The mission of the College of Education and Health Sciences at Bradley University is to prepare leaders within the human service professions who are uniquely qualified for useful and productive service and who promote intellectual inquiry and foster individual development over the life span. The College has as its primary focus the development of high-quality professionals in the fields of education, health, human development counseling, nursing, family and consumer sciences, physical therapy, and administration within these disciplines, with a continual view to other programs that enhance and expand the capability of the College to serve vital societal needs.

Employing a comprehensive, integrated services model, the College blends the education and health care disciplines in the curriculum and provides collaborative opportunities for students and professionals in teaching, learning, and applied research.

The College strives to make its coursework and experiences relevant by emphasizing strong content knowledge with laboratory practice of professional skills — and ultimately through practical field-based experiences. From the beginning of each student’s program, there is exposure to practicing professionals in the career world. The College faculty and cooperating regional educators and health care personnel share their expertise regarding career problems and rewards, with expectations for professional improvements.

The College prides itself in its student-oriented philosophy, in which there is the belief that each student deserves individual personal attention combined with academic rigor. The College does not expect to prepare a large number of graduates, but instead, a small number of tomorrow’s professional leaders. The faculty expects that its graduates demonstrate high quality professional skills, and the College expresses pride in the identifiable professional attitudes of its graduates.

Students who maintain continuous enrollment and who complete work toward the baccalaureate degree within five years from the date of entry may graduate under either the catalog in effect at the time of entrance or under the catalog in effect at the time of graduation. A change in major could mean meeting new requirements in force at the time of the change as a condition for acceptance into that major. Students whose work has been interrupted for one or more semesters may be held to requirements in effect at the time of their re-enrollment.

General Studies Requirements

The following requirements exist for all students, regardless of major field. Courses should be selected in careful consultation with advisors.

Basic Skills Requirements

English Composition
6 semester hours, including English 101 and a 3 semester hour 300-level advanced writing course approved by the student’s major department.

Communication 103
3 semester hours

Mathematics
3 semester hours. Every student must demonstrate proficiency in mathematics. Depending upon the major, each student will choose an appropriate course from an approved list.

Computer Usage
Bradley University requires its graduates to possess sufficient computer and technological skills to identify, access, and process the data and the networked information resources appropriate to the individual discipline. Each student should check with his/her advisor to determine the way in which this requirement will be met.

General Education Requirements

Western Civilization
3 semester hours

Non-Western Civilization
3 semester hours. Each student must choose one course from an approved list.

Human Values
3 semester hours. Each student must choose one course from an approved list.

Fine Arts
3 semester hours. Each student must choose one course from an approved list.

Social Forces and Institutions
6 semester hours. Courses must be selected from an approved list.
Minor in Health

The minor in health is designed to provide students with a broad base of knowledge for healthful living. Courses required in the minor include aspects of health from a variety of disciplines that assist the individual in health promotion and maintenance and disease prevention. The interdisciplinary approach outlined in the health minor provides students with a wide selection of courses and a maximum degree of interaction among the disciplines.

Students who elect to minor in health may declare their intention by completing the appropriate forms in the Associate Dean’s Office of the College (Westlake Hall, Room 210). Such students must meet the requirements in force at the time they declare the minor.

A minimum of 18 semester hours is required for the minor: nine hours of required courses and nine hours of electives. A minimum of 3 semester hours at the 300 level or above is required. Students must achieve a minimum GPA of 2.0 in courses in the minor for official designation as a minor. The requirements for the minor are outlined below.

*Required courses .................................................... 9
  FCS 303 Nutrition ................................................. 3
  NUR 263 Introduction to Personal and Community Health .......... 3
  PSY 245 Personality and Adjustment OR
  PSY 445 Abnormal Psychology .................................... 3

Electives (choose 3-4) .................................................. 9
  BIO 202 Microbiology and Immunology .......................... 4
  BIO 300 Population, Resources and Environment ............ 3
  BIO 301 Biotechnology and Society ................................ 3
  CHM 300 Chemistry and Civilization ............................ 3
  FCS 403 Advanced Nutrition .................................... 4
  FCS 404 Medical Nutritional Therapy .......................... 4
  NUR 163 The School Age Child .................................. 3
  NUR 219 Women and Health ..................................... 3
  NUR 220 Alcohol: Use and Abuse ................................... 3
  NUR 221 Substance Abuse ......................................... 3
  NUR 233 Sexually Transmitted Diseases ............................. 3
  NUR 372 Safety and Emergency Care ................................ 3
  NUR 376 Advanced Concepts in Health ............................ 3
  PSY 304 Developmental Psychology ............................ 3
  SOC 341 Applied Medical Sociology ................................ 3
  SOC 368 Medical Sociology ......................................... 3

Group A. School-Aged Child Area of Interest
Select a minimum of nine hours from the following courses:
  BIO 300 Population, Resources and Environment ............ 3
  CHM 300 Chemistry and Civilization ............................ 3
  FCS 403 Advanced Nutrition .................................... 4
  FCS 404 Medical Nutritional Therapy .......................... 4
  NUR 163 The School Age Child .................................. 3
  NUR 219 Women and Health ..................................... 3
  NUR 220 Alcohol: Use and Abuse ................................... 3
  NUR 221 Substance Abuse ......................................... 3
  NUR 233 Sexually Transmitted Diseases ............................. 3
  NUR 372 Safety and Emergency Care ................................ 3
  NUR 376 Advanced Concepts in Health ............................ 3
  PSY 304 Developmental Psychology ............................ 3
  SOC 341 Applied Medical Sociology ................................ 3
  SOC 368 Medical Sociology ......................................... 3

Group B. Adult and/or Aging Area of Interest
Select a minimum of nine hours from the following courses:
  FCS 403 Advanced Nutrition .................................... 4
  FCS 404 Medical Nutritional Therapy .......................... 4
  NUR 219 Women and Health ..................................... 3
  NUR 353 Aging; A Life Experience ................................ 3
  NUR 372 Safety and Emergency Care ................................ 3
  PSY 304 Developmental Psychology ............................ 3
  SOC 341 Applied Medical Sociology ................................ 3
  SOC 368 Medical Sociology ......................................... 3

Group C. Community Health Area of Interest
Select a minimum of 9 hours from the following courses:
  BIO 300 Population, Resources and Environment ............ 3
  CHM 300 Chemistry and Civilization ............................ 3
  FCS 403 Advanced Nutrition .................................... 4
  FCS 404 Medical Nutritional Therapy .......................... 4
  NUR 163 The School Age Child .................................. 3
  NUR 219 Women and Health ..................................... 3
  NUR 220 Alcohol: Use and Abuse ................................... 3
  NUR 221 Substance Abuse ......................................... 3
  NUR 233 Sexually Transmitted Diseases ............................. 3
  NUR 372 Safety and Emergency Care ................................ 3
  NUR 376 Advanced Concepts in Health ............................ 3
  PHL 355 Philosophical Issues in Health Care ....................... 3
  SOC 341 Applied Medical Sociology ................................ 3
  SOC 368 Medical Sociology ......................................... 3

Cooperative Education/Internship Program

The College participates with employers in an optional Cooperative Education/Internship Program. Students either alternate periods of full-time study with full-time paid employment or have part-time paid employment while attending classes. The program provides academic- or career-related work experiences. To be eligible, the student must have sophomore standing and a 2.0 minimum overall grade point average at Bradley and in the College of Education and Health Sciences; a nursing
student must have senior standing and a 2.5 minimum overall grade point average at Bradley. The Cooperative Education/Internship Program awards a certificate to students who satisfactorily complete a minimum of three Co-op work assignments. (See COOPERATIVE EDUCATION/INTERNSHIP in EHS or COOPERATIVE EDUCATION IN NURSING.)

**EHS 301 Cooperative Education or Internship in EHS** 0-9 hrs.
Cooperative education or internship experience. May be repeated to a combined total of 9 credit hours. Pass/Fail. Prerequisites: sophomore standing in the College of Education and Health Sciences, 2.0 Bradley overall grade point average and EHS cumulative grade point average, consent of EHS Co-op and Internship coordinator and Co-op and Internship faculty advisor.

**NUR 405, 406 Cooperative Education in Nursing (Theory)** 0-1 hrs. each
Theory for nursing care of clients in a variety of health care settings. Prerequisites: senior standing; majors only; 2.5 GPA; consent of Co-op Nursing Advisor; and successful completion of Co-op interview. Corequisites for NUR 405: NUR 401, 411, 415. Corequisites for NUR 406: NUR 402, 412, 416.

**NUR 415, 416 Cooperative Education in Nursing (Practicum)** 0-2 hrs. each
In-depth practicum in a variety of health care settings, integrated with theory. Prerequisites: senior standing; majors only; 2.5 GPA; consent of Co-op Nursing Advisor; and successful completion of Co-op interview. Corequisites for NUR 415: NUR 401, 405, 411. Corequisites for NUR 416: NUR 402, 406, 412.

**The University Experience**
A one semester hour credit course, EHS 120, is available to all new students in the University. Through discussions and class activities, students are assisted in clarifying personal goals and are familiarized with the University’s procedures, policies, and resources.

**EHS 120 The University Experience** 1 hr.
Designed to help new students adjust to the University environment. Assists students in gaining an appreciation for higher education, general education, and the value of a Bradley University education.

**Professional Teaching Programs**
The professional education unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Bradley University has teacher education programs approved by the Illinois State Board of Education for the following categories:

**Early Childhood (birth to grade 3)**

**Elementary (K-9)**
The majors in early childhood education and elementary education require a second major in the College of Liberal Arts and Sciences.

**Secondary (6-12)**

- Art
- Biology
- Chemistry
- Earth Science (Geological Sci.)
- English
- French
- German
- History
- Spanish
- Speech/Theatre

* These programs require a second teaching field. Students must check with advisors regarding requirements for the second teaching fields.

**Special (K-12)**

- Art
- Music
- Educable Mentally Handicapped — EMH
- Socially Emotionally Disorder — SED
- Learning Disabilities — LD

**Graduate Programs**

Information on graduate programs is included in the graduate catalog. General inquiries about graduate studies in the College can be made of chairs of degree program departments or the coordinator of graduate studies, the associate dean.

Graduate programs are offered in the following areas:

- Curriculum and Instruction
- Special Education (Learning Disabilities)
- Leadership in Educational Administration
- Leadership in Human Service Administration
- Human Development Counseling
- Nursing Administration
- Nurse Administered Anesthesia
- Physical Therapy (beginning in 2000)

The Department of Teacher Education offers M.A. degrees in curriculum and instruction and special education – learning disabilities. The curriculum and instruction major may be designed to include early childhood certification and/or a reading endorsement.

The Department of Educational Leadership and Human Development offers M.A. degrees in leadership in educational administration, leadership in human service administration, and human development counseling. Individuals not seeking certification may develop a program that fulfills their needs.

The Department of Nursing offers a Master of Science in Nursing degree (MSN). One area of emphasis is nursing administration. The purpose of this 36-semester-hour graduate program is to educate professional nurses for managerial or administrative positions in adult health settings in hospitals, community health agencies, nursing homes and other agencies. The graduate is prepared for specialized nursing practice as a leader of the interdisciplinary health team, a manager of nursing personnel, a provider of health care, a client advocate, a consultant, a colleague, and a researcher.
Also, Bradley University and Decatur Memorial Hospital offer a 48-semester-hour Master of Science in Nursing degree in nurse administered anesthesia. Graduates of this program are eligible to take the national examination leading to certification as a certified registered nurse anesthetist (CRNA). Students will be scheduled for classes on the Bradley University campus in Peoria and for classes and internship at the Decatur Memorial Hospital campus in Decatur, Illinois. For more information, consult the graduate catalog.

For more information concerning the Master of Science in Nursing degree program or an individualized program plan, contact the chair, Department of Nursing.

Although the Department of Family and Consumer Sciences does not offer a graduate program, 500-level courses are offered by the department.

The Department of Physical Therapy will offer a Master of Physical Therapy (M.P.T.) degree program to begin enrolling students for summer of the year 2000. Please consult the graduate catalog for further information.

Department of Educational Leadership and Human Development

Accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

FACULTY Associate Professors Lyman, Russell-Chapin (Chair); Assistant Professors Collier, Jackson, Rybak, Sherman, Villani.

The Department of Educational Leadership and Human Development has as its primary mission the preparation of human development counselors and administrators at the graduate level. The counseling programs prepare students for work in a variety of settings such as school counseling and agency counseling settings. The administration graduates will be prepared to assume entry level administrative positions in schools and human resource service agencies.

The following courses are support courses for undergraduates offered by the department.

Course Descriptions

ELH 276 Theory and Practice of Career and Life Planning
3 hrs.
Current theory and practice of career and life planning; personal applications. Prerequisite: sophomore standing or permission of instructor.

ELH 301 Planning Employment Strategy
1 hr.
Prepares students for problems of finding employment after graduation; job career strategies; systematic evaluation and control procedure for employment strategy. Pass/fail. Prerequisite: junior standing.

ELH 370 Human Relations Development – Techniques
2 hrs.
Basic literature, research findings, and techniques of the lay and professional helper; effect of the lay helper on human relations. Cross listed as PSY 370. Prerequisite: PSY 103 or ETE 225, or consent of instructor.

ELH 375 Human Relations Development Laboratory
1 hr.
Supplemental practice sessions and exercises in skills of ELH 370. To be taken concurrently with ELH/PSY 370.

ELH 440 Interpersonal Relations and Communications in Education
2 hrs.
Principles and procedures for building effective relationships and communications among teachers, students, parents, school personnel, and others. Emphasis on practical concepts and skill building. Opportunities for extensive practice and evaluation of skills. Simulated experience in staffings, parent conferences, and other important interactions. Prerequisite: senior standing.
ELH 510  Statistical Procedures  
3 hrs.  
Principles and procedures for statistical interpretation of data. Study of measures and control tendency, variability, correlation, and introductory predictive and inferential statistics.

ELH 540  Human Growth and Development  
3 hrs.  
Cognitive and experiential learning in human growth and development. Cognitive learning through reading and research into developmental patterns of humans through the developmental stages: birth; infancy; early childhood; primary, middle, and high school years; adulthood; geriatrics. Experiential activities emphasize personal contact and on-site work with people at different ages and stages of physical and psychological development.

