing support for Bradley University's general education program required that the new program more clearly articulate the nature and role of general education at Bradley University. Thus, the previous section on the proposed program begins with the definition of general education and the relationships major and minor programs. As discussed above the Bradley Core Curriculum and majors are complementary parts of Bradley University students' intellectual development. Our model includes both the breadth provided by the Core Curriculum and the depth provided by majors and minors in specific Programs of Study.

"Principle #2: Strong General Education Programs Embody Institutional Mission. A living and vibrant educational vision must be solidly grounded in an institution's mission—its sense of public purpose, its history and tradition, the character of its students, its geographical setting, or its religious affiliation."

As reflected in the University's formal mission statement general education has a key place in the mission of Bradley University. "Inspired by founder Lydia Moss Bradley's commitment to useful learning and ethics, Bradley University educates leaders, innovators, and contributors to the well-being of all humanity." While given Bradley University's history some may equate useful learning with only the practical arts, the meaning of the phrase has always included liberal education. Furthermore, what can be more useful than the requisite knowledge, skills, and perspectives for the rest of one's life? Recall that general education is defined as "The requisite range of knowledge, skills, and perspectives that prepares all students for further learning and guides them on a path of continued development and growth to facilitate their success and fulfillment in a changing, complex world."

When dealing with an issue the Steering Committee would look for congruence with core values of the University. For example, the Global Perspective Area of Inquiry was shaped in part by the globalization core value. "Globalization: Bradley University is committed to providing knowledge and skills for life work that will promote the common good of humankind and lead to informed and principled participation in the global marketplace."

"Principle #3: Strong General Education Programs Continuously Strive for Educational Coherence. It is the task of general education to introduce students to the breadth of knowledge and also to the lifelong project of making sense and creating coherence out

of the variety. This task involves cultivating the highest of critical thinking skills…. 'the integrative habit of mind.'"

The Steering Committee's coherence goal applies to both intellectual development and program structure. With regard to the former, by providing breadth general education also provides diversity in terms of different bodies of knowledge, modes of inquiry, ways of knowing, voices, historical periods, and cultures. Ultimately each of us has to bring these parts together in a coherent mosaic. Assisting Bradley University students in this task is the Bradley Core Curriculum Core Outcome of Multidisciplinary Integration: Bradley graduates will approach learning in an integrated manner, connecting knowledge and skills across multiple disciplines. While this outcome is supported by several curricular elements throughout the Bradley Core Curriculum, it is most visibly implemented with the Multidisciplinary Integration Area of Inquiry. Rather than simply hoping Bradley University students can create coherence in diversity, this Area of Inquiry is a commitment to helping them in this process.

While the inductive program review process was open to all and any ideas, ultimately the Steering Committee knew it had to mold the resulting diversity into a coherent program. To be successful the proposed program could not be just an ad hoc collection of unrelated requirements, but rather it must have clear goals and take a systematic approach to achieving them. Thus, the Bradley Core Curriculum has five clear core learning outcomes which are achieved through Areas of Inquiry and Core Practices. In turn the Areas of Inquiry are composed of Curricular Elements through which students attain the Core Learning Outcomes. The review process considered multiple Areas of Inquiry and Curricular Elements ultimately producing coherent sets at each level.

The overall goal was for the Bradley Core Curriculum to be a more clearly articulated and coherent program than the current general education program.

"Principle #4: Strong General Education Programs Are Self-consciously Value-Based and Teach Social Responsibility. Strong general education programs are self-consciously moral and political in nature. Faculty, themselves engaged, will find ways to involve students in a similar critical, active, and reflective process."

This principle recognizes the reality that general education is obviously based on assumptions about what is important, worthy, and valuable. The five Core Outcomes of the Bradley Core Curriculum obviously represent choices of the requisite knowledge, skills, and perspectives for the 21st century. Throughout higher education Effective Communication and Critical and Creative Thinking are considered necessary skills for life today. Practical Application and Social Awareness are again manifestations of the University's mission and core values. Practical Application's inclusion reflects the University's Experiential Learning core value. Given the University's core values of Leadership, Community, and Service, Social Awareness was included as a Core Learning Outcome. The Social Awareness outcome is one of the ways Bradley University achieves its mission to educate leaders, innovators, and contributors to the

well-being of all humanity. Bradley graduates will understand their communities, from local to global, and contribute to them.

With its work grounded in this strong foundation, the Steering Committee supports the following significant strengths of the proposed Bradley Core Curriculum.

Contextualization: Articulating the Bradley Academic Experience

A common concern in much of the feedback received was a lack of awareness and interest in the role that General Education plays in the overall academic experience. With the guidance of institutional history, the work of the AAC&U, and the input of countless internal and external constituents, the Steering Committee strongly believes that the Bradley Core Curriculum is now clearly situated within the overall Bradley Academic Experience. Core Courses prepare students for Programs of Study, and Core Practices ensure the integration of those two elements.

Areas of Inquiry: A Change in More Than Name

Opined more than once was the observation that "the proposed program is no different than the current program." While inaccurate, the "no difference" observation is understandable. First, there are similarities between the categories of the current program and the Areas of Inquiry of the proposed program. Second, in some cases there are similarities between the learning outcomes of the current categories and the Curricular Elements of the corresponding Area of Inquiry in the proposed system. The Steering Committee believes that the continuities between the current program and proposed program reflect the soundness of many aspects of the current program.

However, a careful examination of just the Areas of Inquiry reveals significant differences between the current and proposed program. Knowledge and Reasoning in the Social and Behavioral Sciences (SB), Knowledge and Reasoning in the Natural Sciences (NS), and Quantitative Reasoning (QR) illustrate some of the improvements of the proposed program.

The change in the name from Social Forces to Knowledge and Reasoning in the Social and Behavioral Sciences (SB) is not cosmetic, but rather represents an expansion from just the Social Sciences to also include the Behavior Sciences. The name change was suggested by what began as the Social Theory and Practice Working Group. This same group reviewed the 12 learning outcomes of the current Social Forces category and the 6 curricular elements suggested by Subcommittee 3, and then proceeded to carefully craft a new set of 8 Curricular Elements for the Knowledge and Reasoning in the Social and Behavioral Sciences Area of Inquiry. Said one member of the group, "I went into this process being content with the current 12 Social Forces learning outcomes, but the new set of 8 Curricular Elements is much better. These are comprehensive, coherent, measurable, and appropriate for lower division courses."

A similar pattern occurred with the Knowledge and Reasoning in the Natural Sciences (NS) working group. They reviewed the 8 Curricular Elements proposed by Subcommittee 3 and 8 learning outcomes of the current Fundamental Science and Technology category. They then distilled this down to 3 Curricular Elements which narrowed the focus to put more emphasis on learning the scientific mode of inquiry than is the case in the current program. The increased focus on modes of inquiry occurs in other Areas of Inquiry and is a conscious effort to improve the achievement of the Critical and Creative Thinking Core Outcome.

The change from the Mathematics category of the current program to the Quantitative Reasoning (QR) Area of Inquiry not only clearly articulates the need to include both formal reasoning and applied quantitative reasoning in general education, but also makes room for both of them in one area of inquiry. As with the other working groups, the Quantitative Reasoning working group first examined the work of others: (1) the 6 learning outcomes of the current Mathematics category (These are in fact the quantitative reasoning learning outcomes purposed in 1994 by the Mathematical Association of America (MAA), (2) the more recent Quantitative Literacy Value Rubric of the AAC&U and (3) the 6 Quantitative Reasoning Curricular Elements suggested by Subcommittee 3. The group then decided to follow the path of other universities and craft a single Area of Inquiry that spanned both formal reasoning and applied quantitative reasoning. The resulting set of curricular elements and course population rules are constructed so that either traditional formal reasoning courses, such as calculus, or applied quantitative reasoning courses, such as statistical data analysis, can complete the Area of Inquiry.

Bottom line----although some of the Areas of Inquiry in the Bradley Core Curriculum look like the current Categories, the Curricular Elements differ from the current learning outcomes and the course population rules are different. In most cases these differences are so great that it is not an option for the Bradley Core Curriculum to simply grandfather in courses that are approved for the current program.

Driven by Outcomes

One way to view the distinctive features is how they relate to the five Core Outcomes of the proposed program: Critical and Creative Thinking, Effective Communication, Multidisciplinary Integration, Practical Application, and Social Awareness. Recall that the structure of the proposed program is to achieve the Core Outcomes through the Curricular Elements that are grouped into the distinctive Areas of Inquiry. Many of the distinctive differences involve components included in the proposed program to enhance the achievement of the Core Outcomes. This pattern is most evident with the new concept of Core Practices.

There are multiple reasons why the Steering Committee believes the proposed Bradley Core Curriculum is proper for Bradley University: it reflects the University's core values,

but most important is that within the constraints and opportunities of the current environment it will achieve the five updated core learning outcomes.

Core Practices: Writing Intensive and Integrative Learning

While not part of the current program, Core Practices is in reality an umbrella term for the high impact practices that permeate the existing academic programs of Bradley University. The Bradley Core Curriculum contains two Core Practices: Writing Intensive which is required and Integrated Learning which is recommended. The Writing Intensive practice was added to enhance achievement of Effective Communication, and Integrative Learning was added to enhance the Practical Application outcome.

Both Core Practices will be satisfied via tags that may be applied to any course that meets the requirements of the practice. Thus, Writing Intensive and Integrative Learning courses could be free electives, those satisfying a Core Curriculum Areas of Inquiry requirement, those satisfying major requirements, or some combination thereof. The Steering Committee anticipates that some of the courses that will satisfy Areas of Inquiry will also satisfy the Writing Intensive requirement.

As previously discussed there is widespread and deep support on campus for the Writing Intensive high impact practice. This reflects the campus consensus that effective communication, in particular writing, is essential for Bradley graduates and that the institution needs to do more to assure all graduates are highly skilled. While some Bradley graduates are already benefiting from writing intensive courses beyond the base composition courses, this is not currently the case for every graduate.

The relationship between the Practical Application Core Outcome and Integrative Learning is very straightforward. Practical Application: Bradley graduates will apply knowledge and skills from the classroom in real-world situations. Integrative Learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. A fundamental aspect of Integrative Learning is making the connections between concepts and experience. Making these connections both enhances understanding and the ability to do so in other situations.

While Integrative Learning is broader than what is usually thought of as experiential learning, the latter is obviously a major means of students making connections. Given that over 95 percent of Bradley students already have some sort of experiential learning most students could acquire at least one Integrated Learning tag under existing patterns. Integrative Learning also involves the synthesis of knowledge, which often occurs in the capstone experiences that are also widespread across campus. Thus, a second Integrative Learning tag is within easy reach for many students. While not requiring Integrative Learning, the proposed program is highly recommending that all students have at least two Integrative Learning experiences.

New Areas of Inquiry: Multidisciplinary Integration

Another distinctive feature that is also a direct implementation of a Core Outcome is the Multidisciplinary Integration Area of Inquiry. In the Bradley Core Curriculum students will complete one course in the Multidisciplinary Integration Area of Inquiry which will assist them in approaching learning in an integrated manner, connecting knowledge and skills across multiple disciplines.

Early in the review process Subcommittee 3 concluded that the Multidisciplinary Integration Outcome would be achieved via the numerous Curricular Elements distributed across several Areas of Inquiry. Subcommittee 4, however, raised the question was this sufficient, or did we also need a course in this area? Given the importance of Multidisciplinary Integration and the changes in Curricular Elements since the initial Subcommittee 3 report, the Steering Committee concludes that such a course is necessary to insure and enhance the level of achievement of this Core Outcome. As noted previously, the path through the Core Curriculum will expose students to different perspectives and ways of knowing. Students must see the connections between the existing bodies of human knowledge and schools of thought and be able to integrate them. The practical demands of employment and research in a dynamic, diverse, specializing, and globalizing world point to the importance of experience with multidisciplinary problem solving and teamwork. More importantly complex problems in modern society require the integration of knowledge and techniques from multiple disciplines.

New Areas of Inquiry: Global Perspectives

The Global Perspectives Area of Inquiry is another distinct difference crafted to enhance a Core Outcome, in this case Social Awareness. The World Cultures and Global Systems working group did an excellent job of documenting the need to raise the bar with regard to required knowledge of the world. The current Non-Western category is simply insufficient for life in a global society. Communication technologies, economic relationships, and the flow of people across national borders have been creating an increasingly interconnected and interdependent global society. The growing depth and influence of the global society requires individuals, especially leaders, to be knowledgeable about the world beyond their country's borders. Furthermore, as the subcommittee noted, globalization not only is one of Bradley University's core values, but also it is part of the current Bradley University strategic plan.

Bradley graduates will enhance their global perspectives by becoming knowledgeable about global systems, the forces that shape those systems, and cultures of the world. Two important complementary components of the external environment are the diverse peoples of the world and the human and natural systems that shape their common and individual futures. Thus, in the Global Perspectives Area of Inquiry students may select courses which focus on either Global Systems (GS) or World Cultures (WC).

Ideally students should complete both Global Systems and World Cultures courses and some will have the flexibility in their program to do so. Life today is characterized by increased interaction, on both the individual and collect levels, between major world cultures and by the growth of global systems that create both restraints and opportunities. The positive side of having two categories, but only requiring one course is the choice it gives most students.