ELH 550  Independent Study  
Master's Level 1-6 hrs.; Post Master's 1-9 hrs.  
Independent study in a selected area related to educational goals. Prerequisite: Approval of appropriate department chair and the Dean of the College of Education and Health Sciences.

ELH 551  Substance Abuse Counseling  
3 hrs.  
Basic counseling interventions for prevention, remediation, and treatment of substance abuse.

ELH 584  Topics in Human Development Counseling  
1-6 hrs.  
Topics of special interest which may vary each time course is offered. Topic stated in current Academic Handbook. May be repeated under different topics for a maximum of six hours credit.

ELH 586  Counseling Diverse Populations  
3 hrs.  
Value systems in diverse groups; the use of philosophies and models of diversity in establishing an effective, helping relationship.

Department of Teacher Education

Accredited by the National Council for Accreditation of Teacher Education (NCATE).

FACULTY  Professors Kasambira, Sattler (Dean);  
Associate Professors Graham, Jensen, Kiley, McMullen, Penelton (Chair), Templeton, Westfall; Assistant Professors Grant, Johnson, Kellerman, Manos, Robinson, Wan, Wolfe.

The preparation of excellent teachers is the primary mission of the department. At Bradley, students are expected to become human resource specialists. The College believes that the productive educator must be an educational leader and informed decision-maker. The smaller class size at Bradley, the caring attitude of the faculty, and the excellent placement record of teacher education graduates make the College an exceptional place from which to launch a teaching career.

As a result of classroom instruction and field experiences in education, it is intended that students will:
1. acquire knowledge and skills to differentiate instruction for students to account for individual differences;
2. gain competence in planning and presenting subject matter and evaluating the learning of students;
3. gain competence in structuring learning experiences compatible with developmental levels of students;
4. acquire the understanding and knowledge to analyze learning processes of students;
5. gain competence in the skills of classroom structure and organization;
6. develop an understanding of the responsibility as a professional educator; and
7. develop the desire to continue professional growth and study.

The majors in early childhood education and elementary education require a second major in the College of Liberal Arts and Sciences. There are several options for the liberal arts and sciences dual major (see "second majors" later in this section for a listing of those options). These majors are available only for students whose first major is in education. Students must consult with their advisors for details on the double major.

Although the programs in teacher education are designed to meet State of Illinois requirements, graduates will find that they are eligible for certification in a variety of states in addition to Illinois. Currently 24 states have signed the Interstate Certification Agreement with Illinois and will issue a comparable entry-level certificate for elementary, early childhood, high school, or special education graduates. Students must consult with their advisors for details. All programs are approved by the Illinois State Board of Education, and the unit is accredited by the National Council for Accreditation of Teacher Education (NCATE).
Advancement to Degree Candidacy Required

Students uncertain about a career in education may take introductory education courses. Admission to most upper level courses requires department advancement to degree candidacy status or special permission of the department chair or the departmental academic review committee. Through the freshman and sophomore years, students may remain in teacher education courses if their overall grade point average is not below 2.0 or "C." To be advanced to degree candidacy, however, the grade point averages required are a 2.50 overall and a 2.50 in professional education. In addition, secondary education students must also achieve a 2.50 in the courses which comprise the teaching field(s). If students are to be considered for advancement and candidacy, they must have earned grades of not less than 2.0 (C) in each of the basic skills courses: ENG 101, COM 103 (or equivalents) and a mathematics course that meets University general education requirements. There are additional requirements for advancement to candidacy beyond these minimum grade point averages, including demonstration of appropriate preprofessional behaviors. Students should consult with their advisors regarding these additional requirements. Under extraordinary circumstances, probationary advancement to candidacy may be requested for the period of one semester only.

Ordinarily, students make application to candidacy in the spring semester of their sophomore year. At the end of the semester, department faculty evaluate students on their academic achievements and professional growth. Continuance in the program is reviewed if at any time after advancement to candidacy a student’s overall grade point average falls below 2.50; education grade point average falls below 2.50; for secondary education students, the grade point average in the teaching field(s) falls below 2.50; the student fails to demonstrate appropriate preprofessional behaviors; or other circumstances occur which would make a teacher candidate uncertifiable. Students with questions about advancement to degree candidacy and maintenance of candidacy status should see their advisors in the college or the chair of the Department of Teacher Education.

Student Teaching

Student teaching and internships are important culminating experiences for each teacher education program. It is the policy of the department that all student teaching and internship assignments be in or immediately near Peoria, Illinois. Exceptions may be considered on a case-by-case petition when there are extenuating circumstances. Students with questions about internships and student teaching should see the director of clinical and field experiences or the chair of the Department of Teacher Education. Student teaching, internships, and all other field and clinical experiences must be taken for a pass/fail grade.

General Education, Degree, and Certification Requirements for Teacher Education Students

Brief outlines of programs are presented for the benefit of prospective students interested in preparing for the teaching profession. Both University degree requirements and Illinois teacher certification requirements are included. Degree and certification requirements differ. Programs and class schedules are to be planned each semester in consultation with the student’s academic advisor. While a student ordinarily may graduate and be certified under the University catalog requirements in effect at the time the student becomes a teacher education candidate, the Illinois State Teacher Certification Board may mandate changes in standards of approved teacher education programs, requiring students to modify or add to their original degree programs in order to be eligible for certification upon completion of graduation requirements. As in any good program, revisions are being made continually; students should consult the department chair about current program requirements.

Although students are assigned an academic advisor, the ultimate responsibility for meeting the program requirements for graduation is that of the student. Students are responsible for their programs. Students should request a copy of the departmental handbook from their advisor or from the departmental office. A minimum of 124 hours is needed for graduation.

Early Childhood Education Majors

(birth through grade three)

The State of Illinois early childhood special education approval is included as part of the early childhood education major. This Approval qualifies the graduate to teach in early childhood special education programs for students age three through six.

General Education Requirements

Communication Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103 The Oral Communication Process</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300, 301, 304, 305, or 306</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETE 107 Mathematics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Gen. Ed. Math</td>
<td>3</td>
</tr>
</tbody>
</table>

Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>Science lab course (if needed)</td>
<td>1</td>
</tr>
<tr>
<td>Science elective (restricted)</td>
<td>3</td>
</tr>
<tr>
<td>Science elective (at jr.-sr. level; restricted)</td>
<td>3</td>
</tr>
</tbody>
</table>

*One of these at junior-senior level.
Humanities
American History (HIS 201, 203, 204, 210, 212, 300-308) .......................... 3
Fine Arts (ART, MUS, OR THE) ............................................. 3
Human Values-Literature .................................................. 3
*Non-Western Civilization (restricted) ......................... 3
*Human Values - Philosophical (restricted) ................ 3

Social Sciences
American Government (PLS 105) ................................. 3
Western Civilization (CIV 100) ................................. 3
PSY 103 Principles of Psychology ................................ 3

Other
ETE 100 Technology Applications .................................. 1
FCS 203 Health, Safety, & Nutrition ............................ 3

TOTAL 56-58

Professional Education Requirements
ETE 115 Schools and Schooling in American Society ................. 3
ETE 201 The Early Childhood Education Profession: Roles, Responsibilities, & Experiences .................... 4
ETE 205 Effective Teaching Strategies ............................. 3
ETE 225 Human Development .......................................... 4
ETE 233 Early Intervention .................................... 3
ETE 234 Language Development ...................................... 3
ETE 260 Children’s Literature .......................................... 3
ETE 280 Exploring Diversity: Learners, Families, and Communities .............................................. 3
ETE 300 Emergent Literacy: Reading and Writing Across the Curriculum ............................................. 3
ETE 304 Early Childhood Novice Teaching ....................... 4
ETE 342 Guiding Learners and Developing Classroom Communities ................................................. 3
ETE 343 Early Childhood Methods ................................. 6
ETE 443 Early Childhood Assessment ............................ 3
ETE 467 History & Philosophy of Early Childhood Education: An Analysis .......................................... 3
ETE 497 Early Childhood Internship ................................. 13

TOTAL 61

Double-Major Electives 18
GRAND TOTAL 135-137

Elementary Education Majors
(Grades K-9)

General Education Requirements

Communication Skills
COM 103 The Oral Communication Process .......................... 3
ENG 101 ................................................................. 3
ENG 300, 301, 304, 305, or 306 ................................... 3

Mathematics
ETE 107 Mathematics for Teachers .................................. 3
Gen. Ed. Math .......................................................... 3

Science
Biology ......................................................................... 3-4
Physical Science ......................................................... 3-4
Science lab course (if needed) ...................................... 1
Science elective (restricted) .......................................... 3
Science elective (at jr.-sr. level; restricted) .................... 3

Humanities
American History (HIS 201, 203, 204, 210, 212, 300-308) .......................... 3
Fine Arts (ART, MUS, OR THE) ............................................. 3
Human Values - Literature .................................................. 3
*Non-Western Civilization (restricted) ......................... 3
*Human Values - Philosophical (restricted) ................ 3

Social Science
American Government (PLS 105) ................................. 3
Western Civilization (CIV 100) ................................. 3
PSY 103 or 104 ............................................................ 3

Other
ETE 100 Technology Applications .................................. 1
Health/Physical Development (FCS 203; NUR 163, 220, 221, 263, 376) .................. 3

TOTAL 56

Professional Education Requirements
ETE 115 Schools and Schooling in American Society ................. 3
ETE 116 Field Experience - Schools and Schooling .................................................. 1
ETE 205 Effective Teaching Strategies ............................. 3
ETE 225 Human Development .......................................... 4
ETE 227 Psycho-Social Development of the Transcendent (optional) .............................. 3
ETE 228 Strategies for Middle School Instruction (optional) .............................................. 3
ETE 260 Children’s Literature .......................................... 3
ETE 280 Exploring Diversity: Learners, Families and Communities .............................................. 3
ETE 325 Introduction to Teaching Reading ....................... 3
ETE 306 Novice Teaching ............................................. 4
ETE 335 Teaching Social Studies in the Elementary Grades .................................................. 2
ETE 336 Teaching Science in the Elementary Grades .................................................. 2
ETE 339 Methods of Teaching Mathematics ..................... 2-3
ETE 342 Guiding Learners and Developing Classroom Communities ........................................... 3
ETE 350 Topics: Methods of Teaching Middle School Math (optional) .................................... 1-3
ETE 353 Teaching Language Arts in the Elementary Grades .................................................. 3
ETE 498 Student Teaching in the Elementary School ................................. 10 or 13

TOTAL 49-53

Double Major Electives 18
Additional Elective (if needed) 1
GRAND TOTAL 124-127

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*one of these at jr.-sr. level

1999–2000 UNDERGRADUATE CATALOG
**Middle School Endorsement**

For those students interested in obtaining the State of Illinois middle school endorsement, which would enable them to teach grades 6-9, the following courses are required in addition to the major.

ETE 227 Psycho-Social Development of the Transescent ...................................................... 3
ETE 228 Strategies for Middle School Instruction ............................................................. 3

**Change of College and Curriculum**

Students who enter the University in the AEP program or another major may change their major to any of the teacher education programs only if their overall grade point average is a minimum of 2.50. Students wishing to enter one of the secondary education programs must also have a minimum grade point average of 2.50 in their major.

**Second Majors**

Students majoring in elementary education or early childhood education are required to complete one of the following LAS majors.

**LAS Major — Social Studies**

PLS 105 Intro. to American Government ...................... 3
PSY 103 Principles of Psychology ................................................. 3
(O R PSY 104 Social Forces and Individual Behavior: A Psychological Perspective)
CIV 100 Western Civilization ...................................................... 3
American history .......................................................... 3
Non-Western Civilization (restricted) ............................................ 3
Electives in one content area ........................................... 18
(at least 9 s.h. at jr.-sr. level)

**Content area choices:**
History
Political Science
Psychology
Sociology

**LAS Major — Humanities**

American history .......................................................... 3
Non-Western Civilization (restricted) ............................................ 3
Human Values-Literature ...................................................... 3
Human Values-Philosophical (restricted) ............................................ 3
Electives in one content area ........................................... 18
(at least 9 s.h. at jr.-sr. level)

**Content area choices:**
English
History
Philosophy

**LAS Major — Humanities (Foreign Language)**

American history .......................................................... 3
Fine arts .......................................................... 3
Non-Western Civilization (restricted) ............................................ 3
Human Values-Literature ...................................................... 3
Human Values-Philosophical (restricted) ............................................ 3

**Language level 101 is prerequisite to the following courses:**

FLX 201 .......................................................... 3
FLX 202 .......................................................... 3
FLX 303 Composition ...................................................... 3
FLX 304 Conversation ...................................................... 3
Electives .......................................................... 6-7
(at least 3 s.h. at jr.-sr. level: may include FLX 102)

**Content area choices:**
French
German
Spanish

**LAS Major — General Science**

Biological science (BIO 121, 125 or BIO 122, 126) ...................................................... 4
Geological science (GES 110, 111) ...................................................... 4
Physical science (CHM 149, PHY 100, or PHY 123, 200) ...................................................... 4
Electives .......................................................... 21
(at least 12 s.h. must be at jr.-sr. level)

**Content area choices:**
Astronomy
Biology
Chemistry
Geological sciences
Physics

**LAS Major — Middle School Mathematics**

The middle school mathematics major is available for elementary education majors but not for early childhood education majors.

MTH 111 Elementary Statistics ...................................................... 3
ETE 107 Math for Teachers ...................................................... 3
ETE 227 Psycho-Social Development of the Transescent ...................................................... 3
ETE 228 Strategies for Middle School ...................................................... 3
ETE 339 Methods of Teaching Mathematics ...................................................... 2
ETE 350 Topics: Methods of Teaching Middle School Math ...................................................... 2

**Select two:**
CS 106, ECO 221, PHL 102, PHY 100, PHY 107, BIO 300, BIO 301, CHM 300, AST 300, GES 300 ...................................................... 6-7

**Additional math courses**
(at least 9 hours at the Jr. Sr. level)
MTH 101 Basic Mathematics ...................................................... 3

BRADLEY UNIVERSITY
MTH 105 Finite Mathematics ........................................ 3
MTH 109 or 112 ..................................................... 3-4
MTH 115 or 120 ..................................................... 3-4
MTH 300 Topics: History of Mathematics .................. 3
MTH 300 Topics: Algebra/Number Theory ............... 3

Requirements for Secondary Teaching Certificates

Bradley’s requirements for a secondary teaching certificate meet the requirements of the Illinois State Board of Education. These requirements comprise the following:

1. The bachelor’s degree
2. General education
3. Professional education
4. Subject matter preparation (as outlined in the catalog under the respective departments, 32 semester hours minimum).