Electives and Flexibility

Further removed from the Core Outcomes is the introduction of 6 restricted elective hours in the proposed model. As with the current program, the proposed program strives for breadth by having students complete a minimum of 3 hours in each of the Areas of Inquiry. The current and proposed programs are also alike in requiring 9 hours of Communication, but they differ on the allocation of 6 additional breadth hours. The current model requires a minimum of 6 hours in each of two specific categories: Social Forces; Science and Technology. The proposed model also requires a minimum of 6 hours in two Areas of Inquiry, but it allows students some choice with regard to the Areas of Inquiry. Students will take up to 6 hours in two of five designated Areas of Inquiry: Global Perspectives; Humanities; Quantitative Reasoning; Knowledge and Reasoning in the Natural Sciences; Knowledge and Reasoning in the Social and Behavioral Sciences. Students may be free to select any two Areas of Inquiry from the list of five.

Introducing a small degree of choice opens the door to students selecting alternative paths. In some cases the result will be an increase in breadth---the purpose of general education. Students with a major within an Area of Inquiry are completing at least 24 hours and usually more in that Area of Inquiry. They can increase their breadth of knowledge gained through the Core Curriculum by electing two different Areas of Inquiry in which to complete 6 hours. For example, a medical school bound Biology major might not be best served by taking yet another Biology course. Rather, it may be in their best interest to take another Humanities course on ethics and an additional Knowledge and Reasoning in the Social and Behavioral Sciences course that will expose them to the diversity they will see in their patients.

For many students the elective hours will not result in any additional choice, but the elective hours will still serve the interest of both the student and the University. On the surface the current program has flexibility by allowing the student to select from among numerous courses to satisfy a category. In reality, many highly prescribed programs dictate which course can be used to satisfy a category and when it should be completed. In the last 30 years the number of such programs at Bradley University has increased as has the number of requirements they must satisfy. Thus, programs have been finding it increasingly difficult for students to complete all general education and program requirements within four years. The flexibility provided by the 6 elective hours will increase the ability of such programs to meet both sets of requirements within four

years. Increasing the length of time required to complete a program reduces its attractiveness to cost conscious prospective students which is not in the interest of a tuition dependent university.

By selecting multiple programs from each college, Table 1 conveys the diversity of programs on campus. The range in number of hours required in the program, the ability to exploit dual use, i.e., a single course satisfying both a general education requirement and a program requirement, and the consequences for free electives and total hours to graduate is large. It only takes at quick glance at the table to understand why the College of Education and Health Sciences is a strong supporter of adding the elective hours to the program.

Table 1

Program Requirements in 2013-2014

Program	Credit hours in major	Remaining Gen Ed Credit Hours (non dual use credit hours)	Free elective credit hours	Total credit hours to graduate
Philosophy	24	39	61	124
Communication-Advertising	37	36	51	124
Chemistry	72	30	22	124
Management & Leadership	81	27	16	124
FCS-Community Wellness	88	21	15	124
Accounting	93	24	7	124
Nursing	108	12	4	124
Vocal Performance	88	36	0	124
Construction	105	21	0	126
Elementary Education	117	12	0	129
Mechanical Engineering	115	18	0	133
Learning Behavioral Specialist	135	12	0	147
Secondary Education-Science	Even worse than LBS			160+

As seen in Table 2 while the current general education program has been in place, the number of required credit hours has increased significantly for several programs. Particularly in areas like education this increase is external in origin. While predicting the future is difficult, the safer bet is to expect even more such pressure in the future.

Table 2

Program Requirements in 1983-1984

Program	Credit hours in major	Remaining Gen Ed Credit Hours (non dual use credit hours)	Free elective credit hours	Total credit hours to graduate
Philosophy	24	40	60	124
Speech Communication	30	37	57	124
Chemistry	54	27	43	124
Management & Administration	64	34	26	124
Home Economics	24	37	63	124
Accounting	69	33	22	124
Nursing	105	16	3	124
Voice	87	37	0	124
Construction	107	21	0	128
Elementary Education	109	10	5	124
Mechanical Engineering	116	18	0	134
Learning Behavioral Specialist	105	10	9	124
Secondary Education-Science	121	27	0	148

Assessment

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

Although this document does not contain an elaborated assessment plan, it is too early for that, the desire to have effective assessment is one of the factors that shaped the proposed program. As the working groups crafted the Curricular Elements in their respective Areas of Inquiry, they were always cognizant of the ultimate need for assessment.

Bradley Core Community

Approximately 140 faculty and staff served as members of the Subcommittees and Area of Inquiry groups that met throughout the two-year review and revision. Many more faculty and staff, as well as students, parents, alumni, Trustees, and potential employers, have provided substantive input at multiple points in the process. One of the most valuable outcomes of this process has been the emergence of a campus-wide community centered on issues relating to general education. Faculty have expressed the need to build upon and nurture this community as we move forward with the Bradley Core Curriculum.

As the Steering Committee looks toward implementation, one of the goals is to ensure conversations about the Bradley Core Curriculum continue. The Core Curriculum Committee and the Core Practices Committee can continue facilitating campus-wide meetings and conversations focused on issues relating to the Core Curriculum. Additionally, professional development activities focused on the Core Curriculum can continue in coordination with the Center for Teaching Excellence and Learning (CTEL).

VI. Proposed Program

a. Definitions of General Education

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

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

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

b. Relationship between General Education and the Major

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

Overview of the Bradley Academic Experience

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

Core Courses	• 9 hours Communication •21 hours Breadth of Inquiry • 6 hours additional Core courses
Programs of Study	•Major & Minor requirements •College requirements
Core Practices	•Required: 2 Writing Intensive tags •Recommended: 2 Integrative Learning tags

Key Elements of the Bradley Academic Experience

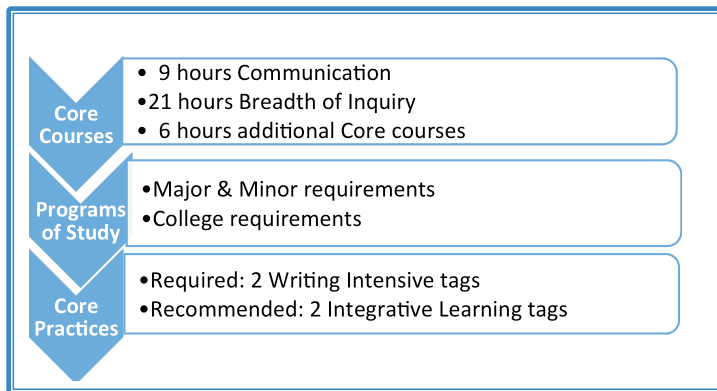### Core Curriculum

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

Majors and Minors

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

Core Practices

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

c. The Bradley Core Curriculum

Bradley Core Curriculum

Core Practices

Required: 2 Writing Intensive (WI) tags
Recommended: 2 Integrative Learning (IL) tags

Areas of Inquiry

Take 1 course from each of the following 10 areas	hours
Communication - Writing 1 (W1)	**3**
Communication - Writing 2 (W2)	**3**
Communication - Speech (OC)	**3**
Fine Arts (FA)	**3**
Global Perspectives (GP)	**3**
Humanities (HU)	**3**
Knowledge & Reasoning in the Natural Sciences (NS)	**3**
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)	**3**
Multidisciplinary Integration (MI)	**3**
Quantitative Reasoning (QR)	**3**

Take 2 additional courses from 2 different areas below	hours
Global Perspectives (GP)	**3**
Humanities (HU)	**3**
Knowledge & Reasoning in the Natural Sciences (NS)	**3**
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)	**3**
Quantitative Reasoning (QR)	**3**

total hours	**36**

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

d. Values

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

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

e. Core Outcomes

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

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

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

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

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

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

f. Areas of Inquiry & Curricular Elements

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

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

Communication (CM)

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

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

Curricular Elements

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

Course Population Rule: To be approved for the Communication Area of Inquiry, courses must facilitate all of the curricular elements.
Elaboration: This rule is applicable to both speaking and writing courses.

Fine Arts (FA)

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

Curricular Elements

FA1 Demonstrate knowledge about essential historical and contemporary contributions of the arts and use that knowledge to articulate the significance of the arts as vital human and cultural expressions.

FA2 Develop an appropriate vocabulary of theoretical concepts, techniques, and goals inherent in artistic expression and apply that vocabulary to describe artistic experiences.

FA3 Identify and reflect on characteristics of individual art forms as well as shared elements across a representative selection of performing, visual, literary, interactive, and emerging arts.

FA4 Engage the arts with sensitivity and knowledge so as to incorporate the arts into their professional disciplines and personal lives.

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

Global Perspectives

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

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

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

Global Systems (GS)

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

Curricular Elements

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

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

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

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World Cultures (WC)

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

<u>Curricular Elements</u>

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

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

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

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

<u>Study Abroad</u>

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

Rule: The World Cultures will be satisfied without formal WC-specific coursework by any student completing a full academic semester abroad (12 or more credit hours), or academic year abroad, at any study abroad institution that is BU-affiliated or approved.

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Humanities (HU)

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

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

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

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

Curricular Elements

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

HU2 Engage in sustained and critical reading of diverse literary, philosophical, religious, and/or historical works.

HU3 Learn how historical, cultural, philosophical, and/or religious factors have shaped perceptions, values, and actions, individual and collective identities, and communities and cultures.

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HU4 Foster the ability to communicate articulately about historical events, philosophical ideas, religious beliefs and practice, and/or diverse literary works.

HU5 Foster students' abilities to make responsible and productive choices as civically engaged, critically thoughtful, aesthetically cultured, and ethically minded citizens.

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

Knowledge and Reasoning in the Natural Sciences (NS)

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

Curricular Elements

NS1 Recognize science as an ongoing process, guided by ethical standards of practice, that generates and refines knowledge.

NS2 Engage in multiple aspects of the scientific process.

NS3 Apply scientific principles in their personal and professional lives as active members of their communities.

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

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

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

Bradley graduates, as constructive and responsible members of society, will understand themselves in relation to others and to social institutions. Essential to this relationship is an understanding of the economic, political, psychological, and social

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dynamics that shape contemporary society. Individuals equipped with methods of inquiry and analysis in the social and behavioral sciences, an understanding of how social forces interact, and a foundation in ethics can participate effectively and ethically in political processes, markets, and social institutions at local, national, and global levels.

Curricular Elements

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

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

Multidisciplinary Integration (MI)

Bradley graduates will understand the value of integrating knowledge, skills, and approaches to inquiry across disciplinary boundaries. The Core Curriculum exposes students to different disciplinary perspectives and ways of knowing, but students must also see the connections between the existing bodies of human knowledge and schools of thought and be able to integrate them. The practical demands of employment and research in a dynamic, diverse, specializing, and globalizing world point to the importance of experience with multidisciplinary problem solving and teamwork. More importantly, complex problems in modern society require the integration of knowledge and techniques from multiple disciplines.

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

(1) First-year seminars that explore complex issues or emerging areas of research that bridge two or more disparate fields of study;

(2) Lower-division courses that critically examine broad themes by incorporating the scholarly traditions and methods of inquiry from multiple disciplines, but require little or no pre-requisite knowledge;

(3) Upper-division courses that tackle complex issues requiring some background knowledge in one or more of the fields of study that are being integrated; and

(4) Capstone courses that demand collaborative problem solving or scholarship across disciplines.

Curricular Elements

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

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

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

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

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

Quantitative Reasoning (QR)

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

Curricular Elements

QR1 Apply structured inquiry, problem-solving skills, and creative thought when pursuing practical and abstract investigation

QR2 Interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)

QR3 Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)

QR4 Use quantitative means (e.g., algebraic, geometric, and statistical methods) to solve problems

QR5 Recognize the appropriateness and limitations of mathematical and statistical models

QR6 Identify and evaluate important assumptions in estimation, modeling, and/or data analysis

QR7 Make judgments and draw appropriate conclusions based on the quantitative analysis of data

QR8 Recognize issues related to the valid and ethical use of quantitative information

QR9 Appreciate the intrinsic value of mathematical inquiry while supporting and deepening quantitative literacy within society

QR10 Develop mathematical reasoning and problem solving skills in settings the college graduate may encounter in the future

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

g. Core Practices

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

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

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

Required Core Practice

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

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

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

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

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

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

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

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

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Tag Recommendations

Class Size

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

Writing Instruction

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

Support for Writing Intensive (WI) Courses

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

Existing Resources:

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

New Resources:

- Faculty development funds: Starting in Summer 2015, Bradley will host workshops to help faculty develop appropriate Writing Intensive courses. These workshops will be jointly developed and administered by CTEL, the Core Practices Subcommittee, and staff from the Writing Center. Up to five faculty will engage in a one-week workshop facilitated by a recognized leader in writing instruction and will receive stipends commensurate with the time commitment for workshop participation and course development. Budget projections include

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two workshops to be held in Summers 2015 and 2016, one workshop to be held in Summer 2017, for a total of 25 faculty trained as we move towards implementation. Ongoing workshop support on an as needed basis is anticipated.
- Writing Center staffing increases: Starting AY 2016-17 and beyond, the staffing levels in the Writing Center will be increased. By the end of AY 2018-2019, we anticipate a total increase of eight faculty course releases (four per semester) beyond the Writing Center Director, and the equivalent of two FTE in graduate student support during the academic year, though the exact blend of faculty/student support may vary depending on demonstrated campus need. Staffing decisions will be made by the Writing Center Director in consultation with the Core Practices Subcommittee.

Recommended Core Practices

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

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

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

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

engagement in society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit but a necessity.

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

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

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

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

Examples of Integrative Learning
First-Year Seminars - Bradley students will be encouraged to participate in first-year seminars. This high-impact practice introduces students to Bradley's learning community and to the values that sustain broader communities of learners as well. Students develop skills such as analytical thinking, reflection, critical reading, engaged discussion, and academic writing. First-Year Seminars engage intellectual curiosity, provoke creative thinking, and consider questions about the individual's place within

academic and cultural communities. First-Year Seminars are limited in enrollment. Courses that meet an established definition will be identified by the proposed Core Practices Subcommittee of the Bradley Core Curriculum Committee. Reporting on student participation of this high-impact practice represents a commitment to continuous improvement and will help to foster future development of First-Year Seminars at Bradley University.

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

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

h. Governance: Administration/Approval/Revision Structures

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

i. Bradley Core Curriculum Course Approvals

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

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

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

ii. Bradley Core Curriculum Assessment

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

Please note the following regarding these recommendations from November 2013:
- The recommendations included work from Subcommittee 3 regarding operationalizing Core Outcomes. Subcommittee 3 completed this task during Spring 2014. The Steering Committee received their recommendations and they are available on Sakai. The recommendations were shared with the General Education Subcommittee and the University-wide Assessment Team as their work continues during Fall 2014.
- Faculty groups have made recommendations regarding the course population rules based on the work of the Area of Inquiry groups, which took place during Spring 2014. Those recommendations are incorporated into this document.
- A calendar for Academic Program Review was developed in Spring 2014. The General Education Program was included in this schedule for review during the 2020-2021 Academic Year.

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

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

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

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

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

example, if a course is proposed and approved to meet specific curricular elements with specific course embedded assessments, how are all faculty teaching sections of this course aware of what was proposed and approved? Is there a common syllabus?	
Ensure all faculty teaching in a given area of inquiry are involved in the course review and approval process. This may be particularly challenging with part-time faculty or pre-tenure faculty.	SC1
Determine how often courses need to demonstrate alignment with the curricular elements. Other institutional examples demonstrate 3 year, 6 year, and 8 year cycles.	SC1
Continue work on University-wide assessments and communicating results back to the University community.	A Team
Specific considerations regarding University-wide assessments: ● Review current assessment cycle and revise or develop a new cycle based on revised Core Learning Outcomes. ● Implement an assessment dashboard, similar to Wichita State, for better communicating goals and results with the University community.	A Team
Overall reviews of the General Education program will follow the Academic Program Review cycle.	A Team

iii. University Senate Committees

University Senate Committees

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

6. The Core Curriculum Committee

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

(Revised on xxxxx; click to see old version)

1) To evaluate course proposals according to the current Core Curriculum guidelines and forward recommendations to the Committee on Curriculum and Regulations;

2) To establish policies for transfer credit of Core Curriculum requirements;

3) To engage in ongoing assessment of the Bradley Core Curriculum in collaboration with Area of Inquiry faculty, appropriate departments or divisions, and the University-wide Assessment Team;

4) To foster an environment that promotes general education as the unifying foundation of Bradley's diverse intellectual community.

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

1) The Associate Dean of the College of Liberal Arts and Sciences, who shall serve as chair, and who shall administer the Bradley Core Curriculum Program.

2) The Director of Institutional Improvement, who will serve as an *ex officio* member.

3) Six faculty members appointed from the full-time faculty of their respective colleges for three-year terms:

  a) One member from the College of Business;

  b) One member from the College of Communications and Fine Arts;

  c) One member from the College of Education and Health Sciences;

  d) One member from the College of Engineering and Technology;

  e) Two members from the College of Liberal Arts and Sciences.

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

4) Three full-time faculty members of the University appointed to staggered three-year terms by the Provost and Vice President for Academic Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

5) One student appointed each year by the Student Senate who shall serve a one-year term and whose name shall be submitted to the full membership of the University Senate for confirmation.

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

c. The Subcommittee on Core Practices

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1) The function of the Core Practices Subcommittee shall be:

   a) To evaluate course and other proposals according to the current Core Practice guidelines and forward recommendations to the Core Curriculum Committee;

   b) To establish policies for transfer credit of Core Practice requirements;

   c) To facilitate ongoing assessment of the Core Practices in collaboration with the appropriate departments or divisions and the Core Curriculum Committee;

   d) To foster an environment that promotes the use of Bradley Core Practices and other forms of student engagement to enrich and support Bradley's diverse intellectual community.

2) The Core Practices Subcommittee shall report directly to the Core Curriculum Committee and shall consist of the following:

   a) The Associate Dean of the College of Liberal Arts and Sciences, who shall serve as chair

   b) Three ex officio members:

      1)) Director of Institutional Improvement

      2)) Registrar

      3)) Library Director

   c) Five faculty members appointed from the full-time faculty of their respective colleges for three-year terms:

      1)) One member from the College of Business;

      2)) One member from the College of Communications and Fine Arts;

      3)) One member from the College of Education and Health Sciences;

      4)) One member from the College of Engineering and Technology;

      5)) One member from the College of Liberal Arts and Sciences.

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

   d) Three full-time faculty members of the University appointed to staggered three-year terms by the Provost and Vice President for Academic Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

e) Four full-time staff members of the University appointed to staggered three-year terms by the Vice President for Student Affairs. Each appointment shall be submitted to the full membership of the University Senate for confirmation.

f) One student appointed each year by the Student Senate who shall serve a one-year term and whose name shall be submitted to the full membership of the University Senate for confirmation.

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

i. Bradley Core Curriculum General Policies

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

- To be approved for an Area of Inquiry, a Bradley University course shall typically be three credit hours. A course may be approved for more than one Area of Inquiry, but it can be used by the student to satisfy only one Area of Inquiry.

- A course approved to satisfy an Area of Inquiry and/or carry Core Practices tags may also be used to satisfy college and/or major/minor requirements.

- With some exceptions, a course approved to satisfy an Area of Inquiry may also carry Core Practices tags. Courses approved for an Area of Inquiry may not also carry the tag of a cognate Core Practice, e.g., courses satisfying the Communication writing requirement cannot also carry the writing intensive tag, courses satisfying the Multidisciplinary Integration requirement cannot also carry the Integrative Learning tag.

- Approved **Advanced Placement (AP), International Baccalaureate (IB) and College-Level Examination Program (CLEP)** examinations may be used to meet Area of Inquiry requirements.

- **Transfer students** who have earned at least two semester hours of approved coursework in an Area of Inquiry are considered to have satisfied completion of one course in the Area of Inquiry. This policy is limited to students who transfer from an institution using the quartile system.

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

- **Readmitted students** will not receive transfer general education credit for the 300-level writing requirement unless the course was taken at the 300-level. Readmitted students who attended Bradley University prior to the fall of 2015 may be required to satisfy the current Bradley Core Curriculum requirements. The college dean of the student's major makes the decision.

- **Additional major or college-specific guidelines or policies** may apply. Consult college and program requirements in the undergraduate catalog for more information.

- No more than two courses with the same subject prefix can be used to satisfy Area of Inquiry requirements in the Bradley Core Curriculum. This rule does not include the Communications Area of Inquiry.

j. Bradley Core Curriculum Internal Policies

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

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

Syllabi should be available on the first day of class.

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

3. IAI Articulation. IAI and other transfer courses may be accepted for BCC credit without requiring an identified BU course equivalent. In the spirit of maintaining a

transfer-friendly environment, IAI and other transfer courses that do not meet the course population rules for inclusion in a particular Area of Inquiry may be approved for credit on that Area of Inquiry if the Core Curriculum Committee deems it appropriate.

4. Transfer Articulation. The Core Curriculum Committee will periodically review transfer articulations and transfer policies to ensure the appropriate balance between transfer friendliness and integrity of the Bradley Core Curriculum. Case-by-case transfer course articulations will be determined by the Chair of the Core Curriculum Committee. Ongoing program review of the Core Curriculum will include data on transfer approvals and analysis of current transfer policies.

VII. How We Will Implement

a. Procedures

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

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

Implementation Procedures Calendar

- Fall 2014:   Begin transfer articulation procedures
                  Begin modifying University systems to accommodate new program
- Spring 2015:   Core Practices Subcommittee is formed
    - o Begins developing criteria for Writing Intensive and Integrative Learning courses
                  Marketing materials and advisor training materials need to be developed
- Summer 2015: Course Development Workshops
                  After Course Development Workshops, the Steering Committee will be disbanded.

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b. Calendar

2014-2016 Implementation Calendar Overview

Fall 2014:	Bradley Core Curriculum Approval
Spring 2015:	100-level course approvals
Summer 2015:	Freshman Student Orientation
AY 2015-2016:	200+ level & tagged experiences approvals
Fall 2016:	Implementation for transfers
	All current students & all transfers who come before Fall 16 can opt in.

2014-2015 Calendar Recommendations

August 18:	Bradley Core Curriculum proposal released to campus
August 25:	Fall Forum – BCC proposal presented to campus
September 8:	Unit Responses due
October 16:	Steering Committee submits BCC proposal to Senate C&R process
November 5:	C&R submits recommendation to Senate Exec
November 20:	Target for University Senate Agenda
December 10:	Target for University Senate Vote
January:	Spring Forum
February:	100-level course proposals through department and college review
April 1:	C&R course recommendations to Senate Exec for April Senate meeting
April 16:	Course approvals by Senate
June 6:	Freshman Student Registration begins

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

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

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

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

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

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

4. Funding for assessment will be increased beyond the current allocation in order to accommodate assessment of student work or other innovated assessment

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projects. An estimated $5-10K per year will be added beyond the existing university-wide assessment budget.

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

VIII. Appendices

Appendix A: Changes and Questions

The General Education Review/Revision Steering Committee released the Bradley Core Curriculum Proposal to campus on August 18, 2014. At that time, units were asked to respond to a brief survey regarding how the proposed Core Curriculum would benefit or impair the unit's programs. Units were asked to respond by September 8, 2014. Individuals were able to provide feedback through the General Education Program Review Website. The Steering Committee received 36 Unit Responses. On September 15, 2014, an announcement was sent to the Bradley Community indicating that the General Education Review/Revision Steering Committee would be taking one month to clarify and refine the issues that emerged through the unit responses. On September 22, 2014, an announcement was sent to campus that indicated the areas the committee was working to clarify and refine. The announcement also indicated that all unit responses were available on Sakai. The unit responses are also available in Appendix B.

Members of the Steering Committee have been meeting with faculty and revising the proposal in order to clarify and refine the issues that emerged from the unit responses. A list of changes to the document is included below. The final section includes answers to questions that emerged from the unit responses, but did not involve a change to the proposal.

Document Changes in Response to Unit Feedback

This section highlights the changes that have been made to the Bradley Core Curriculum Proposal based on the unit responses, continued conversations, and meetings with faculty.

Section VI. c. Bradley Core Curriculum Model

Taking a Course from Each Area of Inquiry

Questions emerged through the unit responses regarding whether students are required to take a course from each Area of Inquiry. Yes, students are required to take at least one course from each Area of Inquiry. Students are required to take three courses in the Communication Area of Inquiry (W1, W2, and OC), and they are required to take one course from each of the remaining seven Areas of Inquiry. This is a required breadth of 30 hours. Students are then required to take two additional courses from five Areas of Inquiry for a total requirement of 36 hours for the Bradley Core Curriculum. The model has been updated in order to better reflect the requirements of the Bradley Core Curriculum. The model is available on page 77.

Program Breadth

Concerns emerged from the unit responses regarding program breadth and whether students would be exposed to enough breadth through the program, or if they would be able to take too many courses from one course prefix area and not have as much breadth as in the current general education program. The Faculty from the College of Liberal Arts and Sciences proposed an additional Core Curriculum policy. This policy would limit students to taking two courses from one course prefix area to count for the Bradley Core Curriculum requirements. The addition of this policy is included in the General Education policies and found on page 100, and it is depicted on the revised model on page 77.

Section VI. f. Areas of Inquiry and Curricular Elements

Global Perspectives

Unit responses indicated that some wording in the Global Perspectives framing language and curricular elements was problematic. The Global Perspectives Area of Inquiry faculty have been meeting since September 19 in order to clarify this area and refine the curricular elements. A PDF of their meeting minutes is available on Sakai. The Area of Inquiry framing language and curricular elements have been revised to address these concerns. The revised Area of Inquiry begins on page 80.

Humanities

Unit responses indicated some concerns about the Humanities Area of Inquiry and whether the discussion of Human Values is a required component of this area. The Humanities Area of Inquiry faculty met on September 19 in order to clarify this Area of Inquiry and refine the framing language and curricular elements. The meeting minutes from this group are available on Sakai. Additionally, the revised Area of Inquiry begins on page 83.

Multidisciplinary Integration

Unit responses indicated a desire for more clarity on this Area of Inquiry. The Multidisciplinary Integration Area of Inquiry faculty have been meeting since September 19 in order to clarify this area and refine the curricular elements. A PDF of their meeting minutes is available on Sakai. Additionally, the revised Area of Inquiry begins on page 85.

Knowledge and Reasoning in the Social and Behavioral Sciences and Knowledge and Reasoning in the Natural Sciences

Questions emerged through the unit responses and website feedback regarding the Social and Behavioral Sciences and the Scientific Knowledge, Reasoning and Application Areas of Inquiry and the descriptions included in each one. The groups

discussed wording changes via email, and the names and descriptions of each Area of Inquiry were modified slightly. The revisions can be found beginning on page 84.