To satisfy the State of Illinois mandates which add clinical field experiences prior to student teaching for programs leading to certification, students will be required to enroll in appropriate sections of pre-clinical experience courses.

NOTE: The candidate for the secondary teacher’s certificate maintains registration in the college offering the selected subject matter preparation. Usually the student’s academic major will provide the core of the teaching area preparation. Candidates will have an advisor in both their major area of preparation and in the Department of Teacher Education.

General Education Requirements

Communication Skills
COM 103 The Oral Communication Process ............ 3
ENG 101 ............................................................... 3
ENG 300, 301, 304, 305, or 306 ....................... 3

Mathematics
Gen. Ed. Math ................................................... 3
Math or Science elective (if B.S.) ..................... 3

Science
*Biology ............................................................ 3-4
*Physical Science ............................................. 3-4

Science lab course (if needed) ......................... 1
Science elective (restricted) ......................... 3
Science or math elective (if B.S.) ................. (3) (hours counted above)

Humanities
American History (HIS 201, 203, 204, 210, 212, 300-308) ......................... 3
Fine Arts (ART, MUS, or THE) ....................... 3
**English (Gen. Ed. literature course) ................. 3

Social Science
American Government (PLS 105) .................... 3

Other
ETE 100 Technology Applications ..................... 1
Health/Physical Development ......................... 3
(FCS 203; NUR 163, 220, 221, 263, 376)

TOTAL .............................. 50-53

*One of these must satisfy FS requirement.
**One of these must satisfy HL or HP; LAS majors must satisfy both HL and HP.
Secondary Education

Professional Education Requirements
ETE 115 Schools and Schooling in American Society ................................. 3
ETE 116 Field Experience ............................................................... 1
ETE 225 Human Development ...................................................... 4
ETE 227 Psycho-Social Development of the Transcendent (optional) ................. 3
ETE 228 Strategies for Middle School Instruction (optional) .......................... 3
ETE 280 Exploring Diversity: Learners, Families, and Communities ................. 3
ETE 342 Guiding Learners and Developing Classroom Communities .............. 3
ETE 350 Topics: Methods of Teaching Middle School Math (optional) .............. 3
ETE 370 General Secondary Methods I ........................................... 3
ETE 371 General Secondary Methods II .......................................... 3

Choose course appropriate to student’s major.
ETE 372 Methods of Teaching Secondary Language Arts ................................ 2
ETE 373 Methods of Teaching Secondary Mathematics ................................. 3
ETE 374 Methods of Teaching Secondary Science ........................................ 2
ETE 375 Methods of Teaching Secondary Social Studies .................................. 2
ETE 376 Methods of Teaching Secondary Art ............................................ 2
ETE 377 Methods of Teaching Secondary Foreign Language ............................ 2
ETE 379 Novice Teaching in Secondary School ........................................ 2
ETE 499 Student Teaching in the Secondary School .................................... 10 or 13

Total Professional Education 36

Major (minimum) ................................................................. 32
Additional Electives ............................................................ 8
Grand Total ................................................................. 124

Music Education
(K-12)

The candidate for the music teacher’s certificate maintains registration in the Slane College of Communications & Fine Arts. The Department of Music will provide the core of the teaching area preparation (see Department of Music). Candidates will have an advisor in both the Department of Music and in the Department of Teacher Education. Students should consult their music advisors for major requirements.

General Education Requirements

Communication Skills
COM 103 The Oral Communication Process ........................................... 3
ENG 101 Freshman Composition ................................................................ 3
ENG 300, 301, 304, 305, or 306 ......................................................... 3

Mathematics
Gen. Ed. Math .............................................................................. 3

Science
*Biological Science ........................................................................ 3
*Physical Science ........................................................................ 3

Science lab course (if needed) ..................................................... 1
Science elective ........................................................................... 3

Humanities
American History (HIS 201, 203, 204, 210, 212, 300–308) ...................... 3
Fine Arts (ART, MUS, or THE) ......................................................... 3
English (Gen. Ed. literature course) ................................................... 3
Non-Western Civilization (restricted) ................................................ 3
Elective ......................................................................................... 3

Social Science
American Government (PLS 105) ..................................................... 3
Western Civilization (CIV 100) ......................................................... 3
Elective (PSY 103 or 104 recommended) ........................................... 3

Other
ETE 100 Technology Applications .................................................. 1
Health/Physical Development (FCS 203; NUR 163, 220, 221, 263, 376) ....... 3

Total General Education 50

Professional Education Requirements
ETE 115 Schools and Schooling in American Society ................................. 3
ETE 116 Field Experience ............................................................... 1
ETE 225 Human Development ...................................................... 4
ETE 280 Exploring Diversity: Learners, Families and Communities ................. 3
ETE 342 Guiding Learners and Developing Classroom Communities .............. 3
ETE 351 Elementary School Music for Music Majors .................................. 3
ETE 352 Secondary School Music ...................................................... 3
ETE 381 Field Experience in Elementary Music Teaching ............................. 3
ETE 382 Field Experience in Secondary Music Teaching ............................. 1
ETE 498 Student Teaching in the Elementary School ................................ 7
ETE 499 Student Teaching in the Secondary School .................................. 7

Total Professional Education 36

Art Education
(K-12)

The candidate for the art teacher’s certificate maintains registration in the Slane College of Communications & Fine Arts. The Department of Art will provide the core of the teaching area preparation. Candidates will have an advisor in both the Department of Art and in the Department of Teacher Education. Candidates should contact their advisors for specific course requirements.

General Education Requirements

Communication Skills
COM 103 The Oral Communication Process ........................................... 3
ENG 101 Freshman Composition ................................................................ 3
ENG 309, 301, 304, 305 or 306 ......................................................... 3

Mathematics
Gen. Ed. Math .............................................................................. 3

Science
*Biological Science ........................................................................ 3
*Physical Science ........................................................................ 3
ETE 115 Schools and Schooling in American Society .................................................. 3
ETE 116 Field Experience .................................................................................. 3
ETE 225 Human Development ............................................................................ 4
ETE 280 Exploring Diversity: Learners, Families, and Communities .................. 3
ETE 340 Elementary Art Methods .......................................................................... 3
ETE 341 Novice Teaching in Elementary Art ......................................................... 1
ETE 342 Guiding Learners and Developing Classroom Communities .................. 3
ETE 376 Methods of Teaching Secondary Art ....................................................... 2
ETE 379 Novice Teaching in Secondary School .................................................. 2
ETE 498 Student Teaching in Elementary School ................................................. 7
ETE 499 Student Teaching in Secondary School .................................................. 7

TOTAL 36

Major (minimum) 32
Additional Electives 8

GRAND TOTAL 126

**Special Education**

(K-12)

Students in special education have the option of majoring in the learning disabilities and educable mentally handicapped (LD-EMH) program or the learning disabilities and socially-emotionally disordered (LD-SED) program.

Upon graduation the special education major is eligible for State of Illinois teacher certification as a special education teacher (K-12) with endorsement in the program areas completed, learning disabilities and educable mentally handicapped or learning disabilities and socially-emotionally disordered.

It is the department’s philosophy that all children have the potential for successful learning experiences. The special education programs at Bradley University are designed to provide students with the following competencies:

1. To act as an advocate for exceptional children and youth and programs designed to educate them.
2. To know the theoretical background and literature in special education.
3. To know current issues and trends in special education and the laws and regulations governing the education of exceptional students.
4. To identify a child or adolescent with learning and social-emotional problems, educationally assess and evaluate skills, plan and implement an individual educational program (IEP), and evaluate the educational process.
5. To diagnostically teach children or adolescents individually, within small groups, and within large group settings.
6. To analyze the child, task, setting, and appropriately teach the necessary academic and social skills.
7. To communicate and consult with parents, other educators, administrators, and non-school personnel concerning education of exceptional students.

**General Education Requirements**

**Communication Skills**

COM 103 The Oral Communication Process .............................................. 3
ENG 101 .................................................................................. 3
ENG 300, 301, 304, 305, or 306 ......................................................... 3

**Mathematics**

ETE 107 Mathematics for Teachers ......................................................... 3
Gen. Ed. Math ................................................................. 3
Approved Math or Science Elective ......................................................... 3

**Science**

Biology .................................................................................. 3-4
Physical Science .......................................................................... 3-4
Science lab course (if needed) .......................................................... 1
Science elective (at jr.-sr. level; restricted) ............................................ 3
Math or Science elective ................................................................. 3

**Humans**

American History (HIS 201, 203, 204, 210, 212, 300-308) ......................... 3
Fine Arts (ART, MUS, or THE) .......................................................... 3
Human Values-Literature ................................................................ 3
Non-Western Civilization (restricted) .................................................. 3
Human Values-Philosophical (restricted) .............................................. 3

**Social Science**

American Government (PLS 105) .......................................................... 3
Western Civilization (CIV 100) .......................................................... 3
ETE 100 Technology Applications ........................................................ 1
NUR 163, 220, 221, 263, 376) ......................................................... 3

Total General Education 50

**Professional Education Component**

ETE 115 Schools and Schooling in Amer. Soc. ................. 3
ETE 116 Field Experience ......................................................... 3
ETE 205 Effective Teaching Strategies .................................................. 3
ETE 225 Human Development ......................................................... 1
ETE 280 Exploring Diversity: Learners, Families, and Communities ............. 3

**Other**

ETE 116 Field Experience ......................................................... 3
ETE 205 Effective Teaching Strategies .................................................. 3
ETE 225 Human Development ......................................................... 1
ETE 280 Exploring Diversity: Learners, Families, and Communities ............. 3

GRAND TOTAL 126

* One of these must satisfy FS requirement.

1999–2000 UNDERGRADUATE CATALOG
ETE 325 Introduction to Teaching Reading .................. 3
ETE 339 Methods of Teaching Mathematics ................. 2
ETE 342 Guiding Learners and Developing Classroom Communities ........................................ 3

Special Education Component
ETE 234 Language Development ................................ 3
ETE 324 Exceptional Child ....................................... 3
ETE 329 Classroom Management Techniques ................ 3
ETE 401 Secondary Special Education ....................... 2

Learning Disability Component
ETE 307 Characteristics of the Learning Disabled .......... 3
ETE 308 Methods for the Learning Disabled ................ 3
ETE 392 Junior Assisting (in LD) .............................. 4
ETE 496 Student Teaching (in LD) ............................ 10

TOTAL 61

Social-Emotional Disorders Component
(For LD-SED Major)
PSY 245 Personality and Adjustment ....................... 3
ETE 327 Characteristics of SED ................................ 2
ETE 328 Field Study with SED ................................. 1
ELH 370 Human Relations Dev. Techniques ............... 2
ETE 392 Junior Assisting (in SED) ............................ 4
ETE 496 Student Teaching (in SED) ....................... 10

TOTAL 22

Grand Total LD-SED Major 137

Educable Mentally Handicapped Component
(For LD-EMH Major)
ETE 390 Characteristics of the MR ............................ 3
ETE 391 Teach. Tech., and Materials for the MR ........ 3
ETE 392 Junior Assisting (in EMH) ........................... 4
ETE 496 Student Teaching (in EMH) ....................... 10

TOTAL 20

Grand Total LD-EMH Major 135

Early Childhood Special Education Approval
For those students interested in obtaining the State of Illinois early childhood special education approval, which would enable the graduate to teach in preschool handicapped programs with children up to six years of age, the following courses are required in addition to the major.
ETE 233 Early Intervention ..................................... 3
ETE 443 Early Childhood Assessment ....................... 3

Total 6

Course Descriptions

ETE 100 Technology Applications
1 hr.
Application of technology concepts and skills to human service professionals. Database construction; linear and nonlinear multimedia projects. Using graphics, text, sound, animation, and other media resources.

ETE 107 Mathematics for Teachers
3 hrs.
Basic principles and concepts of elementary school mathematics. Emphasis on understanding mathematical principles. Analysis of all mathematics commonly included in or related to the elementary curriculum.

ETE 115 Schools and Schooling in American Society
3 hrs. (Gen Ed SF)
American system of schools and schooling. How the system evolves from and impinges upon society, within historic and theoretical constructs. How the system interrelates with other social institutions and forces.

ETE 116 Field Experience – Schools and Schooling in American Society
1 hr.
25 hours of directed observations in the school setting. Weekly seminar. Pass/Fail. Prerequisite: ETE 115 or concurrent enrollment.

ETE 124 Introduction to Special Education
3 hrs.
Careers, programs, literature, and professional organizations. Discussion with field practitioners. Description and impact of various handicapping conditions on educational and life planning needs: legal, psychological, and social implications.

ETE 201 The Early Childhood Profession: Roles, Responsibilities, and Experiences
4 hrs.
Meeting the care and education needs of children from birth through age 8. Career opportunities, roles, and responsibilities. Participants complete a 25-hour clinical experience in a variety of settings, which includes child observation techniques and documentation.

ETE 205 Effective Teaching Strategies
3 hrs.
Lesson and unit planning; models of teaching instructional management, including grouping and assessment; teachers’ roles in leadership, decision making, and change processes. Prerequisite: ETE 225 or concurrent enrollment.

ETE 225 Human Development
4 hrs.
Development and growth of the whole individual from conception to adulthood, with emphasis on young children. Physiology of learning and the interactive nature of the teaching/learning process. Developmental and cultural appropriateness in meeting individual needs, with an emphasis on acknowledging and accommodating exceptionality and diversity. Cultural, ethnic, socioeconomic, individual, and social contexts of development. Parent-child interaction. Socio-cultural issues affecting development (e.g., divorce, maltreatment, drug abuse). In-depth study of an individual learner, that includes a 25-hour clinical experience.

ETE 227 Psycho-Social Development of the Transescent
3 hrs.
Physiological, psychological, and social/emotional characteristics and needs of the transescent (ages 11-15). Implications for the middle school teacher. Issues-based, problem-solving format. Prerequisite: ETE 225.

BRADLEY UNIVERSITY
ETE 228  Strategies for Middle School Instruction
3 hrs.
Philosophy, concepts, and procedure related to organizational structure, curriculum, teaching strategies, and assessment in the middle school. Prerequisite: ETE 225.

ETE 233  Early Intervention
3 hrs.
Introducing and teaching strategies for the developmentally disabled/disordered children in various settings (K-12). History and evolution of early intervention services, teaming, collaboration, service coordination, development of Individualized Family Service Plans and Individualized Educational Plans, adaptation of curriculum, instructional models that promote interaction and independence, inclusionary programs, transitional planning. Prerequisites: ETE 225 Corequisite: ETE 234 for special education majors seeking Early Childhood Special Education approval and for early childhood majors.

ETE 234  Language Development
3 hrs.
Language acquisition theory and processes, stages of language development, verbal and non-verbal communication. Emphasis on language differences and diversity, including minority groups, language disorders, and English as a Second Language. Planning opportunities supporting language use in its various forms to enrich further development. Prerequisites: ETE 225. Corequisites: ETE 233 for special education majors seeking early childhood special education approval and for early childhood majors.

ETE 250  Independent Study
1-3 hrs.
Student selects subject of study with consent of instructor. May be repeated for a maximum of 6 hours credit. Prerequisites: consent of department chair and dean of College of Education & Health Sciences.

ETE 260  Children's Literature
3 hrs.
Types, genres, authors, and illustrators of books for children from birth through middle school. Emphasis on literature response activities: planning and assessing a literature-based curriculum. Analysis of current trends, issues, and the impact of children's literature.

ETE 280  Exploring Diversity: Learners, Families, and Communities
3 hrs.
The socialization and enculturation of learners in the context of their families, communities, and cultures. Awareness, acceptance, and appreciation of diversity, whether resulting from cultural or ability differences. Emphasis on the teacher's role in involving, educating, and communicating with parents as partners in the educational process. Professional advocacy that supports an inclusionary, multicultural, antiracist, democratic, non-sexist, and global curriculum. Prerequisite: ETE 115.

ETE 300  Emergent Literacy: Reading and Writing Across the Curriculum
3 hrs.
Processes, themes, and practices that support the development of reading, writing, speaking, listening, and thinking in children from birth through age 8. A continuum of instructional practices, including contextually applied concepts, that facilitate the emergence of literacy. Prerequisite: advancement to degree candidacy in the department.

ETE 304  Early Childhood Novice Teaching
4 hrs.
Supervised teaching experience in early childhood services, teaming, collaboration, service coordination, development of Individualized Family Service Plans and Individualized Educational Plans, adaptation of curriculum, instructional models that promote interaction and independence, inclusionary programs, transitional planning. Prerequisites: ETE 225 Corequisite: ETE 234 for special education majors seeking Early Childhood Special Education approval and for early childhood majors.

ETE 306  Novice Teaching
4 hrs.

ETE 307  Characteristics of the Learning Disabled
3 hrs.
Major theoretical bases, characteristic behaviors, field practices, delivery systems, and current issues, over the lifespan of learning disabled individuals. Prerequisites: advancement to degree candidacy in the department.

ETE 308  Methods for the Learning Disabled Student
3 hrs.
Clinical teaching models. Selected theories, research-based teaching principles, and assessment. Teaching strategies in basic skills, metacognition, study skills, and social skills for pre-kindergarten through high school. Prerequisites: advancement to degree candidacy in the department; ETE 307 or consent of instructor.

ETE 324  The Exceptional Child
3 hrs.
Basic concepts related to exceptional children and youth, for elementary, secondary, and special educators. Psychological and educational characteristics; needs, services, and legal considerations for exceptional children and youth. Needs of intellectually gifted or talented children.

ETE 325  Introduction to Teaching Reading
3 hrs.
Emphasis on emergent literacy, word-attack strategies, comprehension skills, and evaluation. Prerequisite: advancement to degree candidacy in the department.

ETE 327  Characteristics of the Socially/Emotionally Disordered
2 hrs.
Characteristics of various types of social and emotional disorders of children. Current literature: identification, placement, educational programming, and available supplemental resources for children with mild to severe behavior disorders. Current legislation and new perspectives on mental health of children. Prerequisites: junior standing; PSY 103 or equivalent; advancement to degree candidacy in the department.

ETE 328  Field Study with Socially/Emotionally Disordered Children
1 hr.
25 clock hours of directed observation of behaviorally disordered children in various school settings (K-12). Required for all Behavior Disorder majors. Prerequisites ETE 327 or concurrent enrollment; advancement to degree candidacy in the department.
ETE 329 Classroom Management Techniques
3 hrs.
Methods and techniques for use with emotionally and behaviorally disordered children and adolescents in elementary, secondary, and special education classrooms (K-12). Emphasis on analysis of classroom problems and application of educational techniques for preventing and remedying disruptive behavior and creating a positive environment for learning. School problems of children with mild to severe social and/or emotional disorders. Prerequisites: PSY 103 or equivalent; advancement to degree candidacy in the department. Corequisites: ETE 304, 342, 343, 443.

ETE 335 Teaching of Social Studies in the Elementary Grades
2 hrs.
Content and methods of teaching social studies in the elementary grades. Emphasis on the nature of school science, students' misconceptions, and meaningful science activities. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 306, 329, 336, 339, 353.

ETE 336 Teaching of Science in the Elementary Grades
2 hrs.
How to plan, implement, and evaluate a science program for elementary school children. Emphasis on the nature of school science, students' misconceptions, and meaningful science activities. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 306, 329, 336, 339, 353.

ETE 339 Methods of Teaching Mathematics
1-3 hrs.

ETE 340 Elementary Art Methods
3 hrs.
Methods and materials appropriate for teaching art in elementary schools. Studio experience with a variety of materials and procedures designed to facilitate artistic and perceptual awareness in elementary and middle-school learners. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 341.

ETE 341 Novice Teaching in Elementary Art
1 hr.

ETE 342 Guiding Learners and Developing Classroom Communities
3 hrs.
Facilitation of a learner-centered curriculum that features developmentally and culturally appropriate practices that nourish learners' natural curiosity, develop problem-solving skills, acknowledge and accommodate exceptionality and diversity, and support a sense of community. Theories of guidance examined relative to establishing a caring and trusting environment where learners feel valued and respected and can be productive. Prerequisite: advancement to degree candidacy in the department. Corequisites: for early childhood majors, ETE 304, 343, 443; for elementary majors, ETE 306, 335, 336, 339, 353.

ETE 343 Early Childhood Methods
6 hrs.
Strategies for teaching language arts, science, mathematics, social studies, art, music, and movement in preprimary and primary grades within an integrated, thematic curriculum. Emphasis on the role of play, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, transitions, horizontal relevance, and developmentally and culturally appropriate practices. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 304, 342, 443.

ETE 350 Topics in Teacher Education
1-6 hrs.
Topics of special interest which may vary each time course is offered. Topic stated in current Academic Handbook. May be repeated under different topics for a maximum of 6 hours credit. Prerequisites: consent of instructor and department chair.

ETE 351 Elementary School Music for Music Majors
3 hrs.
Methods and materials appropriate for teaching music in elementary schools. Observations in the public schools; planning the elementary music curriculum; experience teaching lessons in all areas of classroom music. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 381.

ETE 352 Secondary School Music
3 hrs.
Methods of teaching music in the secondary schools; administration of a music department. Instrumental and choral programs, general music, and high school music theory. Emphasis on development of a philosophy of music education. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 382.

ETE 353 Teaching Language Arts in the Elementary Grades
3 hrs.

ETE 370 General Secondary Methods I
3 hrs.
Introduction to the secondary teaching profession. Historical, philosophical, and curricular variants unique to the secondary school. Prerequisite: advancement to degree candidacy in the department.

ETE 371 General Secondary Methods II
3 hrs.
Instructional planning and assessment. Writing instructional objectives, constructing teacher-made assessments, designing authentic assessments, analyzing assessment data, interpreting standardized test scores, and integrating technology into the curriculum. Emphasis on learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisite: advancement to degree candidacy in the department.

BRADLEY UNIVERSITY
ETE 372  Methods of Teaching Secondary Language Arts 2 hrs.
Content and pedagogy of secondary-school language arts. Integrated language arts instruction including literature-based instruction, oral communication, reading, writing, and performing arts. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 373  Methods of Teaching Secondary Mathematics 3 hrs.
Content and pedagogy of secondary-school mathematics. Designing and implementing mathematics instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 374  Methods of Teaching Secondary Science 2 hrs.
Content and pedagogy of secondary-school science. Designing and implementing science instruction and curriculum using a variety of approaches including project-based science. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 375  Methods of Teaching Secondary Social Studies 2 hrs.
Content and pedagogy of secondary-school social studies, including family and consumer sciences, history, psychology, and general social science. Designing and implementing social studies instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 376  Methods of Teaching Secondary Art 2 hrs.
Content and pedagogy of secondary-school art. Designing and implementing art instruction and curriculum using a variety of approaches. Emphasis on media and techniques suitable for the secondary level, sequential development of media and techniques in relation to the maturity and growth of the adolescent, instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 377  Methods of Teaching Foreign Language 2 hrs.
Content and pedagogy of secondary-school foreign language. Designing and implementing foreign language instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

Supervised teaching experience in secondary-school or middle-school settings. Planning and implementing instruction in the student’s teaching area. Pass/Fail. Prerequisites: advancement to degree candidacy in the department; ETE 370, 371; ETE 342 or concurrent enrollment. Corequisite: content-specific methods course appropriate to the student’s teaching area (ETE 372, 373, 374, 375, 376, or 377).

ETE 380  Field Experience in Elementary Music Teaching 1 hr.
25 clock hour field experience of observation and participation in an elementary school classroom. Application of material from ETE 351. Pass/Fail. Prerequisites: advancement to degree candidacy in the department. Corequisite: ETE 351.

ETE 382  Field Experience in Secondary Music Teaching 1 hr.

ETE 390  Characteristics of the Mentally Retarded 3 hrs.
Mental retardation from medical, educational, and sociological perspectives. Continuum of mild to profound; impact of degree of retardation on all aspects of learning and life adjustment. Observation through field trips and media presentations. Prerequisites: advancement to degree candidacy in the department.

ETE 391  Teaching Techniques and Materials for the Mentally Retarded 3 hrs.
Knowledge and practice to plan, implement, and evaluate teaching strategies for exceptional individuals in a class or subgroup, or individualized programmed instruction. Emphasis on curriculum areas: oral and written language, sensor-motor, reading, arithmetic, and social-personal skills. Lecture, discussion, and supervised 25-clock-hour laboratory to demonstrate competency teaching children with learning and behavioral problems, including the retarded. Video-taped segments jointly critiqued by students and instructor. Prerequisites: advancement to degree candidacy in the department.
ETE 401 Secondary Special Education
2 hrs.
Skills to plan, implement, and evaluate education programs for the junior high and high school student needing special education services. Emphasis on a developmental, sequentially-planned curriculum, including basic academic skills, pre-vocational and vocational skills, and work-study programs. Current issues and trends: life planning, consumer education, personal and social adjustment, appropriate individualized instructional modes, independent living skills, and the least restrictive environment for the secondary student. Prerequisite: ETE 390 and ETE 391, or consent of the instructor; advancement to degree candidacy in the department.

ETE 402 Educational Methods, Strategies, and Evaluation Techniques
3 hrs.
Designed to increase theoretical knowledge and practical skill for teaching persons with different learning styles. Classroom experiences include a focus on methods, strategies, and evaluation techniques to meet different learning styles. Crosslisted as HS 402. Prerequisite: consent of PT or ETE Department Chair.

ETE 430 Readings in Elementary Education
1-3 hrs.
Individual study and investigation for seniors. Prerequisite: approval of the Dean of the College and advancement to degree candidacy in the department.

ETE 443 Early Childhood Assessment
3 hrs.

ETE 467 History and Philosophy of Early Childhood Education: An Analysis
3 hrs.
Historical foundations, theories, and philosophies. Analysis and synthesis of teaching philosophies; current professional issues and trends. Prerequisites: advancement to degree candidacy in the department; ETE 300, 304, 342, 343, 443. Corequisite: ETE 497.

ETE 496 Student Teaching in Special Education
5-20 hrs.
Assignment to an appropriate special education setting in Peoria-area classrooms, schools, and learning centers. Instructional planning and implementation in traditional and inclusive settings. Teacher responsibilities: long-term planning, facilitating small-and-large group, learning, Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Prerequisites: advancement to degree candidacy in the department; ETE 205, 307, 308, 325, 339, 342, and 392; grade point average of 2.50 overall and 2.50 in professional education courses; current certification of freedom from TB; approval of Department Chair. Additional prerequisites for LD/EMH majors: ETE 390, 391. Additional prerequisites for LD/SED majors: ETE 327, 328, 329.

ETE 497 Early Childhood Internship
13 hrs.
Internship in Peoria-area classrooms, schools, and learning centers. Instructional planning and implementation in preprimary and primary learning environments. Teacher responsibilities: long-term planning, implementing an integrated curriculum, facilitating small- and large-group learning, developing an informal assessment plan. Self-reflection with focus on professional growth and completion of a professional teaching portfolio. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Prerequisites: advancement to degree candidacy in the department; ETE 300, 304, 342, 343, 443; grade point average of 2.50 overall and 2.50 in professional education courses; current certification of freedom from TB; approval of Department Chair. Corequisite: ETE 467.

ETE 498 Student Teaching in the Elementary School
7-13 hrs.
Placement in Peoria-area classrooms, schools, and learning centers. Instructional planning and implementation in elementary or middle school learning environments. Teacher responsibilities: long-term planning, implementing an integrated curriculum, facilitating small- and large-group learning, developing an informal assessment plan. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Prerequisites: advancement to degree candidacy in the department; ETE 306, 325, 335, 336, 339, 342, 353; grade point average of 2.50 overall and 2.50 in professional education courses; current certification of freedom from TB; approval of Department Chair.