Section VI. g. Core Practices

Writing Intensive Requirements

Questions emerged through the unit responses regarding the requirements for Writing Intensive courses and clarity regarding what was required as opposed to recommended. Additionally, questions emerged regarding the budget and resources available to support writing intensive courses. The Writing Intensive Requirements section has been modified to reflect required and recommended writing practices. Additionally, the resources available for Writing Intensive courses have been expanded. The revisions can be found beginning on page 88.

Integrative Learning

Questions emerged through the unit responses regarding Integrative Learning tags and why they were recommended as opposed to required. The explanation is highlighted at the beginning of the Integrative Learning section on page 91.

Section VI. h. The Process for Course Approvals and Assessment; Involvement of Area of Inquiry Faculty

Questions emerged through the unit responses regarding the course approval and review process, ongoing assessment, and the role of Area of Inquiry faculty moving forward. The standing General Education Subcommittee of the University Senate is responsible for the ongoing assessment of the General Education Program. As this committee has been meeting during the Fall 2014 semester, it has been thinking about the course approval process, the transition to the Bradley Core Curriculum, and ongoing assessment of the Bradley Core Curriculum. Additionally, the committee would like to continue to engage Area of Inquiry faculty through the course approval process, transition, and ongoing assessment processes. The committee is proposing modifications to its charge in the faculty handbook in order to reflect the engagement of the Area of Inquiry faculty. The proposed modifications to the committee's charge can be found on page 96. The committee is still working through course approval procedures and has submitted a proposal to the University Senate's Committee on Curriculum and Regulations for review and discussion. This proposal is available in Appendix C on page 167. The committee anticipates having a finalized procedure and course approval forms available for Spring Forum 2015. Finally, questions emerged regarding the Core Outcomes and how they would be operationalized for assessment purposes. Subcommittee 3 began this process during the Spring 2014 semester. Their work is included on Sakai. As highlighted on page 94, the committees responsible for

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assessment will take this initial work by Subcommittee 3 into consideration as assessment practices are developed and refined.

Section VI. j. Bradley Core Curriculum Internal Policies

The Steering Committee recommends adding internal policies to correspond with the current "General Policies" regarding the Bradley Core Curriculum. Several questions emerged through the unit responses regarding transfer students, the University's connection to the Illinois Articulation Initiative, and the desire for the University to remain transfer-friendly. The internal policies highlight the need to remain transfer-friendly and provide more detail regarding the course by course articulation managed by the Bradley Core Curriculum Committee. Additionally, the addition of internal policies would make the requirement for faculty teaching Core Curriculum courses to indicate the course's connection to the Core Curriculum explicit in the syllabus, and encourage faculty to use online and sustainable resources for general education courses. The Internal Policies section begins on page 100.

Section VII. a. and b. Implementation Procedures and Calendar

The implementation calendar has been slightly revised based on the one-month delay in the process. Additionally, some questions emerged through the unit responses about the committees and taskforces responsible for certain aspects of implementation. The implementation section was clarified to reflect the responsibilities of the proposed professional development taskforce and marketing materials taskforces. Additionally, the charge for the standing General Education Subcommittee of the University Senate indicates that this committee is responsible for transfer articulation. Through its work during the Fall 2014 semester, this committee has started the transfer articulation process and review of the Illinois Articulation Initiative requirements. As a result, the Steering Committee recommends that Subcommittee 2 is also disbanded at this time, and the transfer articulation taskforce is not necessary. The implementation section begins on page 101.

Section VII. c. Resources for the Bradley Core Curriculum

Questions emerged through the unit responses regarding available resources for the Bradley Core Curriculum. Provost Glassman has drafted a budget and a description of the budget and available resources is available on page 104. Additionally resources available for the Writing Intensive initiative are highlighted in the Writing Intensive section, which begins on page 88.

Additional Concerns Raised from Unit Responses

The unit responses included a few remaining questions that did not result in a change to the Bradley Core Curriculum Proposal, but the Steering Committee wanted to provided additional information to address these issues.

Western and Non-Western Civilization in the Revised Curriculum

Questions emerged from the unit responses regarding Western and Non-Western Civilization courses and where they would be included in the Bradley Core Curriculum. Additionally, the response from the Slane College of Communication and Fine Arts indicated a strong desire for these courses to remain a part of the curriculum. On September 19, faculty that teach Western and Non-Western Civilization courses met with Dean Huberman and representatives from the Slane College in order to discuss these courses and their inclusion in the Bradley Core Curriculum. Minutes from this meeting can be found on Sakai. The group discussed that Western and Non-Western Civilization courses will continue to be included in the Bradley Core Curriculum. They may be included in different Areas of Inquiry. For example, some Western Civilization courses may be included in Multidisciplinary Integration, but others may better fit with the Humanities Area of Inquiry. Non-Western Civilization courses may better fit with Global Perspectives. The Slane College representatives felt the needs of their students would continue to be met in the Bradley Core Curriculum.

Department or College Specific Requirements

Questions emerged from the unit responses regarding whether individual colleges or departments could include their own requirements for the Bradley Core Curriculum. Under the current program, the College of Liberal Arts and Sciences requires students to take 39 hours of general education courses as they are required to take both an HL and an HP course. This policy will not change under the Bradley Core Curriculum. The general education policies are available on page 99, and the relevant policy states: "*Additional major or college-specific guidelines or policies may apply. Consult college and program requirements in the undergraduate catalog for more information.*"

Enhanced Bradley Core Curriculum

An idea that emerged through the unit responses was to develop an "Enhanced Bradley Core Curriculum" where students would have the option to take additional Core Curriculum courses in order to meet the enhanced program criteria. The addition of the enhanced core is an idea to be pursued and would be consistent with the policy addressed above regarding additional college or department-specific guidelines.

The Inclusion of Writing Intensive Courses as Opposed to First-Year Seminars

Questions emerged through the unit responses regarding why writing intensive courses have been included in the Proposed Bradley Core Curriculum instead of other high-impact practices, such as First-Year Seminars. The campus was asked to weigh in on high impact practices at two points during the review/revision process. In Fall 2012, Subcommittee 5 asked the campus about high impact practices and which ones would be critical, important, or not important to include in the revised curriculum. Additionally, the Steering Committee surveyed the University community in Fall 2013 regarding high impact practices and asked respondents to rate high impact practices according to the following scale:

- Critical-should be included even if resources are required;
- Desirable-Include if resources are not a concern;
- Don't include.

The results of both surveys indicated that Writing Intensive courses received more support to include in a revised curriculum. As resources were discussed and reviewed through the review/revision process, it was determined only one high-impact practice could be resourced effectively. As a result, writing intensive courses were included in the Bradley Core Curriculum proposal.

Campus survey results:

	Fall 2012	Fall 2013
	%Critical or Important	%Critical or Desirable
Writing Intensive	88%	91%
First-year Seminar	63%	77%

All-University Degree Requirements

General Education requirements are one of the University's All-University Degree Requirements. Changes to the Bachelor of Science Degree requirements have been submitted to the chair of the Curriculum and Regulations Committee along with a request to review each of the All-University Degree Requirements. See Appendix D on page 169.

Appendix B: Fall 2014 Unit Responses

When the Bradley Core Curriculum document was released to campus on August 18, 2014, Units were asked to submit a response to the Steering Committee by September 8, 2014. The Steering Committee received 36 unit responses, each of which have been included in this section.

Initial Report

Last Modified: 09/10/2014

1. Department or Unit name

Text Response
Foster College of Business

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
This model allow some flexibility to our students. We like that all student maintain a focus on a broad general education framework. This is good for our students. Global perspectives and its curricular elements are attractive and would seemingly open up more possible international business courses for consideration in the area of inquiry. Multidisciplinary integration is a direction we see employers emphasizing and the world at large going. We trust that ML 452, , our multidisciplinary course, will be included in this area. Continued alignment with IAI is a must, the model seems to allow this. It is good that in some areas not every curricular element must be met. We assume courses accepted under the current general education model will likely be included in this model (i.e. ECO 221, 222)

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
FCB support of this model is based on the trust that the following areas will be addressed. Our college expresses concerns/confusion over the differentiation in the Integrated Learning and Multidisciplinary Integration. Writing intensive is great and will benefit our college in accreditation efforts. However, the resource demands must be measured. There appear to be too many / too restrictive rules in this area regarding course size and types of writing intensive interactions required. Could courses in the current Gen Ed, that clearly fit the new areas, have a streamlined approval process? Overall implementation of the new model and navigating the approval processes seems to provide some concern.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/09/2014

1. Department or Unit name

Text Response
Department of Accounting

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Allows more flexibility than current gen ed requirements. Appears to be consistent with IAI and other transfer requirements. May provide an opportunity for some business courses to fulfill core requirements.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
We are afraid that there will be too few writing intensive classes to meet demand. Additionally Bradley in it's current financial state cannot commit resources to provide enough writing intensive classes. Therefore, it is foolish to adopt a new core that cannot be implemented. We are unclear about the distinctions between IL and MI classes. This confusion will cause implementation problems. Problems will occur if current business courses used to fulfill core requirements (i.e., ECO 221 or ECO 222) are not rolled forward.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
economics

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The new core keeps some continuity with the former core in that students get broad exposure to courses outside of their discipline including the arts, humanities and sciences. The new core provides for increased flexibility. It also appears to be easy to transfer courses from outside of Bradley to meet our course requirements. This will facilitate the transfer process for prospective students. The proposed core allows for some overlap with the current business core and so provides flexibility to business students. It is hoped that parts of the proposal will be open in terms of what courses can fulfill different core requirements. For example, can the business capstone course fulfill the multidisciplinary integration requirement? Can various international business course and economics courses meet the global perspectives requirement?

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The concepts of integrative learning and multidisciplinary integration appear somewhat confusing and it is not entirely clear how these relate to each other. It is hoped that re-approval of courses under each of the curricular elements is not too burdensome. For example, economics courses are part of the current core and these courses seem an obvious fit for the new core proposal. There is some concern about which courses will be accepted for the writing intensive element of the core and how resources will be found to support this element.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/09/2014

1. Department or Unit name

Text Response

Entrepreneurship, Technology, & Law Department

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

I like the requirement that the core requires courses from a broad range of disciplines. To me this is a characteristic that distinguishes a college graduate from those receiving vocational training, and prepares our graduates to be lifelong learners. I am glad to see that the core curriculum has some flexibility to it. However, the true degree of flexibility will not be known until the model is implemented. MIS majors have 114 hours of coursework (gen ed, FCB core, and major) to meet the requirements for the degree. That leaves only 10 hours of elective courses. Over 80% of MIS majors are transfer students (internal or external), so many of them have taken courses in another major that will not count towards the 114 required hours. In fact many students take over 124 hours, and that makes it difficult to earn a degree in 4 years. Entrepreneurship majors are also frequently transfers and have a similar problem. As previously stated, the flexibility will depend on implementation as determined by the task force teams. For example, the microeconomics and macroeconomics courses required of business majors should still be able to count for general education requirements (perhaps as Social Theory and an elective). But if that is not the case, then this model adds hours and reduces flexibility. I like the idea that this model should allow Bradley to continue to accept transfer students who will get credit for meeting the gen ed requirements through the IAI initiative. Transfer students are important to Bradley since many students today are choosing to attend junior colleges for the first part of their academic careers. FCB students all take a capstone course, BMA 452, and that has been and will continue to be a valuable experience. That course should also count for Integrated and Interdisciplinary Perspectives since it draws on many disciplines. However that determination is being left to another group. The list of curricular elements for each category is written in a way that it will be possible for a variety of courses to satisfy the requirements. For example, courses involving convergence between business and engineering should count for the Integrated and Interdisciplinary Perspectives requirement. Similarly, several entrepreneurship courses should count, particularly given the nature of courses in the Entrepreneurship minor. An entrepreneurial, inclusive, and innovative approach to implementation can make this truly a model approach to higher education.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

I am concerned that the integrative learning and multidisciplinary integrative categories are ill-defined and confusing. I am concerned that courses that meet our current definition of gen ed will need to go through the entire review process again in order to count as gen ed courses. Writing is an important skill, and that is reflected in the consensus model. I would hope to see that many of the required breadth courses would also satisfy the Writing Intensive course requirement. Many of the faculty in the FCB do not feel qualified to evaluate students' writing. It might be difficult to include writing in FCB core courses or in major courses. This could result in students having to take additional courses outside the college, or could require the FCB to hire writing instructors. This could also require additional resources at a time when Bradley is attempting to conserve resources. In conclusion, I support this model with reservations since many critical decisions that are left to implementation. The teams who are the gatekeepers to many elements of the model could make the gates very narrow and actually increase the number of hours required for our students to graduate. This could hurt Bradley's competitive position if the requirements are deemed bureaucratic or arbitrary. One of the first things to do in implementation is to create guidelines, provide examples, and educate faculty how to develop

or modify courses to meet the new model.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

1. Department or Unit name

Text Response
Finance and Quantitative Methods

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The good things about this proposal is that it affords the students some flexibility, especially to those students who are interested in exploration. This is something that all great universities allow for and I am glad that this proposal attempts to do that. The curriculum allows for multidisciplinary, integrative and global perspectives, and at the same time it is transfer friendly. The FQM department has a financial planning course as part of existing Gen-Ed course. We can continue to offer it as a Gen Ed, even if are asked to go through the approval process to continue to offer that course as a Gen-Ed course. This proposal allows for the possibility of other courses offered by the department to be offered as Gen-Ed courses.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The department has some very severe concerns and final approval would be contingent to address these concerns: 1. At the State of University address at University Council, President Glasser referred to online connectivity. To be consistent with those sentiments, we should at least have a site where students can find review course content and course syllabus. They will be able to make informed decisions about which courses they want to take. 2. I am a little bit concerned about the oversight of Gen-Ed courses after courses have been approved as such. If a department course has been approved as Gen-Ed course, it is the department's responsibility to honor its commitment to keep that course consistent with the principles and guidelines it sought to gain that approval. 3. Some departments may have to seek re-approval for courses that are already approved as Gen-Ed course. 4. If we can come up with another name than Gen-Ed core, that would be great. The business school already has a business core and it can be confusing for students, especially if some courses (say a Math course) which can be used for both Gen-Ed and business core. 5. The extent and type of writing courses may constraints our students. More flexibility than what is in the proposal is necessary.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes	████████████	1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
Management and Leadership

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
It provides adequate flexibility for our students. Appears to maintain IAI transferability. Like the global perspectives, especially if applied experiences are includes such as I B 204, 205, and 208. Provides students experiences outside of their discipline. It is consistent with current practice as some courses (e.g., ECO 221 & ECO 222) within our college can be used in the core.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Concerned about implementation and oversight. Need further definition as to MI and IL Depending upon implementation, new gen ed core might be too large.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
Marketing Department

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
It affords some level of flexibility for our students and appears to align with I like the multidisciplinary integration if it includes integrative experiences such as M L 452 Global perspectives has value, especially if it can include applied experiences as those in I B 204, 205, and 208. Appears to be transfer friendly….I hope we maintain alignment with the IAI. The relatively comprehensive approach that provides curricular elements, but recognizes that every curricular element has to be met for a course to be accepted. The requirement that our students reach beyond their discipline and are introduced to the arts, humanities, and science. Consistency with some current practices in that courses within our college that align with the curricular elements may still be used in the core (e.g., ECO 221, 222).