ETE 499 Student Teaching in the Secondary School
7-13 hrs.
Placement in Peoria-area classrooms. Instructional planning and implementation in secondary or middle school learning environments. Teacher responsibilities: long-term planning, facilitating small- and large-group learning. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Enroll in 10 credit hours with a 10-week experience or 13 credit hours with a 16-week experience. Students should consult subject area advisors for subject area pre-student teaching requirements. Prerequisites: advancement to degree candidacy in the department; completion of 2/3 of hours in teaching field; ETE 342, 370, 371, 379, and the methods course appropriate to the student teacher’s teaching area (or for music education majors only, ETE 351, 352, 381, 382); grade point averages of 2.50 overall, in professional education courses; current certification of freedom from TB; approval of Department Chair.
Department of Family and Consumer Sciences

**FACULTY**  Professor Collins (Chair); Associate Professors Choi, Davidson; Assistant Professor Bonne; Instructor Church.

The Department of Family and Consumer Sciences offers majors in retail merchandising; foods, nutrition, and dietetics; and family and consumer sciences education. Students may also choose general family and consumer sciences, which allows flexibility.

Career opportunity continues to expand in this fast-growing field. Careers in teaching, family and consumer sciences related business, social welfare, nutrition and dietetics, family and consumer sciences extension, and fashion and retail merchandising can all result from degree programs in the Department of Family and Consumer Sciences.

**Departmental Requirements**

All family and consumer sciences students must meet the family and consumer sciences core requirements plus the required courses for their chosen major.

**Family and Consumer Sciences Core**

- FCS 140 The Family in Today's Society ........................................ 2
- FCS 246 Family Resource Management ........................................... 3
- FCS 300 Consumer Issues in America ........................................... 3
- FCS elective outside major area .................................................... 3
- FCS 400 Senior Seminar in Family and Consumer Sciences .................. 1

Total 12

A minimum of 38 hours in FCS must be taken.

Each major includes a professional work experience that is required for all majors, chosen from the following courses:

**Professional Work Experience (choose one)**

- FCS 409 Senior Projects in Family & Consumer Sciences .......... 3
- FCS 460 Family Science Internship ........................................... 3
- FCS 461 Practicum in Foods and Nutrition ................................ 3
- EHS 201 Cooperative Education in Education ...................... 0-3
- ETE 499 Student Teaching in the Secondary Schools ................. 10-14

**Major Requirements**

**Retail Merchandising**

The retailing industry is expected to continue its rapid growth rate. Graduates in this area are prepared for careers in buying and sales and related areas in the fashion industry. A minor in business management or marketing is required with this major.

**General Education Requirements** ........................................ 9
- MTH 111 Elementary Statistics ............................................... 3
- ECO 100 or ECO 221 Economics ............................................. 3
- PSY 104 Social Forces and Individual Behavior .................. 3
Family and Consumer Sciences Core ............................. 12

Additional Required FCS Courses ................................. 26
(must earn C or better in any of these courses)
FCS 130 Clothing and Human Behavior ...................... 3
FCS 133 Apparel Product Analysis ................................. 3
FCS 233 Consumer Textiles ......................................... 4
FCS 330 Fashion Merchandising ................................. 3
FCS 331 Fashion Merchandising Laboratory ................ 1
FCS 336 History of Fashion ....................................... 3
FCS 433 Issues and Trends in Apparel and Textiles ......... 3
FCS 460 Family and Consumer Sciences Internship .... 3
FCS electives (FCS 338, 357, or 409) ......................... 3

Supporting Courses ..................................................... 7
MTG 381 Integrated Marketing Communications or
COM 220 Advertising as Communication ............... 3
ART 227 Basic Graphic Design ................................. 3
A course in computer usage ........................................ 1

Choose Option I or Option II

Option I ........................................................................ 15
A management minor described under the marketing
management and administration department, Foster
College of Business Administration, in this catalog.

Option II ....................................................................... 12
A marketing minor described under the marketing
department, Foster College of Business Administration, in
this catalog. If COM 220 is taken under “Supporting
Courses,” 15 hours of marketing courses will be required.

Foods, Nutrition, and Dietetics

Careers in health care, fitness, food service, product
development, food marketing, communication, and
business consulting offer many diverse opportunities for
graduates in this major. Students in foods, nutrition, and
dietetics will be enrolled in the didactic program in
dietetics (DPD). The didactic program in dietetics at
Bradley University is currently granted approval status by
the Commission on Accreditation/Approval for Dietetics
Education of The American Dietetic Association. CAADE
is a specialized accrediting body recognized by the
Commission on Recognition of Postsecondary
Accreditation and the United States Department of
Education. The address and phone number of CAADE are:
216 W. Jackson Boulevard, Ste. 800, Chicago, IL
60606, 312/899-4876.

General Education Requirements ................................. 6
MTH 111 Elementary Statistics .................................. 3
ECO 100 Introduction to Economics or
ECO 221 Principles of Microeconomics .................. 3

Family and Consumer Sciences Core ............................. 12

Additional Required FCS Courses ................................. 30
(must earn C or better in any of these courses)
FCS 104 Introductory Food Principles ....................... 4
FCS 303 Nutrition .................................................. 3
FCS 306 Applied Nutrition ............................... 3
FCS 309 Investigation of Food Topics ....................... 3
FCS 403 Advanced Nutrition ................................. 4
FCS 404 Nutritional Therapy ................................. 4
FCS 405 Food Service Systems ............................... 3
FCS 408 Management in Food Service ................. 3
FCS 461 Practicum in Foods and Nutrition ............. 3

Required Supporting Courses ....................................... 44
CHM 149 Fundamentals of General Chemistry .......... 4
CHM 151 Fundamentals of Organic Chemistry .......... 2
CHM 152 Fundamentals of Biochemistry ................. 2
CHM 153 Organic Biochemistry Laboratory ............. 1
BIO 121 Life Science I ............................................ 3
BIO 200 Human Anatomy and Physiology ............. 3
BIO 202 Microbiology and Immunology ................ 4
BIO 203 Human Anatomy and Physiology Lab ......... 2
BIO 205 Pathophysiology ....................................... 3
ATG 300 Industrial Accounting or
ATG 357 Accounting Principles-Financial .......... 3
BUS 100 Contemporary Business or
BMA 352 Management & Organization Theory or
PSY 310 Personnel & Organization ....................... 3
MTG 315 Principles of Marketing ........................... 3
A course in learning theories
A course in computer usage
CHM 391 Medical Terminology ................................ 1

All foods, nutrition, and dietetics students are
required to be certified by the State of Illinois in food
service sanitation.

General Family and Consumer Sciences

This flexible curriculum is for students who have special
interests in areas such as foods and journalism, interior
design, or cooperative extension. A faculty advisor will
help a student design his or her own program.

Students who wish to prepare for entrance to a
graduate program in human development counseling
(HDC) may wish to consider an undergraduate major in
family and consumer sciences (FCS). Family and
consumer sciences give significant background to
undergraduate students in cognate areas important to
families today. This undergraduate major is articulated
with the graduate major in counseling at Bradley with the
Department of Educational Leadership and Human
Development.

The major requires a minimum of 38 hours, including
the family and consumer sciences core, professional
work experience, a course in computer usage, and FCS
electives, chosen as follows:

General Education Requirements ................................. 6
ECO 100 Introduction to Economics or
ECO 221 Principles of Microeconomics .................. 3
PSY 104 Social Forces and Individual Behavior .......... 3

I: Foods and Nutrition (choose two)
FCS 104 Introductory Food Principles ....................... 4
FCS 203 Health, Safety, and Nutrition ..................... 3
FCS 303 Nutrition .................................................. 3
FCS 306 Applied Nutrition ............................... 3
FCS 309 Investigation of Food Topics ....................... 3
FCS 403 Advanced Nutrition ................................. 4
FCS 404 Nutritional Therapy ................................. 4
FCS 405 Food Service Systems ............................... 3
FCS 408 Management in Food Service ................. 3

** Required as part of family and consumer sciences core.
†† Fulfills professional work experience requirement.
Family and Consumer Sciences Education

Students who choose the family and consumer sciences education program can meet Illinois certification requirements for teaching family and consumer sciences in junior and senior high schools. Graduates receiving certification have found employment in public schools throughout the United States. A minimum of 32 semester hours in family and consumer sciences is required, including the family and consumer sciences core and at least 9 hours in each specific area in which a teaching endorsement is desired. Student teaching (ITEE 499) fulfills the professional work experience requirement.

Secondary teacher candidates should refer to the teacher education department for requirements in professional education courses for secondary education.

General Education

See specific general education courses in the teacher education department under “Secondary Education.”

Teaching Emphases

Child and Daycare Services ................................. 9
**FCS 140 The Family in Today’s Society .................. 2
FCS 340 Child in the Family .................................. 3
FCS 342 Child Development Laboratory .................... 3
FCS 440 Family Relations .................................... 3
Interpersonal, Family Relations, Parenting ................. 9
**FCS 140 The Family in Today’s Society .................. 2
FCS 340 Child in the Family .................................. 3
FCS 342 Child Development Laboratory .................... 3
FCS 440 Family Relations .................................... 3

Food and Nutrition Services (choose 3) .................. 9-11
FCS 104 Introductory Food Principles ..................... 4
FCS 203 Health, Safety, and Nutrition ..................... 3
FCS 303 Nutrition .............................................. 3
FCS 306 Applied Nutrition .................................. 3
FCS 309 Investigation of Food Topics .................. 3
FCS 403 Advanced Nutrition ................................ 4
FCS 406 Issues and Trends in Foods and Nutrition .... 1-3

Consumer Education and Resource Management ........ 9
FCS 220 Consumer Issues in Health Care .................. 3
FCS 231 Consumer Textiles ................................... 4
**FCS 246 Family Resource Management ................... 3
FCS 300 Consumer Issues in America ...................... 3
FCS 359 Applied Projects in Interior Design ............... 3
**FCS 460 Family and Consumer Sciences Internship .......... 3

Fashion and Clothing Services (choose 3) ............... 9-10
FCS 130 Clothing in Contemporary Society ............... 3
FCS 133 Apparel Product Analysis .......................... 3
FCS 231 Pattern Making ....................................... 3
FCS 233 Consumer Textiles ................................... 4
FCS 332 Advanced Clothing Construction .................. 3
FCS 336 History of Fashion .................................. 3
FCS 433 Issues and Trends in Apparel and Textiles ....... 3
FCS 460 Family and Consumer Sciences Internship ........ 3

Interior Furnishings Services/Living Environments (choose 3) ........................................ 9
FCS 335 Applied Projects in Interior Design ............... 3
FCS 359 Applied Projects in Interior Design ............... 3
**FCS 399 Consumer Issues in America ..................... 3
FCS 400 Senior Seminar in Family and Consumer Sciences .................................................. 3
FCS 460 Family and Consumer Sciences Internship ........ 3

Institutional and Home Management Services (choose 3) ........................................ 9-12
FCS 104 Introductory Food Principles ..................... 4
FCS 303 Nutrition .............................................. 3
FCS 403 Advanced Nutrition ................................ 4
FCS 404 Nutritional Therapy .................................. 4
FCS 405 Food Service Systems ................................ 3
FCS 408 Management in Food Service ...................... 3

International Concentration

Family and consumer sciences majors may wish to elect this option with careful consultation with an academic advisor. Students who elect this emphasis must complete eighteen hours fulfilled in the following manner.

CATEGORY A: Six credit hours chosen from the following courses:
FCS 338 International Fashion Merchandising ............ 3
FCS 406 Issues and Trends in Foods and Nutrition .... 1-3
FCS 433 Trends in International Textiles ................. 3
FCS 401/402 or 585 Independent Readings,
Independent Problems, or Topics in Family
and Consumer Sciences with an international focus .......... 1-6

CATEGORY B: Six credit hours chosen from the following courses:
MTG/IB 346 International Marketing ..................... 3
IB 306 Introduction to International Business ............ 3
IB 400 Topics in International Business ................. 1-4

or
Two courses chosen from a minor in area studies
with an international focus such as Asian studies or
Russian and East European studies. This would include any two courses from the required or elective
course list, consisting of courses in history, international studies, religious studies, sociology, art, and Japanese, for example.

**CATEGORY C:**

Six credit hours taken outside the United States, which could include the Bradley European Summer Semester Abroad, a full semester spent in another country, or two interim courses spent in other countries. (Only Bradley-directed hours count for residence hours.)

or

Any two semesters of foreign language courses (not used for any other requirement in this concentration) taken for credit.

**Family and Consumer Sciences Minor**

The requirements for a minor in family and consumer sciences are:

1. A minimum of 18 hours as specified below.
2. Complete FCS 140 Family in Today’s Society and FCS 300 Consumer Issues in America.
3. Choose the remaining hours from the following options:

   **Option A: Child and Family Relationships**
   - FCS 220 Consumer Issues in Health Care
   - FCS 303 Nutrition
   - FCS 340 Child in the Family
   - FCS 342 Child Development Laboratory
   - FCS 440 Family Relations

   **Option B: Nutrition**
   - FCS 303 Nutrition
   - FCS 306 Applied Nutrition
   - FCS 403 Advanced Nutrition
   - FCS 404 Nutritional Therapy

   **Option C: Food Service Management**
   - FCS 104 Intro. Food Principles
   - FCS 303 Nutrition
   - FCS 405 Food Service Systems
   - FCS 408 Mgmt. in Food Service

   **Option D: Apparel and Textiles**
   - FCS 130 Clothing in Human Behavior
   - FCS 233 Consumer Textiles
   - FCS 357 Housing and Interior Design Concepts
   - FCS 336 History of Fashion
   - FCS 433 Issues and Trends in Apparel and Textiles

**Course Descriptions**

**FCS 104 Introductory Food Principles**

4 hrs.
Scientific principles of food preparation and selection. Laboratory experiences demonstrate theoretical concepts.

**FCS 130 Clothing and Human Behavior**

3 hrs.
Interdisciplinary study of cultural, social, psychological, economic, and aesthetic relationship of clothing to today’s society.

**FCS 133 Apparel Product Analysis**

4 hrs.
Study of apparel components and structure, quality and serviceability. Includes laboratory.

**FCS 140 The Family in Today’s Society**

2 hrs.
The family as a system: interaction of individuals and families with near environment; interrelatedness of family with other societal systems. Various facets of family and consumer sciences examined in context of the family.