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
My support is contingent on soberly addressing the following: •I like writing intensive, but fear that the resource demands will be high and that managing assessments of the offerings will be difficult. •Confusion about IL and MI must be clarified for me to fully support this. •Implementation of the writing intensive looks complicated •The need to seek re-approval of courses that seem to obviously fit the curricular elements. •Uncertainty about how implementation will be guided and oversight will be provided. •Depending upon how it is implemented, this might be a bit long.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/22/2014

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1. Department or Unit name

Text Response
Slane College of Communications and Fine Arts

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2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The proposed Core Curriculum would enhance our programs in much the same way that the current program does, because it is so similar to the current program.

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3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The proposed curriculum would impair our programs in one particular way: The elimination of the CIV requirements deletes an important foundation from our required courses in Music, Art, and Theatre history. These courses assume that students have had the overview of western and non-western civilization as important context and foundation for the more particular and detailed surveys in music, art, and theatre. Furthermore, the courses likely to be offered under the new Global Perspectives requirement are likely to provide mostly localized versions of issues in particular countries or regions, thus restricting the full-world global perspectives of the CIV courses. It is likely that this category, in view of the elimination of the CIV requirements, will end up narrowing global perspective instead of expanding it. Double dipping may further dilute the breadth intended here. We also suggest that the Steering Committee consider new titles for Multidisciplinary Integration and Integrative Learning to make these categories more self-evident and less confusing as separate Gen Ed categories. Finally, we insist that a fast-track procedure be adopted to approve appropriate current gen-ed courses for inclusion in the new system. For instance, the current gen-ed appreciation courses in fine arts (THE 131, THE 141, MUS 109, ART 131) all satisfy the learning outcomes of the proposed category with the same name. Letters from the chairperson and/or dean should be sufficient in such cases to approve inclusion in the new curriculum. Requiring the full C&R process for each course would be an unacceptable burden on faculty and administrative time and quite possibly engender resentment for a process that should be generating enthusiasm. The Slane College answers the next question "Yes" as long as our "impairment" concerns are considered and the approval process includes the fast track for appropriate current courses.

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4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/09/2014

1. Department or Unit name

Text Response
Art

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
none

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Not requiring Western and non-Western Civilization makes the teaching of Art Appreciation more difficult. "Civ" courses provide a bridge to what some see as an esoteric filed of inquiry. Even though they have such a wide view of history they are foundational to the Arts.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
communication

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The Department of Communication believes two additional writing requirements will enhance the experience of our students. The Department also believes the multi-disciplinary requirement is a positive enhancement to the overall academic experience of our students.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
None.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
EHC

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
none

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
none

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/22/2014

1. Department or Unit name

Text Response
Family and Consumer Sciences

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
none

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
none

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/09/2014

1. Department or Unit name

Text Response
Nursing

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
think the new proposed writing intensive tag components will enhance the writing ability of our Nursing students, which I feel is lacking. This will also enhance the writing ability for the students who plan to further their studies in graduate school. I also think the focus on critical and creative thinking will help our Nursing students in their Nursing practice at the bedside.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Nursing has additional concerns re the proposal: Even though the WI assessment protocol has not been decided...how will the department offering a WI course be included in the WI assessment? Do we have another course that would meet the second WI course requirement?? If not, what resources will we get to offer courses with a 25 cap when class sizes are pushing 100??? The way the requirements for WI are written, it's unfortunate that we couldn't use clinical logs. Is the WI criteria truly set? What about that mandatory library piece??? If a student already had the library education for a WI course, is it necessary to include again? Just a thought...can the library staff create some sort of recording for students in WI courses to access (maybe have a link in Sakai course that is a required assignment)...then the faculty can fill in the blanks as they see fit or choose to invite the library staff? We were hoping that ethics would be more transparent & evident such as with an actual course! Concerned that we haven't seen requirements for course approval for each category before saying yes to this proposal. Concerned about students being able to take gen ed during summers at junior colleges and still meet all of the writing requirements, especially if we can't offer both WI tags in our current curriculum due to class size. Our students have no wiggle room to take extra courses. Are Core outcomes measurable? i.e. social awareness states "students will act..." How will this be measured? Will there be exceptions to the 25 student rule for WI courses? We currently require writing in all our core nursing courses, but we teach 70-96 students in each. It's difficult to answer yes to the next question until these concerns are addressed. However, we in nursing will follow the rules and abide by what is decided. Overall we do support the need to update the gen ed program, but we would like our concerns about the WI tags addressed. the 2 writing intensive tags requirement will be troublesome for the nursing dept due to all of our core courses having large enrollments 70-96. We have one course - NUR 303 Nursing Research which could be limited to 25 students. This would however increase the number of sections that we offer and require additional faculty to teach it. Our students do not have any room to find another writing course outside the nursing dept above the current eng courses required.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%

2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/10/2014

1. Department or Unit name

Text Response
PTHS

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
None

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
None

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Q1. Thank you for taking the time to provide feedback from your department or unit to the Bradley Core Curriculum proposal. Please review the [full proposal](#) or [Executive Summary](#) before completing the survey.

If you have any questions or trouble accessing the documents, please contact [Kelly McConnaughay](#) a or [Jenny Gruening Burge](#).

Q52. Department or Unit name

> Teacher Education

Q54. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

> The BCC provides the breadth of coverage needed to address new Illinois State Board of Education rules/requirements relative to providing preservice teachers, in certain teacher preparation programs such as elementary education, with a balanced general education background. The BCC, as currently proposed with Multidisciplinary Integration as a required 3 cr. hr. course, also provides an opportunity for current Teacher Education courses to be considered for inclusion in the BCC. In addition, the BCC affords greater opportunity for dual-use, i.e., to double-count courses, which is critical for teacher education programs that must maintain a total credit hour count that allows us to compete with other four-year teacher preparation programs, in an extremely competitive market.

Q57. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

> The faculty expressed concern regarding the curricular expectations/requirements for a course to be tagged as Writing Intensive and Integrative Learning. Further articulation is needed regarding the review protocol to ensure that ETE courses will be reviewed within the context of our mission and accreditation requirements.

Q55. Our unit supports the proposed Bradley Core Curriculum

◉ yes

○ no

Location Data

Location: [(41.373092651367, -89.442497253418)](#)

Source: GeoIP Estimation

Q1. Thank you for taking the time to provide feedback from your department or unit to the Bradley Core Curriculum proposal. Please review the full proposal or Executive Summary before completing the survey.

If you have any questions or trouble accessing the documents, please contact Kelly McConnaughay a or Jenny Gruening Burge.

Q52. Department or Unit name

Caterpillar College of Engineering and Technology

Q54. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Educating our engineering and technology students in the life broadening topics in the humanities and social and behavioral sciences is critical for their long-term success and well-being.

Q57. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

none.

Q55. Our unit supports the proposed Bradley Core Curriculum

◉ yes

○ no

Location Data

Location: (40.696304321289, -89.616600036621)

Source: GeoIP Estimation

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
Civil Engineering and Construction

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The proposal is not specific enough for us to be able to identify specific ways in which the proposed curriculum can enhance our programs. Our department has two programs that are accredited by two different agencies: ABET and ACCE. We will need input from them before we can tell.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Again, the proposal is not specific enough for us to be able to tell but based on our understanding, many faculty feel it may adversely affect our accreditation.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no		1	100%
	Total		1	

Initial Report

Last Modified: 09/10/2014

1. Department or Unit name

Text Response
ECE

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Based on communications with Dean and Associate Dean of College of Engineering, the proposed Bradley Core Curriculum may be benefitting our programs and students more than the current GenEd curriculum.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
none

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

1. Department or Unit name

Text Response

Industrial & Manufacturing Engineering & Technology

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

First, the department of Industrial & Manufacturing Engineering & Technology (IMET) appreciates all of the work from the committees making this proposed Bradley Core Curriculum a reality. If this proposed Bradley Core Curriculum is implemented, IMET program education objectives (PEO) to industrial (IE) or manufacturing (MFE) engineers will be greatly impacted by the two new curricular areas added: (1) Global Perspectives and (2) Multidisciplinary Integration. More detail is discussed as follows: Industries are striving to enhance their business globally, consequently, (IE) and (MFE) engineers are often required to understand the business/industrial perspective. In particular, they should have knowledge, not just of engineering or technical aspects of globalization, but often time, they will travel to foreign countries and deal with people with very diversified backgrounds. The core curriculum brings great global perspective to enhance their ability to meet their future career needs. Feedback from many HR directors hiring IEs or MFEs indicates clearly the need for teamwork, in particular, working in a multidisciplinary environment. Consequently, working in a multidisciplinary team is defined as one of the PEOs for IE and MFE (listed below). The proposed Bradley Core Curriculum also provides additional education in this aspect, which greatly enhances our PEOs in preparing future IE or MFE engineers. ¬ PEO #2 for IE - Demonstrated ability to effectively lead cross-functional multi-disciplinary diverse teams in the design, implementation, and/or improvement of processes and systems both regionally and globally. ¬ PEO #2 for MFE - Demonstrated ability to effectively lead cross-functional teams in the design, implementation and improvement of processes and systems.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

See response in previous question.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/07/2014

1. Department or Unit name

Text Response
Biology Department

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The MI and global perspectives benefit our students. They get core practices in our major. Those add something that they do not currently experience and it will be a fantastic addition moving forward. It is possible that the WI tags will enhance our major. The tags will allow our students to get credit for something they do and it will provide a stick for keeping our core courses at reasonable size. We like reinforcement of the writing across the curriculum. Reanalysis of goals and categories will allow higher quality in core. The addition of assessment will help maintain that over time. Assessment will tell us how we can "right size" course size for skill objectives. All of this will benefit our majors. Not clear on implementation plan. If this core is a better foundation then it may be a better place for adjuncts to teach our courses as we intend them to be taught. This will also benefit our majors. Overall benefit of the new core has been so far that faculty have been reinvigorated, and are reengaging which provides new enthusiasm in what has become a tired program. This also benefits our majors.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Many did not care for this question. It does not impair our program or our students. Given the world placement of our nation in math and science, it seems illogical to design a curriculum with one less science class. So it impacts non-science students. This may be remedied by keeping the science requirement for the BS degree high. But does not help those seeking a BA. There is a perceived serious flaw- no course on sustainability. If the cost to run a high quality program is not addressed than none of our students will see the benefits and this will impair the students in our major. More work for faculty will impair our program.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes	████████████	1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response

Chemistry and Biochemistry

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

We unanimously support the inclusion of W1, W2, and OC in the General Education portfolio. We recommend that the University make every effort to use full-time faculty to teach these foundational courses.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