**FCS 203 Health, Safety, and Nutrition**

3 hrs.
Personal health of PreK-12 learners, including nutrition and safety issues. Meeting health needs of learners in group settings. Healthy lifestyle, preventive health, and community health.

**FCS 220 Consumer Issues in Health Care**

3 hrs.
Possible care obtained, level of health care, and how to access care for persons from birth to death. Cross listed as HS 220. Prerequisite: HS 110 or consent of a crosslisted Department Chair (PT, FCS).

**FCS 231 Pattern Making**

3 hrs.
Principles of flat pattern method; pattern alteration; original pattern design; completed garment. Prerequisite: FCS 133 or consent of instructor.

**FCS 233 Consumer Textiles**

4 hrs.
Consumer oriented study of textiles emphasizing fibers, yarns, fabric constructions, and finishes. Includes laboratory.

**FCS 246 Family Resource Management**

2 hrs.
Study of family management systems; family resource management within the near environment of family and consumer sciences.

**FCS 300 Consumer Issues in America**

3 hrs.
Personal finance, consumer credit, durable and nondurable goods and services, and consumer protection in the marketplace.

**FCS 303 Nutrition**

3 hrs.
Human energy and nutrient utilization and requirements as related to health and performance. Prerequisite: BIO 121 or BIO 122 or CHM 149.

**FCS 306 Applied Nutrition**

3 hrs.
Principles of individual, family, and group nutrition; community nutrition. Prerequisites: FCS 104, 303.

**FCS 309 Investigation of Food Topics**

3 hrs.
Group and individual investigation of food and experimentation with scientific principles of food and research. Prerequisite: FCS 104.

**FCS 330 Fashion Merchandising**

3 hrs.
Merchandising: organization, operation, and interrelationship of major facets of textile and clothing industry. Prerequisites: FCS 130, 233.
FCS 331  Fashion Merchandising Laboratory
1 hr.
Experimental work related to fashion merchandising. Prerequisites: FCS 130, 233; concurrent enrollment in FCS 330.

FCS 332  Advanced Clothing Construction
3 hrs.
Tailoring and experimental construction techniques in individual projects. Prerequisite: FCS 133 or consent of instructor.

FCS 336  History of Fashion
3 hrs.
Historic costume and relationship to contemporary dress; emphasis on design and current fashion.

FCS 338  International Fashion Merchandising
3 hrs.
Intensified study in major international fashion markets including fashion merchandising, public relations, advertising, and career opportunities. Prerequisite: FCS 233 or consent of instructor.

FCS 340  Child in the Family
3 hrs.
Physical, mental, emotional, and social behavior of children from birth to adolescence.

FCS 342  Child Development Laboratory
3 hrs.
Practical experience working with 3 year olds. Prerequisite: FCS 340 or PSY 304 or ETE 225 or equivalent.

FCS 357  Housing and Interior Design Concepts
3 hrs.
Basic concepts of housing and interior design; emphasis on historic periods and their relationship to contemporary housing and furnishings.

FCS 359  Applied Projects in Interior Design
3 hrs.
Interior design with emphasis on cost considerations, room area, and atmosphere. Prerequisite: FCS 357.

FCS 400  Senior Seminar in Family and Consumer Sciences
1 hr.
Personal exploration of interrelated knowledge and professional competencies in family and consumer sciences; factors influencing research. Emphasis on family and consumer sciences as an integrated field of study. Prerequisites: senior standing; family and consumer sciences major or minor.

FCS 401  Readings in Family and Consumer Sciences
1-3 hrs.
Individual readings in specialized areas of family and consumer sciences for qualified students, under faculty supervision. Prerequisite: consent of department chair.

FCS 402  Problems in Family and Consumer Sciences
1-3 hrs.
Independent study in family and consumer sciences for qualified students, under faculty supervision. Prerequisite: consent of department chair.

FCS 403  Advanced Nutrition
4 hrs.
Biochemistry of energy and nutrient utilization in relation to human biological functions. Prerequisites: FCS 303; BIO 200; CHM 151, 152, 153.

FCS 404  Medical Nutrition Therapy
4 hrs.
Dietary modification for specific disease states, treatment modalities, and drug interactions; emphasis on biochemical and pathophysiological rationale. Prerequisite: FCS 403; BIO 200, 205.

FCS 405  Food Service Systems
3 hrs.
Menu planning, food production, and service in food service systems. Prerequisite: FCS 104 or consent of instructor.

FCS 406  Issues and Trends in Foods and Nutrition
1-3 hrs.
Topics of special interest which may vary each time course is offered. Topic and prerequisite stated in current Academic Handbook. May be repeated under different topics for a maximum of six hours credit. Prerequisite: FCS 303 or consent of instructor.

FCS 408  Management in Food Service
3 hrs.
Management of human resources, finance, products, services, facilities and equipment, sanitation and safety, and marketing in food service. Prerequisites: FCS 104, BIO 202, Sanitation Certification.

FCS 409  Senior Projects in Family and Consumer Sciences
3 hrs.
Application of family and consumer sciences principles to solution of a real-world problem. Students work as members of a team assigned to an analytical problem in fashion merchandising, textiles, foods, nutrition, or interiors. Prerequisites: 20 hours in FCS courses with a minimum 2.5 grade point; consent of Department Chair.

FCS 433  Issues and Trends in Apparel and Textiles
3 hrs.
Topics of special interest which may vary each time course is offered. Topic stated in current Academic Handbook. Course may be repeated for a maximum of 6 hours credit. Prerequisite: FCS 130 or 233 or consent of instructor.

FCS 440  Family Relations
3 hrs.
Emphasis on man-woman relationship, marriage, and family interactions and reactions.

FCS 460  Family and Consumer Sciences Internship
3 hrs.
Integration of family and consumer sciences theory with applications in the workplace. Prerequisites: family and consumer sciences major; consent of Department Chair.

FCS 461  Practicum in Foods and Nutrition
3 hrs.
Selected practicum experience within a foods and/or nutrition related workplace. Prerequisites: family and consumer sciences major; consent of Department Chair.

FCS 536  The World of Fashion
2-6 hrs.
Intensified study in a major fashion market: merchandising, public relations, advertising, and career opportunities. May be repeated for a total of six hours. Prerequisites: 10 hours in clothing and textiles; or consent of instructor.
Department of Nursing

Accredited by the National League for Nursing Accrediting Commission (NLNAC).

FACULTY  Associate Professors Anglin, Awl (Associate Chair); Assistant Professors Armmer (Chair), Augustine, Baylor, Cluskey, Cram, Flannigan, Gard, Hinrichsen, Jackson, Konradi, McCoy.

The Department of Nursing offers an undergraduate curriculum leading to a Bachelor of Science in Nursing (B.S.N.). Graduates of the program are eligible for licensure as a registered nurse (R.N.) upon successful completion of the National Council Licensure Examination (NCLEX-RN).

The purpose of the program is to prepare graduates for the beginning practice of professional nursing in a variety of settings. To achieve this purpose, a four year educational program is provided which includes foundation, elective, and supporting courses in the humanities, the social sciences, the sciences, mathematics, and the theory and practice of nursing. The nursing major is concentrated at the upper division level. The Department of Nursing faculty believes that nursing is a professional helping relationship that promotes, maintains, and restores the optimum level of health to individuals, families, groups, and communities. The nursing courses provide for the acquisition of knowledge and the development of attitudes, skills, and values essential to professional nursing practice.

The objectives of the curriculum are to prepare graduates for (1) professional growth and advancement through acquired knowledge and experience; (2) graduate study in a major field of concentration in nursing; and (3) continuous personal growth and development.

The faculty of the Department of Nursing reserves the right to revise policies and course requirements based upon changes in accreditation, licensure, and nursing practice.

Admission

Applicants must meet the admission requirements of the University and of the Department of Nursing. A personal interview with a member of the faculty of the Department of Nursing is highly desirable before admission.

Instruction and Requirements

Instruction is provided in classrooms and laboratories on the campus and in a variety of health care agencies in the community. Clinical experiences (practicum) are planned and supervised by Department of Nursing faculty members.

In addition to the fees and expenses listed in the University catalog, students majoring in nursing are financially responsible for the purchase and maintenance of uniforms, for certain practicum and laboratory supplies and materials, and for transportation between the campus and the community agencies where clinical experiences are provided.
Prior to enrollment in the first nursing course that includes a practicum, each student must show proof of:

1. Liability insurance (renewable annually).
2. Immunity to rubella (measles) by one of the following:
   a. a rubella (measles) immunization received in 1980 or later, or
   b. written verification from a physician of having had the disease, or
   c. a birth date prior to 1957.
3. Immunity to rubella (German measles) by one of the following:
   a. written verification of having had the immunization, or
   b. written verification of rubella titer.
4. Immunity to hepatitis B virus.
5. Tuberculin test (renewable annually).

Prior to enrollment in every practicum course, students must provide proof of current CPR (healthcare provider or two-person rescue) and first aid certification.

Prior to enrollment in NUR 301/311, students will demonstrate mathematical competence with a passing score on examination.

Graduation requirements include a course in statistics (MTH 111, QM 262, PSY 205, or ELH 510).

Students must maintain a 2.25 cumulative grade point average in order to enroll in nursing courses identified as "majors only."

Students must earn a grade of C or better in every required nursing course.

Students must earn a grade of C or better in BIO 200 and 203 Anatomy and Physiology and lab, BIO 205 Pathophysiology, and BIO 202 Microbiology.

Transfer students are evaluated for admission on an individual basis. A fifteen year limitation on transfer credit will be imposed on courses in chemistry, physiology, microbiology, and nutrition.

Registered nurses may earn up to 31 semester hours of credit by examination for the NLN Nursing Mobility Profile II examinations. Following completion of NUR 300 and NUR 310 with a minimum grade of "C," the registered nurse student may enroll in required senior nursing courses.

- Prior to enrollment in the first nursing course that includes a practicum, each student must show proof of
- Liability insurance (renewable annually).
- Immunity to rubella (measles) by one of the following:
  - a rubella (measles) immunization received in 1980 or later, or
  - written verification from a physician of having had the disease, or
  - a birth date prior to 1957.
- Immunity to rubella (German measles) by one of the following:
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Registered nurses may earn up to 31 semester hours of credit by examination for the NLN Nursing Mobility Profile II examinations. Following completion of NUR 300 and NUR 310 with a minimum grade of "C," the registered nurse student may enroll in required senior nursing courses.

Students majoring in nursing will pursue the following recommended curriculum:

### Freshman Year

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 103 Oral Comm. Process</td>
<td>3</td>
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<tr>
<td>PSY 103 Principles</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100 Soc. Perspective</td>
<td>3</td>
</tr>
<tr>
<td>CHM 149 Fund. of Gen. Chem.</td>
<td>4</td>
</tr>
<tr>
<td>BIO 121 Life Science I</td>
<td>3</td>
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<td><strong>Total</strong></td>
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#### Second Semester

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<tbody>
<tr>
<td>ENG 101 Compositon</td>
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</tr>
<tr>
<td>CHM 151 Fund. of Organic Chemisty</td>
<td>2</td>
</tr>
<tr>
<td>CHM 152 Fund. of Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>1,2 BIO 202 Microbiology</td>
<td>4</td>
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<td>Elective or general education</td>
<td>5</td>
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### Sophomore Year

#### First Semester

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<tr>
<td>1,2 BIO 200 Anatomy and Physiology</td>
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<tr>
<td>1,2 BIO 203 Anatomy and Physiology Lab</td>
<td>2</td>
</tr>
<tr>
<td>1,2 NUR 201 Individuals, Society, Health and Nursing (T)</td>
<td>3</td>
</tr>
<tr>
<td>1,2 NUR 211 Individuals, Society, Health and Nursing (P)</td>
<td>2</td>
</tr>
<tr>
<td>1,2 FCS 303 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 304 Developmental Psychology</td>
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#### Second Semester

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1,2 BIO 205 Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>1,2 NUR 202 The Nursing Process: Adaptation of the Individual (T)</td>
<td>4</td>
</tr>
<tr>
<td>1,2 NUR 212 The Nursing Process: Adaptation of the Individual (P)</td>
<td>2</td>
</tr>
<tr>
<td>Elective or general education</td>
<td>6</td>
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<td><strong>Total</strong></td>
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### Junior Year

#### First Semester

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1 NUR 301 The Nursing Process: Adaptation of the Family (T)</td>
<td>6</td>
</tr>
<tr>
<td>1 NUR 311 The Nursing Process: Adaptation of the Family (P)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 445 Abnormal</td>
<td>3</td>
</tr>
<tr>
<td>NUR 303 Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NUR 302 The Nursing Process: Adaptation of the Expanding Family (T)</td>
<td>6</td>
</tr>
<tr>
<td>1 NUR 312 The Nursing Process: Adaptation of the Expanding Family (P)</td>
<td>4</td>
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<tr>
<td>Jr. English Composition</td>
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<tr>
<td>ENG 300, 301, 304, 305, 306</td>
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<tr>
<td>Elective or general education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

1. Registered nurses may receive credit by examination for these courses.
2. Licensed practical nurses may receive credit by examination for these courses.
Senior Year

First Semester
NUR 401 The Nursing Process: Adaptation to Complex Health Situations (P) 5
NUR 411 The Nursing Process: Adaptation to Complex Health Situations (T) 5
Electives or general education 5

Second Semester
NUR 402 Nursing: Individuals, Society and Health (T) 5
NUR 412 Nursing: Individuals, Society and Health (P) 5
Electives or general education 5
Statistics Requirement 3

Course Descriptions

NUR 163 Health of the School Age Child 3 hrs.
School health services and health education; emphasis on health promotion and prevention of health related problems. Recognition and management of common health problems of the school age child.

NUR 201 Individuals, Society, Health and Nursing (Theory) 3 hrs.
Introduction to nursing. Concepts and theories of individuals, society and health. Nursing process as the basis for promoting wellness within the health care delivery system. Prerequisites: CHM 149, CHM 150, PSY 103, and SOC 100, or equivalents; majors only; sophomore standing. Corequisite: NUR 211 or consent of department chair.

Concepts and theories of individuals, society, health, and nursing, with emphasis on the individual’s adaptation to maintain health. Prerequisites: BIO 200 (with a minimum grade of C), BIO 203 (with a minimum grade of C), PSY 304, and FCS 303, or equivalents; NUR 201, 211; majors only. Corequisite: NUR 212 or consent of department chair.