Comment #1 Prior to 1983, all students had to take 6 hours of English Composition to include English 101 and any 3 hr. 300-level writing class and basic Speech (103). This requirement did not change when the current General Education program was implemented and it will not change if the current version of the new program is implemented. In 1976, for example, all LAS students had to take an additional 36 hours in the College! Required were 12 hrs. in each Curricular Group, A, B, and C (A: Art, English, Foreign Language, Journalism, Music, Philosophy, Religion, Speech, and Theater Arts; B: Black Studies, Economics, Geography, History, Home Economics, Political Science, Psychology, Sociology; C: Astronomy, Biology, Chemistry, Computer Science, Geological Sciences, Mathematics, Physics). Note that since 1976, some programs in LAS have been dropped (Geography and Geological Sciences) and others were moved to create a new college. The LAS based general education program had several caveats that ensured that all students in the College had significant curricular breadth. First, the students could not double count any courses, nor could they satisfy the requirements with courses in their major. Furthermore, students could not take more than 6 hrs of the 12 hours in any one field. The knock on this system was that pedagogical themes were missing, thus allowing students to select any courses they so desired (known as the smorgasbord system) and that they might select courses in which they already had significant knowledge. I might add that at that time, the College of Business required all students to complete the 36 hr. LAS core while the Engineering College permitted each department to determine the number and type of LAS courses they would require. Adoption, University wide, of the Current General Education system ensured that all Bradley Students received a broad-based curricular education. This new program, however, allowed courses in the students major to satisfy General Education requirements; this did permit a diminution in breadth. As our Department has articulated in many fora, the proposed General Education program apparently allows students, in certain majors, to graduate with a significant reduction in programmatic breadth when compared to our existing program or its predecessor. Our graduating seniors will meet, by default, the requirements of the Scientific Knowledge, Reasoning, and Application (SR), Quantitative Reasoning (QR), and Multidisciplinary Integration (MI). Thus, factoring out Communications (9 hrs.) of the remaining 27 hrs, our students would only need to take an additional 3 courses (9 hrs.) to complete their General Education requirements. Hence, we feel that it is possible for our majors to graduate with little breath. This would also be true for the other science majors and all majors in the Caterpillar College of Engineering. We could address our concerns by enacting additional requirements for our majors; however, we feel this problem is more global and needs to be addressed in proposed program. When we compare the two previous General Education models and the proposed model, it is clear to us that the proposed model, if enacted, will allow students to graduate far more "specialized" than we feel is appropriate given the fact that today's graduates are far more likely to need a global exposure to and an understanding of the ethical, historical, social, and cultural underpinnings of humanity. Comment #2 The Department's faculty would like to see the Core Practice entitled Integrative Learning (IL) be changed from recommended to required. Completion of a general

education program is a quality stamp, much like a registered trademark. The stamp assures that all Bradley graduates have met a universal standard. Having this requirement as recommended defeats this purpose and causes tracking problems. We suggest that integrative learning should be and, to some extent, is incorporated in curricula and that the requirement would not cause undo stress upon our students. Not every program would need to offer IL courses because of the anticipated diverse offerings in this area. Comment #3 We would like to see the guidelines for and the description of the Multidisciplinary Integration (MI) category be more clearly articulated. As it stands, it appears that the General Education Implementation Committee will set the tone for classes meeting this requirement. We would feel more comfortable if the proposed guidelines were more fleshed out. Some in the Department feel this category should be a tag and the hours reassigned to, for example, an 8th course in the "5 remaining areas." Also, we feel that communication (especially written) should be integrated throughout our curricula, so that it's not truly accurate to say "Course XXX + writing" is a multidisciplinary experience. Likewise, could a course that emphasizes written or oral communication and Course XXX both meet the MI standard AND be tagged as Writing Intensive? If such courses are approved, it is likely to erode even further the "breadth" of the core curriculum, because many students are likely to meet the requirement by taking a course that is closely related to their major, even if double-counting were to be limited/prohibited.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no	████████████	1	100%
	Total		1	

Initial Report

Last Modified: 09/09/2014

1. Department or Unit name

Text Response
Criminal Justice Studies

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Provides greater flexibility for our new majors and transfer students.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
None

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/07/2014

1. Department or Unit name

Text Response
Computer Science and Information Systems

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
10 CS&IS faculty members and I received 5 total responses: 4 of 5 said NONE 1 of 5 Multidisciplinary integration: encourage collaboration of faculty and students across campus is definitely the trend in not only academia but also industry Practical application: field trips, internship, or even exchange programs provide opportunities for students to make connections and apply what they have learned in class

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
10 CS&IS faculty members and I received 5 total responses: 4 of 5 said NONE 1 of 5 Lack of science-focused, modern technology-focused, and computer-focused classes in CORE curriculum may significantly reduce number of incoming students in our major programs - both freshmen and transfer.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no		1	100%
	Total		1	

Initial Report

Last Modified: 09/07/2014

1. Department or Unit name

Text Response
Department of English

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
• The new program's emphasis on world cultures could enrich their education. • The opportunities for official recognition of integrative learning will be useful to our students. • The potential for new and wonderful literature & writing courses to be developed for categories, other than the Humanities, exists. • Our majors pursuing business, not-for-profit, and science/tech-related employment will have greater flexibility and more control over their curriculums. • The Five Outcomes in Eight Areas of Inquiry articulated in the proposal are timely, important, and worth striving for in the coming years. I see here an opportunity to engage students with a clearer set of objectives in course design and instruction. • We could emphasize and specify more of the multidisciplinary, global, and humanities aspects of our courses. • One possible benefit could be Gen. Ed. courses featuring postcolonial writers and world literature, which would benefit our majors and other students. • If we teach fewer Gen. Ed. literature courses, this could possibly translate to more lit courses offered for our majors. • We could possibly revisit our current C2 courses and create interesting new W2 courses (e.g. Health & Writing, Writing in the Sciences, etc.). • The BUCC lends itself to new literature courses such as Literature & Medicine, Literature and Biology: a better understanding of our environment, etc.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
• The language regarding which types of courses count as "Writing Intensive" needs to be clarified so ENG majors can benefit from Writing Intensive designations in their major. • I worry about implementation, given the multiple goals of integration and my limited training. • I can see some students opting for largely GP and HU classes, skipping QR and SR. • Tags are likely to cause massive dilution of the writing component. • It could impair our program if we offer fewer literature courses due to students selecting other categories. • English could be pushed into being exclusively the "writing" department. I'm not sure yet if we will have a role in this increased writing emphasis component, or if those involved would be compensated. This emphasis could have an adverse effect on professional development and motivation for faculty who want to teach lit. and do literary research. • Gen. Ed. lit course reduction could in turn adversely affect how the department is evaluated as we come up for outside assessment. • BUCC could also limit the range of literature courses available to our majors. • English majors would not be able to take Writing Intensive courses in their own major • Faculty would be burdened by composition courses of 25--significantly higher than the national norm and best practices and 15-20% higher than our current standard. • Graduate students in the Writing Center would, without additional resources, be required to support students in these Writing Intensive courses when we already have an expected increase in workload to assist in covering online graduate nursing/counseling programs. • The proposed Bradley Core Curriculum would impair English programs and our students' academic experience due to the reduction of humanities/human values required credits. • The lack of any explicit multicultural requirement will impair our students/department. • The added burden to English faculty in overseeing the "writing intensive courses" programming (development, approval, assessment) will impair us significantly. • Without further attention to resources for and structures to support Writing Intensive courses (i.e. smaller course sizes; sustained faculty development), our majors may encounter ineffective or detrimental writing instruction. • The BUCC could reduce the opportunity to recruit ENG and ENG T majors in general education courses in literary studies (due to the decreased number of sections that

may be offered).

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/07/2014

1. Department or Unit name

Text Response

Department of Foreign Languages

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

The Department of Foreign Languages believes that the proposed Bradley Core Curriculum offers a number of opportunities for the Department to expand its offerings in general education. This could be of great benefit to the Department as enrollment in all languages except Spanish has been on the decline recently at Bradley. This follows national trends as funding is cut in middle schools and high schools throughout the country. Moreover, there are many students on campus who would like to take a language course, but are unable to due to major programs with extremely high credit-hour requirements. If these students could take a course from our department that also fulfills a general education requirement we believe this would it be a benefit not only to the students but also to the Department. As we will discuss in the second section, the Department, however, is also extremely concerned about the overall devaluing of general education, which seems inherent, whether intentional or not, to this proposal. Pros: More specifically, in addition to the courses we currently offer that fall under the "Human Values- Literary" category (and which, we believe, will also fit within the guidelines for "Humanities" under the proposed curriculum), we believe that many of our courses— in fact the Department estimates over 50%— including courses at the 200, 300 and 400 level (FLF / G / S 202, courses on Francophone, German, Spanish and Latin American Culture, among others) will fit under the "Global Perspectives" Area of Inquiry. Indeed, the curricular elements under "World Cultures" describe well the course goals of many of the classes we offer. We also believe that our composition courses, which make extensive use of process-oriented writing practices, will fit under the "Writing Intensive" tag. Writing in another language requires intense concentration and mastery of language, form, and style. Many of our students have commented that they have learned more about writing and grammar in our classes than in traditional English Composition courses.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

While the Department of Foreign Languages sees a number of potential benefits from the proposed Bradley Core Curriculum, mainly through the possibility of increased enrollments, we do have a number of concerns. We are concerned about the current timetable. We believe that the move to have C&R vote on the proposal in September and the University Senate vote in October is too soon, especially given some of the changes that happened to descriptions of various areas over the summer (see below). The working groups should be given the chance to revise the descriptions / curricular elements so that they align with best practices within the disciplines. We are also troubled by the timeline to apply for courses to fit within the new general education program, if it is adopted. Currently 100-level course approvals will happen in Spring 2015, under the assumption that freshman only take 100-level courses. However, many of our freshman start at the 200 and 300 level. If the Department wants to take advantage of the new Bradley Core Curriculum and give students the credit they are due, then upper-level courses will also need to be granted approval. But this then poses another potential problem. We are not sure, if course approvals for 200- and 300-level classes in Spring 2015 were an option, that the department would have enough time to write all of the proposals and have them approved by the various committees. We imagine there are other departments in a similar situation. While the department believes that our Composition courses fit in the "Writing Intensive" description, we are concerned that the requirement for a minimum of 20 pages may be too high. While it is perfectly feasible for a group of students writing in their native language to produce 20 pages, it would be difficult for students writing in a second

language. Perhaps a clause could be inserted that would give more flexibility. As raised in the LAS all-College meeting, the wording under "Elaboration" for the "World Cultures" area that reads: "Leadership can be defined in terms of cultural importance, e.g., widespread scholarly agreement that a country's culture is a major contributor to the developing world culture, or global economic importance, e.g., the top ten trading states in the world" (65), is too limiting. It shows a clear misconception of what the study of other cultures can offer. This and other sections should be reviewed and edited by the working groups that teach the subjects, not the steering committee. The Department is also concerned about Western Civilization no longer being a requirement for all students. Yes, we understand that it will fall within "Multidisciplinary Integration," but we also understand that students will have other options and therefore will be able to not take the course if they so desire. We find this troublesome. This move seems indicative of much of the Bradley Core Curriculum, which appears to emphasize accommodation over effort, ease over integrity. What is the goal of our program? To offer the students the quickest and easiest way to a degree? To offer students a thought-provoking, meaningful education that will transform how they perceive, understand, and evoke the world? Finally, regardless of the outcome of this process, the Department strongly believes there needs to be more oversight and quality control of the general education program. We are not the first nor the only ones to say this. An overall lack of institutional support both in words and in dollars has made our current general education program suffer. Many students do not think it is valuable in part because the university does not focus on it as a priority, as part of the Bradley ethos. If we want our students to understand and value general education the university needs to make it a core part of the Bradley Experience, not just in name but in deed.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response

History Department

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

None

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

While we sincerely appreciate the Steering Committee's (and other committees') hard work in view of insistent demands from Engineering and Business to reduce the program, the overwhelming majority of faculty in our department views the current BCC proposal as a step backward from the current program, for the following reasons: I. The BCC is an attempt at compromise with three other colleges at Bradley that are evidently under increased pressure from increasingly technocratic state accreditors to change the curricula of their majors. While we have sympathy with these colleges, we would argue that they can find other ways to face these pressures without weakening General Education at Bradley. So far, the Gen Ed revision process has resulted in the retention of 36 hours, which the department endorses. However, the language describing the "Areas of Inquiry" and "Curricular Elements" remains vague. We fear that over the long term, this would open the way to a situation in which the leadership by LAS and CFA of Bradley's foundational pedagogy could diminish drastically over time. This concern stems in part from the replacement of the original 1982 Gen Ed program's hoped-for outcomes, which were based on the notion of a "liberal education" and are listed on p. 12 of the BCC draft: • "A liberal education provides all students with the intellectual tools necessary to explore the best that civilization has produced. • A liberal education provides the means for all students to exercise control over their lives through thoughtful responses to their political, social, cultural, technological, and natural environment. • A liberal education emphasizes critical, historical, theoretical, scientific, and aesthetic approaches to knowledge. • A liberal education enhances the quality of life and fosters an appreciation of learning as a foundation for continuing inquiry. • The purpose of a liberal education is to develop students, regardless of academic major or professional aspiration, who are able to understand and participate in society as responsible human beings." By replacing these outcomes and eliminating the categories of Western and Non-Western civilizations, Human Values, and Social Forces/Cultural Diversity, the BCC creates a framework in which LAS could lose personnel, students, and influence within what is, after all, a comprehensive university and not a trade or business school. The department is also troubled by the BCC's paucity of solutions to problematic attitudes among some students and faculty, as listed on p. 24 of the BCC draft: "Gen Ed courses are perceived as something to get out of the way. It is perceived that Gen Ed courses can just 'be taken elsewhere.' There is no consistent campus-wide message about the value of BU's Gen Ed program. Gen Ed should be recognized as the central common academic experience for all BU students." II. A symptom of the above weakness is the fact that the BCC proposal drops what we think are three crucial aspects of any good 21st-century general education program at a high-quality university like Bradley. a. The Western Civilization requirement. Frankly we are shocked that this has been dropped after the many skilled efforts to defend it before the various Gen Ed revision committees; after a survey that revealed majority support across campus for this component of the current program; and after years of evidence that our CIV faculty are doing an excellent job. The only well-considered intellectual, philosophical, and/or pedagogic arguments that we have heard have come from those who are committed to retaining Western CIV. From the other side, we hear glib code words like "outdated" and red herrings like "the term 'non-Western' denigrates entire civilizations." Since when is learning about the civilization into which one

is born outdated? And since when does putting the prefix "non" in front of something automatically express contempt? If it's just the title that confounds people, why not simply rename it? We remind the committee that the term "Western" is used on a daily basis in this society, and that educated young people need to learn what made Euro-U.S. civilization what it is. There also seems to be an assumption among some opponents of CIV that those who teach it are intellectual and political dinosaurs stuck in the Cold War, when such a course was generally taught in a hagiographic and overly valorizing way. However, not only are most of the faculty teaching CIV too young to have been overly influenced by Cold War nationalism, but the scholars who write CIV textbooks treat Euro-U.S. civilization critically, i.e. as only part of a much larger world with which it has had a deeply problematic relationship over hundreds of years. To offer just one example of the foundational knowledge that this course provides our students: The modern political ideologies of liberalism, conservatism, fascism, socialism, and nationalism have had deeply complicated histories and massive repercussions for the entire world. CIV 100, 102, and 112 are three courses in which our students gain essential knowledge about these matters from well-trained academics. Let's not forget that outside of academia, many contemparary forces--talk radio, the internet, and certain cable news shows come to mind--appear determined to mislead U.S. citizens about these ideologies, demonizing people as "liberal fascists," "ecofascists," and "femi-nazis." Does Bradley really want its students to graduate with no clear understanding of how the most influential ideologies, some of which engulfed the entire world in war, took shape over time and continue to influence the fate of the world? Finally, the CIV courses are multi-disciplinary in the way that those who support a new MI category seem to favor. There is potential to make them more writing intensive, thus satisfying that "best practice" as proposed in the BCC. CIV is truly a humanities course, combining history, the visual arts, literature, and philosophy in such a way as to foster an integrative understanding of our civilization's changing values, conflicts, disasters, and achievements. However, it appears that the MI category remains controversial, perhaps because the language of the "curricular elements" is too vague. As regards students in the HIS and HSS-T majors, we cannot graduate them if they haven't had Western Civilization or a course very much like it. If CIV is in fact dropped from the new program, we would have to raise our major from 30 to 33 hours, which would be particularly burdensome for our HSS-T students. b. The Non-Western Civilization requirement. Why has this category been replaced by the much vaguer "Global Perspectives" component in the BCC? There is considerable discomfort, not only in the History Deparment, with some of the "Curricular Elements" wording in the "Global Systems" section, notably the lack of historical perspective (globalization has been ongoing for hundreds of years, and history can teach us something about it), as well as the apparent social-darwinist privileging of "leading countries" (p. 63). While we agree that the term "non-Western" may be awkward, we do not agree that affixing "non" to an adjective automatically denotes contempt. By all means, rename that category, but throwing the baby out with the bathwater is the last thing Bradley should do. Instead, we believe that current offerings in the non-Western categories are all worthy courses, and they all meet the stated goals of the "Global Perspectives" category. c. The Human Values requirement. We are not sure why this has apparently been subsumed into the new "Humanities" category (codeword "ethically minded") along with the entire discipline of History. Because this new category will pit classes in Philosophy, Literature, and History against each other and, combined with the loss of Western CIV, lead to a situation in which a student could graduate from Bradley with either no History, no Philosophy, or no Literature courses whatsoever, we cannot support it. d. The Cultural Diversity requirement. There seems to be no guarantee that the new BCC proposal would allow for courses that deal with one of the signature themes in 21st-century globalization. An argument has been made that the Global Perspectives category would do so, yet the "Curricular Elements" language does not guarantee that; and by consciously excluding the United States, the GS category precludes courses on minority/majority relations in this country. Ironically, all four elements of the existing requirements discussed above together reflect the values of the BCC, as listed on page 59 of the draft document: • Curiosity; • Freedom of inquiry and expression; • Belief in the unity of knowledge; • Pursuit of knowledge as its own end; • Dedication and persistence in learning; • Strong work ethic; • Humility and circumspection toward what is known; • Habit of self-reflection; • Integrity; • Flexibility; and • Civility. Please note that while most members of our department currently disapprove of the BCC proposal as it stands, we would like to propose a number of possible remedies to move Gen Ed revision forward: 1. The many doubts that have been evident in the LAS Executive Commtitee and among the entire LAS faculty suggest that the process of submitting the BCC proposal to the Senate should be slowed down. Specifically, we propose the following: a. Strengthen the Global Perspectives category by recalling that working group. As one member of that group in our department states, "The meetings of this working group last year were the best attended and quite vigorous. The result was a proposal of the separation into two categories: systems and cultures. When this proposed separation was rejected by the steering committee the whole working group was not able to find the time in Spring 2014 to carry out the difficult process of reconsidering how best to re-unify this category. In particular, the working group will want to tackle the inclusion by the steering committee of controversial new language about 'natural systems' and 'leading countries.'" b. Overhaul and rename the Multidisciplinary Integration category as a way to reinstate both the Western Civilization and Human Values requirements. We support recent suggestions from Lori Wiebold and Bob Fuller to the effect that this be a requirement embedded in LAS. Specifically, Bob's suggestion that this be renamed "Values and Civilization" is amenable to the History Department. As Bob suggests, outside of LAS this category could be fulfilled by taking either a Western CIV or a current HV course; and within LAS students would take both. c. Reinstate the "Cultural Diversity" component by adding this as a "required tag." d. Continue to debate towards consensus within the College of LAS. As a member of our department expresses it, "In Gen Ed revision, there are two key questions: 'How can the proposal for the new Gen Ed requirements be improved?' and 'Is the new curriculum better than the existing program—for our students, for our university, for our colleges, for our departments, for the principal values of our disciplines?' These questions have been separated by the lengthy process of discussing a new curriculum imagined as starting from a blank slate. While acknowledging the immense and selfless efforts of our many colleagues who have worked to draft the new curriculum, both of these questions deserve to be discussed and voted on not only within departments but in the college as a whole."

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no	████████	1	100%
	Total		1	

Initial Report

Last Modified: 09/07/2014

1. Department or Unit name

Text Response
International Studies

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
From the perspective of the international studies major and the student experience within the major, the current proposal provides no significant benefits. Administratively, since it appears likely that a greater proportion of Institute classes will be eligible for inclusion in the core curriculum than currently the case, we will see our classes grow in size. (Tentatively, we anticipate participating in the GP, SB, and MI areas of inquiry.) This could allow us to offer upper-level classes more frequently, and this would benefit our majors. A clear challenge for us will be to structure these classes at a level of difficulty that is accessible to students outside our field who are seeking general education credit and yet is challenging enough to accommodate our own majors who will enter these classes already having taken as many as five courses in the field. Obviously this challenge is not unique to our unit.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
In addition to our apprehension described above regarding the composition of our upper-level classes, we are concerned that some of our majors will use the flexibility granted in the new curriculum to avoid courses they consider too challenging. For example, a growing number of issues in our field concern natural resources or processes (e.g. water shortages or climate change). The current general education program is more likely to prepare our students to understand these issues in all their complexity than the current proposal. We can, of course, advise our students to choose the SR area as one to which they should add more depth, but that advice might not always be acted upon. A much easier advising conversation would involve the statement, "Since you are required to take a second science course, perhaps you should register for this one as it will enhance your ability to understand certain issues in your own field." Finally, we reiterate our concern over the structure of the global perspectives AI. While our majors and minors will continue to have access to a rich curriculum that addresses both global systems and world cultures, what we consider to be a diminished AI sends a counterproductive message to them about their major.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no	████████████	1	100%
	Total		1	

Initial Report

Last Modified: 09/07/2014

1.	Department or Unit name

Text Response

Mathematics

2.	In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

The Integrative Learning and Writing Intensive and Multidisciplinary Integration components of the proposal may provide a bit of benefit but whether do or not will depend entirely upon how they are implemented. In particular, probably the best form of Multidisciplinary Integration would occur in team-taught courses taught by members of our department and members of other departments. I am almost certain that the funds to do this on a continuing basis will not be there.

3.	In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

The fundamental issue is philosophical and I don't know if there is a simple fix. The basic problem is that the current document appears to allow too much double counting. Specifically, it appears to allow courses that are required by a student's major to fulfill general education requirements. For example, there is at least one course within our department that most or all of our majors take as a major requirement which, under the current proposal, would appear to meet the Writing Intensive tag requirement. We have a second which could meet the Multidisciplinary Integration and Integrative Learning tag requirements, at least one which could meet the Global Perspectives requirement, a fourth which could meet the Humanities requirement and a fifth which could meet the Scientific Knowledge, Reasoning, and Applications requirements Since our mathematics courses clearly meet the Quantitative Reasoning requirements, one of our majors could have 15 or more of the hours in a 36 general education curriculum filled by mathematics courses and taught by mathematicians. This is inappropriate and in clear violation of the principle that general education is the portion of our students' educational experience that is to provide breadth of training and multiple perspectives through which to view the world and to address problems that they will encounter in their adult lives. We are, of course, also concerned about the double counting issue for parochial reasons: if too many other departments have courses approved for Quantitative Reasoning, we are likely to loose (more) lines. This would affect our ability to market our majors (one of their few truly unique characteristics relative to programs at similar schools is the diversity of our upper division offerings) and we also like each other and would miss our friends if (more) lines are lost. Many of us are also concerned that there is no specific Western Civilization requirement. We understand that our students need to have an understanding of non-western cultures but in order to understand why we function the way we do, our students need to have engaged in an adult analysis of western culture and history.

4.	Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%

2	no		1	100%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
Philosophy and Religious Studies

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
We do not see how Bradley Core Curriculum as proposed will enhance our programs nor how academic experience of students in our programs will be improved by implementation of this proposal.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
1. Bradley University has historically valued educational programs designed to ensure that its graduates are prepared to lead fulfilling personal and professional lives. The University has long understood that this requires more than understanding what "is" (as discerned through the natural and social sciences). Personal fulfillment and professional leadership also require that we understand what "ought," "might," and "should" constitute an exemplary human life (as discerned through systematic inquiry into ethical thinking and the nature of a reasoned, systematic value system). The proposed Core Curriculum neglects Human Values as a defining aspect of a Bradley education, and therefore undermines a central objective of Bradley University and the department of Philosophy and Religious Studies: to provide all students with an education for systematically analyzing morality. The current General Education program fulfills this need through the Human Values category (3 hours required university-wide; 6 hours in LAS), which introduces students to established academic ways for understanding morality, whether through the study of classical ethics (PHL 103), great literature (ENG 115, 123, etc.), or world religions (RLS 101, 200, etc.). These systematic approaches call attention to the ways that morality is formed, constructed, sustained, and systematized in the life of an individual, and in communities of different cultures, throughout history, enabling the student to develop methods and a vocabulary for scrutinizing their own values, as well as that of their communities. In short, the Human Values component of our curriculum is quite distinct from an academic discussion of professional ethics. The Proposed Core Curriculum eliminates this dedicated place for the study of values by subsuming the Human Values Category under the Humanities Area of Inquiry, in which students will have an option to study history, literature, or values. This means that some students will graduate without the benefit of having developed an academic understanding of morality. The Core Curriculum Proposal employs the word "values" many times to imply 'adherence to a moral code,' but does not propose any requirements for training a student to analyze systems of morality academically. We believe that general education must offer students a dedicated place within their studies to critically reflect on these systems of morality in general and as they relate to personal conduct. The students as free agents will decide whether or not and how to enact the insights they have acquired during this study into their personal conduct. The Core Curriculum Proposal seeks ethical behavior (or, good morality) as an outcome of a Bradley Education: "Social awareness. Bradley graduates will understand and act ethically upon their connections to larger communities" (Core Curriculum Proposal, page 4). Our department considers this proposed outcome (of 'acting ethically') to be problematic for a number of reasons, two of which include the facts that: 1) liberal arts education is not social control, and 2) we cannot assess students' behavior after they graduate from Bradley. In fact, we think the language of the Core Curriculum Proposal is overly determinative in all the statements that declare "Bradley graduates will…" Such statements undermine our professed commitment to the free agency of our students and to the values of circumspection and humility that are core to general education. We would recommend the more modest and scholarly objective of providing every Bradley graduate with academic ways to analyze morality—i.e., ethics. We already undertake this endeavor in our Human