NUR 211 Individuals, Society, Health and Nursing (Practicum) 2 hrs.
Selected pre-practicum experiences correlated with theoretical content of NUR 201. Prerequisites: CHM 149, CHM 150, PSY 103, and SOC 100, or equivalents; majors only; sophomore standing. Corequisite: NUR 201 or consent of department chair.

NUR 212 The Nursing Process: Adaptation of the Individual (Practicum) 2 hrs.
Selected practicum experiences correlated with theoretical content of NUR 202. Prerequisites: BIO 200 (with a minimum grade of C), BIO 203 (with a minimum grade of C), PSY 304, and FCS 303, or equivalents; NUR 201, 211; majors only. Corequisite: NUR 202 or consent of department chair.

NUR 217 Men’s Health Issues 2 hrs.
Biological, epidemiological, psychological, and sociological aspects of men’s health. Specific preventive and health promotion activities for health problems.

NUR 219 Women and Health 3 hrs.
Basic scientific and sociological knowledge related to women’s health: social, emotional, and physiological components of selected health problems of women. Historical development of the health care system and social values as they relate to women and their health: evolution of health care today as it relates to women.

NUR 220 Alcohol: Use and Abuse 3 hrs.
Development of alcohol as the most widely-used drug. Psychological and physiological effects on the person; effect on the family and society; therapeutic approaches to alcohol abuse.

NUR 221 Substance Abuse 3 hrs.
Psychosocial and physiological impact of substance abuse on the individual, family, and society: self-awareness, culture, tolerance, withdrawal, and motivation.

NUR 233 Sexually Transmitted Diseases 3 hrs.
Common sexually transmitted diseases: social and physical factors affecting their occurrence; avoidance and treatment.

NUR 263 Introduction to Personal and Community Health 3 hrs.
Introduction to health concepts and practices which affect individuals and groups in society.

NUR 300 Conceptual Bases for Professional Nursing (Theory) 3 hrs.
Theories of nursing, professional roles, the nursing process, adaptation theory, nursing research, and societal influences on nursing and health. Prerequisites: Illinois LPN or RN licensure; consent of department chair.

NUR 301 The Nursing Process: Adaptation of the Family (Theory) 6 hrs.
Impact of multiple internal and external forces affecting the individual and the family: bio-psycho-social adaptive responses. Prerequisites: BIO 202 or equivalent (with a minimum grade of C), NUR 202, 212; majors only; junior standing. Corequisite: NUR 311 or consent of department chair; PSY 445.

NUR 302 The Nursing Process: Adaptation of the Expanding Family (Theory) 6 hrs.
Continuation of concepts begun in NUR 301, in relation to the expanding family. Prerequisites: NUR 301, 311; majors only. Corequisite: NUR 312 or consent of department chair.
NUR 303 Research in Nursing
3 hrs.
Evaluation of published nursing research and its importance to the profession. Student uses steps of the research process in writing a research proposal. Use of the computer in nursing research correlated with study of the research process. Prerequisites: ENG 101; majors only; junior standing.

NUR 310 Conceptual Bases for Professional Nursing (Laboratory)
1 hr.
Performance of a complete health assessment incorporating a health history, with faculty supervision. Prerequisites: junior standing; CPR certification; Illinois R.N. licensure; consent of department chair.

NUR 311 The Nursing Process: Adaptation of the Family (Practicum)
4 hrs.
Selected practicum experiences correlated with theoretical content of NUR 301. Prerequisites: BIO 202 or equivalent (with a minimum grade of C); NUR 202, 212; majors only; junior standing. Corequisite: NUR 301 or consent of department chair.

NUR 312 The Nursing Process: Adaptation of the Expanding Family (Practicum)
4 hrs.
Selected practicum experiences correlated with theoretical content of NUR 302. Prerequisites: NUR 301, 311; majors only. Corequisite: NUR 302 or consent of department chair.

NUR 333 International Nursing
3 hrs.
Study of nursing in another country: nursing organizations and agencies, education programs, hospitals. Seminars in comparative nursing practices in the United States.

NUR 353 Aging: A Life Experience
3 hrs.
Attitudes about the aged, historical perspectives, transcultural concepts, health problems and health care, methods of coping with growing old, and prospects for the future. Practical experiences promote examination of students’ own attitudes about the aged and growing old. Prerequisite: junior/senior standing.

NUR 372 Safety and Emergency Care
3 hrs.
Principles and techniques of emergency care for common injuries and illnesses. Environmental needs of individuals at various levels of maturity. Cardiopulmonary Resuscitation and First Aid cards awarded upon satisfactory completion.

NUR 376 Advanced Concepts in Health
3 hrs.
Complex health problems and issues in contemporary society: various concepts, models, theories, and determinants of health. Multi-disciplinary approach for application to individual and professional situations. Prerequisite: NUR 263 or consent of instructor.

NUR 391 Medical Terminology
1 hr.
Terminology used in all areas of medical and paramedical specialties. Emphasis on word building, techniques, and understanding typical medical reports.

NUR 401 The Nursing Process: Adaptation to Complex Health Situations (Theory)
5 hrs.
Emphasis on adaptation to complex health situations related to the individual, the family, and the community. Relationships of the individual and the family to health care systems, utilizing collaborative nursing roles. Prerequisites: NUR 302, 303, 312; BIO 205 (with a minimum grade of C); majors only; senior standing. Corequisite: NUR 411 or consent of department chair.

NUR 402 Nursing: Individuals, Society and Health (Theory)
5 hrs.
Professional nursing roles in effecting change. Promoting high-level wellness through health legislation, health planning, and organizations planning health services. Accountable provision of quality health care through the nursing process, research, and leadership. Prerequisites: NUR 401, 411; majors only. Corequisite: NUR 412 or consent of department chair.

NUR 405, 406 Cooperative Education in Nursing (Theory)
0-1 hrs. each
Theory for nursing care of clients in a variety of health care settings. Prerequisites: senior standing; majors only; 2.5 GPA; consent of Co-op Nursing Advisor; and successful completion of Co-op interview. Corequisites for NUR 405: NUR 401, 411, 415. Corequisites for NUR 406: NUR 402, 412, 416.

NUR 411 The Nursing Process: Adaptation to Complex Health Situations (Practicum)
5 hrs.
Selected practicum experiences correlated with theoretical content of NUR 401. Prerequisites: NUR 302, 303, 312; majors only; senior standing. Corequisite: NUR 401 or consent of department chair.

NUR 412 Nursing: Individuals, Society and Health (Practicum)
5 hrs.
Selected practicum experiences correlated with theoretical content of NUR 402. Prerequisites: NUR 401, 411; majors only. Corequisite: NUR 402 or consent of department chair.

NUR 415, 416 Cooperative Education in Nursing (Practicum)
0-2 hrs. each
In-depth practicum in a variety of health care settings, integrated with theory. Prerequisites: senior standing; majors only; 2.5 GPA; consent of Co-op Nursing Advisor; and successful completion of Co-op interview. Corequisites for NUR 415: NUR 401, 405, 411. Corequisites for NUR 416: NUR 402, 406, 412.

NUR 419, 420 Independent Studies in Nursing
1-3 hrs.
Individual study addressing special needs and interests: selected readings, observations, and conferences. Prerequisites: NUR 303; majors only; senior standing; consent of advisor and department chair.

Cross listed as CHM 391. Prerequisites: 1 year college chemistry and 1 year college biology.

NUR 419, 420 Independent Studies in Nursing
1-3 hrs.
Individual study addressing special needs and interests: selected readings, observations, and conferences. Prerequisites: NUR 303; majors only; senior standing; consent of advisor and department chair.

1999–2000 UNDERGRADUATE CATALOG
Department of Physical Therapy

FACULTY  Associate Professor Mays (Chair); Assistant Professors S. Bertram, Naylor, Strubhar, Tippett; Instructor McGehee.

The Department of Physical Therapy offers a Bachelor of Science degree in addition to a Master of Physical Therapy (M.P.T.) degree. The M.P.T. degree program will begin enrolling students in the year 2000.

Because of changing accreditation requirements, the Bachelor of Science in Physical Therapy degree program is being discontinued. The last class that may enroll in the Bachelor of Science in Physical Therapy program is the freshman class beginning the fall of 1997. The last possible graduation date for this degree is December 2001.

For more information regarding the M.P.T. degree, please refer to the graduate catalog.

Mission

The mission of the Department of Physical Therapy is to provide students with relevant and appropriate learning experiences, which are guided and facilitated by high quality instruction. The department’s faculty are committed to preparing: (1) undergraduate students to meet the challenges inherent in the health care industry, and (2) graduate students to serve as physical therapist general practitioners.

Health Science Major

The health science major provides students with an excellent preparation for a master’s degree program in physical therapy, as well as with multiple opportunities for entry-level positions in the health care industry. This is an “intercollegiate” program with classes taught by faculty from all five colleges at Bradley: Foster College of Business Administration, Slane College of Communications and Fine Arts, College of Education and Health Sciences, College of Engineering and Technology, and College of Liberal Arts and Sciences. (For course descriptions, see the catalog section for the department offering the course.)

The curriculum is designed to assist students in developing skills in communications and problem solving, acquiring knowledge and experience as health care consumers as well as future health care industry employees, and accepting responsibility for pursuing learning over a lifetime. These skills are valuable for any position students may hold in the future.

Students also select a minor or concentration related to their interests. Sample areas are biology, business, chemistry, communication, computer science, physics, psychology, and sociology.
Admission Requirements

In addition to meeting University and College of Education and Health Sciences requirements, application for admission to the health science major as a freshman requires at least:

1. three years of high school mathematics and three years of high school science (biology/physiology, chemistry, and physics are recommended);
2. ACT minimum scores of 24 in English, 24 in mathematics, and 24 composite (earned on the same examination); or SAT minimum score of 1100.

Opportunities

The faculty of the Department of Physical Therapy have worked with several hospitals to determine the qualifications they desire in applicants for certain positions. We have found that hospital administrators would like to have applicants with a general health science background as well as a specific area of concentration or minor. Sample concentrations or minors might include communications (patient manager, insurance case manager); computer science (information systems manager); business (business office, assistant to a development officer); science (research assistant); and engineering (research assistant or biomedical technician). Other minors may also serve health science majors well.

In addition, the health science major can be used as preparation for various graduate programs (e.g., physical therapy, occupational therapy, human service administration, community counseling). Graduate programs in these areas (except for occupational therapy) are offered at Bradley University.

Required Courses

**Sample Curriculum**

**Freshman Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 121, 124</td>
<td>Principles of Biology I, II</td>
<td>8 hrs.</td>
</tr>
<tr>
<td>BIO 200, 203</td>
<td>Human Anatomy and Physiology (with lab)</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>BIO 205 Pathobiology</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>CHM 161, 166</td>
<td>General Chemistry I, II</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>MTH 115 or 121</td>
<td>Calculus I</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>PHY 107, 108</td>
<td>General Physics I (Gen. Ed. FS)</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>ELH 510 Statistical Procedures OR</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSY 205 Quantitative Methods</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>FCS 303 Nutrition</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ELH 370, 375</td>
<td>Human Relations Development (with lab)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HS 110</td>
<td>Introduction to Health Science</td>
<td>1 hr.</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 124 Principles of Biology II</td>
<td></td>
<td>4 hrs.</td>
</tr>
<tr>
<td>CHM 166 General Chemistry II</td>
<td></td>
<td>5 hrs.</td>
</tr>
<tr>
<td>ENG 101 English Composition (Gen. Ed. C1)</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SOC 100 The Sociological Perspective (Gen. Ed. SP)</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HS/FCS 220 Consumer Issues in Health Care</td>
<td></td>
<td>3 hrs.</td>
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</table>

**Sophomore Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100 Contemporary Business</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PHY 107 General Physics I (Gen. Ed. FS)</td>
<td></td>
<td>4 hrs.</td>
</tr>
<tr>
<td>NUR 217 Men's Health Issues OR</td>
<td></td>
<td>2-3 hrs.</td>
</tr>
<tr>
<td>PSI 303 Principles of Psychology</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Gen Ed (FA)</td>
<td></td>
<td>3 hrs.</td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 108 General Physics II</td>
<td></td>
<td>4 hrs.</td>
</tr>
<tr>
<td>ELH 510 Statistical Procedures OR</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>PSY 205 Quantitative Methods</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Gen Ed (SF)</td>
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<td>3 hrs.</td>
</tr>
<tr>
<td>PHL 102 Logic</td>
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<td>3 hrs.</td>
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<tr>
<td>Gen Ed (WC)</td>
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<td>3 hrs.</td>
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**Junior Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Courses</td>
<td></td>
<td>6 hrs.</td>
</tr>
<tr>
<td>HS 320 Integration of Science and Physical Therapy</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Gen Ed (C2)</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIO 200 Human Anatomy and Physiology</td>
<td></td>
<td>3 hrs.</td>
</tr>
<tr>
<td>BIO 203 Human Anatomy and Physiology Lab</td>
<td></td>
<td>2 hrs.</td>
</tr>
</tbody>
</table>

**Senior Year**

At least 124 credit hours are required for the bachelor’s degree, with at least 40 credit hours at the 300 level or above. Students must also meet University general education requirements.

Health science majors are required to take a minor or a 12-hour academic concentration, chosen in consultation with advisors in the physical therapy department and the minor/concentration department.

1999–2000 UNDERGRADUATE CATALOG
Spring Semester
Minor Courses .............................................. 6 hrs.
Gen Ed (NW) ................................................... 3 hrs.
BIO 205 Pathophysiology .................................. 3 hrs.
FCS 303 Nutrition .......................................... 3 hrs.

Senior Year
Fall Semester
Minor Courses .............................................. 6 hrs.
HS/ETE 402 Educational Methods, Strategies, and Evaluation Techniques .................... 3 hrs.
HS 410 Motion Analysis .................................... 3 hrs.
Elective ....................................................... 3 hrs.

Spring Semester
Minor Course .................................................. 3 hrs.
ELH 370 Human Relations Development .......... 2 hrs.
ELH 375 Human Relations Development Lab ...... 1 hr.
HS 460 Basic Science of Human Movement .......... 3 hrs.
Elective ....................................................... 3 hrs.
Gen Ed (HL or HP) ........................................... 3 hrs.

HS 402 Educational Methods, Strategies, and Evaluation Techniques ........................... 3 hrs.
HS 410 Motion Analysis .................................... 3 hrs.

Course Descriptions
HS 110 Introduction to Health Science
1 hr.
Health care professions, terminology, concepts in health science, and basic knowledge and skills of those in health science. Prerequisite: HS major or consent of Department Chair.

HS 220 Consumer Issues in Health Care
3 hrs.
Possible care obtained, level of health care, and how to access care for persons from birth to death. Cross listed as FCS 220. Prerequisite: HS 110 and HS major or consent of a crosslisted Department Chair (PT, FCS).

HS 320 Integration of Science and Physical Therapy
2 hrs.
How the basic sciences relate to health sciences. Emphasis on basic science applications in the field of physical therapy. Prerequisites: BIO 123, 124; CHM 161, 166; PHY 107, 108; HS major or consent of Department Chair.

HS 402 Educational Methods, Strategies, and Evaluation Techniques
3 hrs.
Designed to increase theoretical knowledge and practical skill for teaching persons with different learning styles. Classroom experiences include a focus on methods, strategies, and evaluation techniques to meet different learning styles. Cross listed as ETE 402. Prerequisite: HS or ETE major or consent of instructor.

HS 410 Motion Analysis
3 hrs.
Motion analysis from several engineering points of view and from a physical therapy perspective. Prerequisite: HS major; HS 320; or consent of PT Department Chair.

HS 460 Basic Science of Human Movement
3 hrs.
Basic science principles and functional applications that govern function of normal musculoskeletal system. Prerequisite: HS major; HS 410; or consent of PT Department Chair.

Physical Therapy Major
The purpose of the Bachelor of Science in Physical Therapy degree program is to prepare graduates for entry into the general practice of physical therapy. The student will complete two years of foundation courses in science, mathematics and general studies, followed by two years and three summers of professional courses. The curriculum is designed to develop skills in communications, to promote problem-solving, to gain knowledge and experience in evaluating and treating persons, to prevent disability and promote ability and independence in those persons with physical disability, and to prepare graduates for a life-long pursuit of knowledge and personal and professional growth.

Because of changing accreditation requirements, the Bachelor of Science in Physical Therapy program will be discontinued. The last class that may enroll in the Bachelor of Science in Physical Therapy degree is the freshman class beginning the fall of 1997. The last possible graduation date for this degree is December 2001. The Bachelor of Science in Physical Therapy has been replaced with a Master of Physical Therapy degree beginning in the year 2000. If you have any questions, please contact the Office of Enrollment Management or the Department of Physical Therapy.

Admission
In addition to meeting University and College of Education and Health Sciences requirements, application for admission to the physical therapy major as a freshman requires the following: 1) three years of high school mathematics and science (biology/physiology, chemistry, and physics are recommended); and 2) ACT minimum scores of 24 in English, 24 in mathematics, and 24 composite, or SAT minimum score of 1100.

For a physical therapy major to continue into the professional phase of the curriculum the following must be achieved:
1) complete all courses outlined in the first 4 semesters of the TYPICAL CURRICULUM;
2) have a minimum 3.0 GPA for mathematics and science courses by the end of the fall semester of the sophomore year;
3) have a minimum of 3.0 GPA for all coursework;
4) have no grade lower than a “C” in a required course;
5) complete an application, demonstrating knowledge of physical therapy, effective and accurate writing skills, leadership, and the ability to work with others, dependability, and consistency of being prepared for class.

For a transfer student the same criteria used to advance a physical therapy major student into the professional curriculum are required to be considered for
acceptance into the professional phase of the program. In addition, the transfer student must have the same ACT/ SAT scores (GRE scores may be used if at least a senior college student). A 10 year limitation of transfer credit will be imposed on courses in chemistry, physics and biological sciences. Transfer students having the above criteria will be considered for the professional program as long as space remains in the class.

Continuation in the professional phase of the curriculum requires maintaining a 3.0 GPA and receiving a minimum grade of "C" in any physical therapy course. (Detailed information will be available in the Physical Therapy Student Handbook.)

Additional Requirements

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

1. liability insurance (renewable annually).
2. immunity to rubeola (measles) by one of the following:
   a. a rubeola (measles) immunization received in 1990 or later, or
   b. written verification from a physician of having had the disease, or
   c. a birth date prior to 1957.
3. immunity to rubella (German measles) by one of the following:
   a. written verification of having had the immunization, or
   b. written verification of rubella titer greater than 1:10.
4. immunity to hepatitis B virus.
5. tuberculin test results (renewable annually).
6. CPR certification (renewable annually).

Student membership in the American Physical Therapy Association is recommended.

Students majoring in physical therapy pursue the following coursework:

Typical Curriculum

Freshman Year

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 103 The Oral Communication Process</td>
<td>3</td>
</tr>
<tr>
<td>CHM 161 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIO 123 Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 115 Techniques of Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PT 100 Introduction to Physical Therapy</td>
<td>1</td>
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<td>TOTAL</td>
<td>16</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>CHM 151 Fundamentals of Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHM 152 Fundamentals of Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHM 153 Organic-Biochemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
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</table>

BIO 124 Principles of Biology II ............ 4
ENG 101 English Composition .................. 3
Gen. Ed. – Social Forces ...................... 3

Sophomore Year

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 200 Human Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 203 Human Anatomy &amp; Physiology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHY 107 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 103 Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Gen. Ed. – Human Values</td>
<td>3</td>
</tr>
<tr>
<td>PHL 347 Ethics, (Ethics, is highly recommended.)</td>
<td>3</td>
</tr>
<tr>
<td>Gen. Ed. – Non Western Civilization</td>
<td>3</td>
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<td>TOTAL</td>
<td>15</td>
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January Interim

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 300, 301, 304, 305, or 306 Advanced Writing</td>
<td>3</td>
</tr>
<tr>
<td>(ENG 305, Technical Writing, is highly recommended.)</td>
<td></td>
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</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 108 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CHM/NUR 391 Intro to Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>Gen. Ed. – Social Forces</td>
<td>3</td>
</tr>
<tr>
<td>Gen. Ed. – Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>CIV 100 Gen. Ed. Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Gen. Ed. – Computer Usage</td>
<td>1</td>
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<td>TOTAL</td>
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Professional Coursework

Summer

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PT 310 Human Gross Anatomy</td>
<td>6</td>
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<tr>
<td>PT 315 Functional Anatomy</td>
<td>3</td>
</tr>
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<td>TOTAL</td>
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Junior Year

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 320 Human Neuroanatomy &amp; Neurophysiology</td>
<td>4</td>
</tr>
<tr>
<td>PT 325 Evaluation Procedures I</td>
<td>3</td>
</tr>
<tr>
<td>PT 330 Physical Therapy Theory and Procedures I</td>
<td>3</td>
</tr>
<tr>
<td>PT 335 Teaching and Learning Theory in Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PT 340 Medical Science I</td>
<td>3</td>
</tr>
<tr>
<td>PT 345 Therapeutic Exercise</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 350 Physical Therapy Theory and Procedures II</td>
<td>3</td>
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<tr>
<td>PT 355 Orthopaedic Evaluation and Program Planning</td>
<td>3</td>
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<tr>
<td>PT 360 Evaluation Procedures II</td>
<td>3</td>
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<tr>
<td>PT 365 Medical Science II</td>
<td>3</td>
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<tr>
<td>PT 370 Pharmacology</td>
<td>3</td>
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<tr>
<td>PT 380 Introduction to Research in Physical Therapy</td>
<td>3</td>
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<td>TOTAL</td>
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1999–2000 UNDERGRADUATE CATALOG
EDUCATION AND HEALTH SCIENCES

Summer
PT 390 Clinical Education I ......................... 1-2
PT 395 Clinical Education II ......................... 1-2

2-4

Senior Year
First Semester
PT 405 Cardiovascular, Pulmonary, Metabolic, & Soft Tissue Evaluation & Program Planning .... 3
PT 410 Growth & Development in Physical Therapy ... 3
PT 415 Neurologic Rehabilitation ..................... 5
PT 445 Research Project .................................. 2
PT 505 Health Care Policies and Resources ........... 2

T5

Second Semester
PT 510 Professional Issues ......................... 2
PT 460 Physical Therapy Management ................. 3
PT 515 Physical Therapy Differential Diagnosis .... 3
PT 470 Clinical Education III ....................... 4-5

12-13

Summer
PT 480 Clinical Education IV ........................ 4-5
PT 490 Clinical Education V ........................... 4-5

8-10

First two years of education ............................ 67
Professional phase of education ......................... 83-88
Total Hours ............................................. 150-155

Course Descriptions

PT 100 Introduction to Physical Therapy
1 hr.
The roles of physical therapists and how they function
with other health professionals in various settings.

PT 310 Human Gross Anatomy
6 hrs.
Dissection of a human cadaver; skeletal, muscular,
circulatory, and nervous systems, and other structures.
Prerequisites: BIO 121, 122 (with lab); consent of
department chair.

PT 315 Functional Anatomy
3 hrs.
Application of anatomy to daily functions of the human
body. Co-requisite: PT 310 or consent of department
chair.

PT 320 Human Neuroanatomy & Neurophysiology
4 hrs.
Principles of membrane biophysics, cellular
neurophysiology, systems neurophysiology, and human
neuroanatomy. Includes lab to dissect and study
preserved nervous system material. Prerequisites: BIO
121, 122 (with lab); PT 310, 315.

PT 325 Evaluation Procedures I
3 hrs.
Basic physical therapy evaluation procedures including
posture, range of motion, flexibility, muscle strength, and
gait. Prerequisite: PT 315.

PT 330 Physical Therapy Theory & Procedures I
3 hrs.
Cryotherapy, thermotherapy, and other physical therapy
theory and procedures are studied and practiced.
Prerequisite: PT 315.

PT 335 Teaching & Learning Theory in Physical
Therapy
3 hrs.
Discussion and application of teaching and learning
theories related to classroom and clinical settings; student
clinical education, staff inservice, and patient education.
Prerequisite: consent of department chair.

PT 340 Medical Science I
3 hrs.
Disease, injury, and birth defects and their effects on
human beings; anatomical and physiologic pathologies,
assessment, and medical approach to health care and
prevention measures. Prerequisite: PT 320.

PT 345 Therapeutic Exercise
3 hrs.
Basic exercises for prevention and treatment of
disabilities; procedures to increase the range of motion,
strength, endurance, and function; study and practice.
Prerequisite: PT 315.

PT 350 Physical Therapy Theory & Procedures II
3 hrs.
Electrotherapy and evaluative theory and procedures;
study and practice. Prerequisite: PT 320.

PT 355 Orthopaedic Evaluation & Program Planning
3 hrs.
Acute and long-term diagnoses will be presented with the
student applying appropriate evaluations and developing
appropriate treatments for each diagnosis discussed.
Prerequisites: PT 325, 330, 340, 345.

PT 360 Evaluation Procedures II
3 hrs.
Peripheral and central nervous system sensory and motor
evaluations used for persons with neurologic
disturbances. Prerequisites: PT 320, 325.

PT 365 Medical Science II
3 hrs.
Continuation of PT 340. Prerequisite: PT 340.

PT 370 Pharmacology
3 hrs.
Mechanisms of action of current medications used for
care of muscular, nervous, cardiac, pulmonary,
dermatologic, and other systems disturbed by disease,
trauma, birth defects, or other causes. Prerequisites: PT
310, 320.

PT 380 Introduction to Research in Physical Therapy
3-4 hrs.
Critical analysis of journal articles and development of a
research proposal in physical therapy. Prerequisite:
consent of department chair.

PT 390 Clinical Education I
1-2 hrs.
Introductory full-time supervised clinical experience
using communication, teaching, and interpersonal skills.
Opportunity to apply basic physical therapy procedures
and to begin professional socialization. Pass/Fail.
Prerequisite: consent of department chair.
PT 395  Clinical Education II
1-2 hrs.
Continuation of the content in PT 390, in a different setting. Pass/Fail. Prerequisite: consent of department chair.

PT 405  Cardiovascular, Pulmonary, Metabolic & Soft Tissue Evaluation and Program Planning
3 hrs.
Acute and long-term diagnoses will be presented with the student applying appropriate evaluations and developing appropriate treatments for each diagnosis studied. Prerequisite: consent of department chair.

PT 410  Growth & Development in Physical Therapy
3 hrs.
Anatomical and physiological characteristics from infancy to aged adult. Evaluations of developmental sequence, balance, motor control, and other reflex and higher level functions. Planning of treatments from evaluation findings. Prerequisite: consent of department chair.

PT 415  Neurologic Rehabilitation
5 hrs.
Evaluations, equipment ordering, and program planning for spinal cord injury, head trauma, cerebral vascular accident, neurologic, and neuromuscular patients. Prerequisite: consent of department chair.

PT 445  Research Project
2-4 hrs.
Carry out the project proposed in PT 380. A second semester may be needed to complete the project. Prerequisite: PT 380.

PT 460  Physical Therapy Management
3 hrs.
Administrative, managerial, and supervisory responsibilities in physical therapy. Prerequisite: consent of department chair.

PT 470  Clinical Education III
4-5 hrs.
Advanced, full-time, supervised clinical experience offering the opportunity for continued development of clinical management patients in one of a variety of clinical settings. Continued professional socialization and growth. Pass/Fail. Prerequisite: consent of department chair.

PT 480  Clinical Education IV
4-5 hrs.
Continuation of concepts begun in PT 470, in a different setting. Pass/Fail. Prerequisite: consent of department chair.

PT 490  Clinical Education V
4-5 hrs.
Continuation of concepts begun in PT 470, in a different setting. Pass/Fail. Prerequisite: consent of department chair.

PT 505  Health Care Policies and Resources
2 hrs.
Policies and resources in health care as they relate to the physical therapist's practice and patient's needs. Prerequisite: consent of department chair.

PT 510  Professional Issues
2 hrs.
Current professional topics including ethical and legislative issues. Prerequisite: consent of department chair.

PT 515  Physical Therapy Differential Diagnosis
3 hrs.
Comparing physical and subjective findings of several diagnoses identifying the differential characteristics and relating to the evaluations required to make the differential diagnosis. Prerequisite: consent of dept. chair.