Values General Education courses, and we would expect any revision of the General Education curriculum to require of all students at least one three-credit hour course in which they study fundamental approaches to the study of human values and morality, which is central to the founding vision of Lydia Moss Bradley: "Inspired by founder Lydia Moss Bradley's commitment to useful learning and ethics, Bradley University educates leaders, innovators, and contributors to the well-being of all humanity." (Core Curriculum Proposal, page 85) 2. Our department supports the basic sentiment expressed in the "Multidisciplinary Inquiry" category (though possibly not when all opportunity costs are considered). Yet the description of this category is so vacuous as to render this entire concept useless for General Education. Dr. Tim Koeltzow of the Department of Psychology succinctly identified the issue at the open meeting when he noted that "I don't know whether every class I teach meets these objectives or no class that I teach meets these objectives." Like Tim, our department would hope that the answer is that virtually no existing class at Bradley meets the lofty goals expressed in the curricular elements MI1,MI2,MI3, and MI4. The problem, as Tim identified, is that the pedagogical value of this category is achieved only if the word "discipline" is taken quite seriously to mean a finely articulated understanding of the epistemological underpinnings of specific theoretical models in our various academic areas. Few classes at Bradley are capable of going very far in helping students understand all that is intellectually entailed in a single discipline during a fourteen-week semester. Accomplishing true multidisciplinary integration would mean the generation of completely new (and very exciting) classes at Bradley. This will be difficult given our current financial restrictions and the need to offer about 20 such courses per semester. Several departments across the university have already identified long lists of their current courses that they believe satisfy this poorly conceptualized category. This is tragic since it suggests that nearly every class at Bradley might potentially satisfy this requirement—accomplishing no more multidisciplinary integration than is currently the case. There would thus be no reason for the category at all. We do think that it would be possible to offer a handful of classes at Bradley that might accomplish the lofty aims of multidisciplinary inquiry. There would be merit in following the pattern used to create our current category of "Western Civilization." The General Education Committee initially approved a single template (syllabus) for this category and invited faculty to join teams in order to 1) teach and 2) expand their personal expertise for teaching this complex topic. We could envision a few initial templates (perhaps modeled after some of the classes in our former Master of Liberal Studies program that was specifically designed for the very pedagogical purposes outlined in the Multidisciplinary Integration category). We suggest that the initial implementation of this category be limited to only five approved classes (which already allow for some flexibility across the colleges). Example 1: A Philosophical Description of the Human Condition (this was the core class in the MLS program) which for 1/3 of the class has students read classic literature in the biological sciences about humanity's evolutionary-adaptive heritage, then for 1/3 of the class has students read classic literature in the social sciences while systematically examining the degree to which such theories connect with the previously discussed biological theories, and then for the final 1/3 of the class reading philosophical literature examining humanity's response to a wide range of existential, ethical, and theological dilemmas while continuing the dialogue of how these either connect or even critique earlier disciplinary understandings of the human condition. Example 2: The Science and Politics of the Global Environment. Example 3: The Defining Elements and Political Realization of Social Justice. Example 4: The Defining Elements and Political Realization of an Optimal Health Care System. Example 5: A Capstone Course in Business-Engineering Collaboration. 3. Given our department's concern that, 1) the Bradley Core Curriculum Proposal would eliminate the University-wide requirement for 3 credits in Human Values, and 2) the Multi-disciplinary Integration Area of Inquiry is not conceived of in a way that is academically valid, we have just begun to explore ideas for modifying the Core Curriculum Proposal in order to remedy these shortcomings. In the event that the implementation schedule of the Core Curriculum Proposal would be extended, we are deliberating an idea that involves eliminating the Multidisciplinary Integration Area of Inquiry and substituting a Values and Civilization Area of Inquiry. We have not yet found the opportunity to properly consult about this idea with all the interested parties in our department and others, but we want to express the fact that some people (within and outside of our department) have shown interest in such a suggestion, and might even support such a change as a single remedy that might make the Bradley Core Curriculum Proposal acceptable.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no		1	100%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
Physics

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
As a department, we don't feel the core curriculum enhances the departmental programs. The general concern is that only three or zero credit hours of science in the core.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
We didn't see the core impairs our programs either.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no		1	100%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
Political Science

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Perhaps our students will develop better writing skills, which would improve their performance in our upper division, more writing-intensive courses.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
A couple of faculty members have expressed the concern that some of our students might seek to avoid math and science courses with the proposal as it is currently drafted. This, in theory, might impede their ability to perform effectively in our methods course.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response
Psychology

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
None

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
Students' breadth of options is limited (choosing only 7 classes out of 5 areas of inquiry), the MI category is ambiguous, the wording of some curricular elements is ambiguous, it is not clear how the present model addresses substantive issues of quality (e.g., numerous sections, some very large, taught by adjuncts), and there is no signature piece (e.g., first year seminars) that would engage students in substantial ways.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no		1	100%
	Total		1	

Initial Report

Last Modified: 09/07/2014

1. Department or Unit name

Text Response
sociology & social work

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The department sees the multi-disciplinary approach as helping our students to gain a broader world view

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
We see the lack of a specific ethics requirement as narrowing our students understanding. We teach professional ethics, but a broader course provided a context. We are concerned with the diversity issue. We believe students need a clearer requirement to prepare them to live in a global world. With regards to the World Cultures category, our department is concerned with the additional language elaborating the category that was added over the summer by the steering committee. The elaboration limiting the cultures being studied to either "transnational or predominately located in a leading country" seems to miss the point of the stated aims of the category itself, namely that the understanding of cultural difference and cultures distinct from one's own is an important goal for creating ethical, compassionate, non-ethnocentric global citizens. If we focus on "leading countries," and particularly if these "leading countries" are defined as "the top ten trading states in the world," then we have missed the point of truly understanding the diversity of cultures and of comprehending those cultures with values and lifeways distinct from own. The broad statement of the category is laudable: "to use what they learn about others' experiences to reflect critically on their own ways of understanding the world." If we shift the emphasis of the courses to focus on those societies with wealthy, industrialized economies we are limiting the capacity of this category to genuinely ask students to engage with real cultural difference (e.g. what is gained or lost by a culture living in other economic modalities) and to think critically about the social structures associated with large-scale, capitalist societies. There is nothing explicitly stated in the curricular elements that could not be satisfied with a course on a single culture that is not a "leading country" or "a major contributor to world culture." Indeed, by prioritizing those societies with large economies we reduce the students' opportunity to be exposed to genuine cultural difference.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		0	0%
2	no		1	100%
	Total		1	

Initial Report

Last Modified: 09/09/2014

1. Department or Unit name

Text Response
Library

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
The Library faculty as a whole are supportive of a broad based education. The discussion focused on the intensive writing where a meeting with a librarian was suggested. Megan indicated that the task force thought this should be a requirement. In a time where information is widely and broadly available, students need to learn how to fine accurate information and how to determine the reliability of the information. They also need to learn how to drill down to get to the precise information they need. Many teaching faculty assume students learn this in high school which they don't. Most students get some basic library instruction in Eng 101 and Com 103. This provides an opportunity for them to get some instruction in their major.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
We don't see where it would impair the academic experience of students.

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Q1. Thank you for taking the time to provide feedback from your department or unit to the Bradley Core Curriculum proposal. Please review the [full proposal](#) or [Executive Summary](#) before completing the survey.

If you have any questions or trouble accessing the documents, please contact [Kelly McConnaughay](#) a or [Jenny Gruening Burge](#).

Q52. Department or Unit name

Pre-Law Center

Q54. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Pre-Law students will greatly benefit from the necessary writing intensive courses. Many current law students struggle with writing, causing law professors to have to spend a considerable amount of time teaching law students basic writing skills. Bradley students will stand above the rest after they complete the writing intensive courses.

Q57. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Q55. Our unit supports the proposed Bradley Core Curriculum

◉ yes

○ no

Location Data

Location: [(40.777404785156, -89.574897766113)](#)

Source: GeoIP Estimation

Initial Report

Last Modified: 09/08/2014

1. Department or Unit name

Text Response

Division of Student Affairs

2. In what specific ways would the proposed Bradley Core Curriculum enhance your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response

The proposed Bradley Core Curriculum will enhance the work of Student Affairs in myriad ways. Specifically the five Core Outcomes and the Core Practice of integrative learning will aid in the achievement of the mission of Student Affairs which is to "ensure an enriched environment for learning, personal growth, and satisfaction". We achieve this mission through programming focused on the development of the whole student and believe this compliments what students learn in their classrooms to influence their aspirations, development, and achievements. First, we recommend the committee reconsider its latest draft and move the integrative learning tag to a required practice. The integrative learning tag can be added with limited additional resource expenditures. We believe experiential learning, one aspect of the Core Practice of integrative learning, is currently being monitored and tracked by Student Affairs through the Smith Career Center. We further believe the processes are already in place to expand the oversight of this Core Practice and transform it from a recommended Core Practice. We believe the term "recommended" for only one part of the curriculum will be confusing to our students. The required tag, also offers the opportunity for the curriculum to be distinctive and for us to be clear to the marketplace – incoming students, current students, and employers – this is what you will get from a Bradley education. Based on the lack of questions from the panel discussion at the fall faculty forum, you can argue, the campus believes we already perform this practice and do not see it as a deterrent to implementation of the Core Curriculum. The Division of Student Affairs, in response to the question related to support, responds yes – including the above recommendation to have the integrative practice tag a requirement. To further address how the Core Curriculum enhances students experience through the work of Student Affairs: The Core Outcome of social awareness is fundamental to our work in Student Affairs. Social awareness and the ability to navigate the complexities of our numerous campus communities within the context of the campus community as a whole, and the communities from which all of our students originate is a focus of many of our programming efforts. We strive to create opportunities for our students to practice and learn the skills they will need to act in an ethical manner. The Core Outcome of critical and creative thinking will augment the experiences we design for students through our efforts with student support services. In the context of this work we expect our students to think critically, make good decisions, and solve personal problems within an ethical framework. The Core Outcome of effective communication will support and strengthen the skills we develop through our focus on student involvement and community services. We strive to provide opportunities for our students to practice effective verbal, nonverbal, and written communication as they transition into our campus, engage in activities while on campus, and as they prepare to transition from our academic community and into their post-graduation communities. The Core Outcome of multidisciplinary integration will help to expand our work within student involvement as students connect their experiences in student activities to their classroom learning and utilize their appreciation for learning in the construction of a vibrant campus community. Multidisciplinary integration is strongly aligned with the Core Outcome of practical application and the Core Practice of integrative learning. Multidisciplinary integration is a core strength of many of our student organizations and programmatic activities – we are not discipline specific in most of our efforts across the entirety of student affairs. The Core Outcome of practical application and the Core Practice of integrative learning will specifically aid our work within career services as students become able to synthesize their classroom learning into meaningful communications and efforts with potential employers. We know that potential employers highly value the ability to adapt and apply academic understandings to solve difficult problems or explore complex issues in original ways.

3. In what specific ways would the proposed Bradley Core Curriculum impair your programs and/or the academic experience of students in your major programs? [If no response, enter "none".]

Text Response
none

4. Our unit supports the proposed Bradley Core Curriculum

#	Answer	Bar	Response	%
1	yes		1	100%
2	no		0	0%
	Total		1	

Appendix C: General Education Subcommittee Proposal for Course Approvals and Assessment Procedures

This document was submitted to the Curriculum and Regulations Committee for their review in September 2014.

General Education Subcommittee:
Proposed Plans for Course Approvals and Assessment Cycle

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

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

A. Any existing course that does not require significant modification, whether or not it is in the current general education program, may be proposed for inclusion in the Bradley Core Curriculum through the following process:

1. Faculty or departments must demonstrate how the existing course is aligned with the Area of Inquiry Curricular Elements, including plans for assessment.

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

3. The Bradley Core Curriculum Committee will either approve the proposal or return it to the author with comments and suggestions for revision. Positive recommendations will be forwarded to C&R.

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

Course proposals will be prioritized and reviewed according to the schedule below:
- SP 2015   100-level courses
- AY 2015-2016   200-level and above courses, WI and IL tagged courses and experiences

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

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

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

- Fall 2016: COM, FA, HU, GP
- Spring 2017: SR, SB, MI, QR

The First BCC Assessment Cycle:
Academic Years 2017-2018 to 2021-2022

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

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

Additional Details:
On pp. 76-77, The Bradley Core Curriculum Proposal states that this Subcommittee will develop an assessment cycle for ongoing review of Areas of Inquiry, Curricular Elements, and assessment practices of all courses included in the Core Curriculum. The General Education subcommittee intends to work through the details of these tasks in consultation with groups of faculty during the Fall 2014 semester, including:

- Developing course approval or review forms;
- Developing a detailed assessment cycle plan;
- Consulting with faculty in each Area of Inquiry to clarify and establish ongoing review procedures.

The goal is to reach closure on these questions near the beginning of the Spring 2015 semester.

Appendix D: Proposed Language Change for B.S. Requirements

The following document was submitted to the chair of the Curriculum and Regulations Committee in Fall 2014:

If the Bradley Core Curriculum is adopted, the current language re B.S. degree requirements needs to be revised to clarify the total hours requirement and to reflect the change from our current general education categories to the new Areas of Inquiry. To that end, the Steering Committee recommends that the following changes to the B.S. language be considered by C&R. We further propose that revised B.S. rules be brought to the Senate for action concurrent with the BCC proposal. Please note that these changes do not alter the total number of math/science hours required to attain the B.S. Finally, we encourage the Senate to charge the appropriate C&R committee or task force to review the B.S. and other all-university degree requirements.

Current Requirements for the B.S. Degree

In order to receive the Bachelor of Science degree, students must successfully complete at least 6 hours of courses selected from mathematics, computer science, and the natural sciences in addition to those hours used to fulfill the University general education requirements. The following courses may be used to fulfill the additional 6-hour requirement for the B.S. degree—all courses in astronomy (AST), biology (BIO), chemistry (CHM), computer science and information systems (CS and CIS), geological sciences (GES), physics (PHY), science (SCI), mathematics (MTH, except MTH 109); any course cross-listed with a course offered under any of the prefixes listed above; any course approved for MA, FS, or TS credit; and, in addition, all other courses approved for B.S. credit by the University Senate.

Proposed Requirements for the B.S. Degree

In order to receive the Bachelor of Science degree, students must successfully complete at least 15 hours of courses selected from mathematics, computer science, and the natural sciences. The following courses may be used to fulfill the requirement for the B.S. degree—all courses in astronomy (AST), biology (BIO), chemistry (CHM), computer science and information systems (CS and CIS), geological sciences (GES), physics (PHY), science (SCI), mathematics (MTH, except MTH 109); any course cross-listed with a course offered under any of the prefixes listed above; any course approved for QR or NS credit; and, in addition, all other courses approved for B.S. credit by the University Senate.