The mission of the College of Education and Health Sciences is to prepare professionals who are uniquely qualified for useful and productive service that promotes the intelligent use of human resources and fosters individual development over the life span. Presently, the College provides its students with distinctive professional programs and the support environment that will aid in preparing them for future responsibility and desired leadership roles as counselors, educators, specialists in family and consumer sciences, nurses, physical therapists, other health care specialists, and administrators within these disciplines.

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 Education Requirements

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

**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.

**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.

**Science and Technology**
6 semester hours. Courses must be selected from an approved list of basic science courses and a list of technology related courses.

Each general studies course selection must be selected in consultation with the student’s academic advisor.
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 .................................................. 1
NUR 376 Advanced Concepts in Health .................................................. 3
NUR 376 Advanced Concepts in Health .................................................. 3

Group A. School-Aged Child Area of Interest
Select a minimum of 9 hours from the following courses:
BIO 202 Microbiology and Immunology .................................................. 4
** NUR 163 The School Age Child .................................................. 3
NUR 220 Alcohol: Use and Abuse .................................................. 3
NUR 221 Substance Abuse .................................................. 3
NUR 233 Sexually Transmitted Diseases .................................................. 1
NUR 376 Advanced Concepts in Health .................................................. 3

Group B. Adult and/or Aging Area of Interest
Select a minimum of 9 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 376 Advanced Concepts in Health .................................................. 3
*** NUR 314 Adult Development and Aging .................................................. 3
SOC 341 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 219 Women and Health .................................................. 3
** NUR 376 Advanced Concepts in Health .................................................. 3
SOC 341 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 employment or have part-time 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. (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

* Required for the group.
** Required for the group.
*** Either one of the two is required for the group.

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.

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

Family and Consumer Sciences
Mathematics
* Physics
* Psychology
Social Studies
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
Learning Behavior Specialist I — LBS I
Learning Behavior Specialist I - Elementary Education — LBS I-ELED

Administration
General Administrative

School Service Personnel
Guidance
Graduate
For other graduate programs see the graduate catalog.

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 (C & I—LBS-1)
• Leadership in Educational Administration
• Leadership in Human Service Administration
• Human Development Counseling
• Nursing Administration
• Nurse Administered Anesthesia
• Physical Therapy

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.

The Department of Physical Therapy and Health Science offers a Master of Physical Therapy (M.P.T.) degree program. Please consult the graduate catalog for further information.

Although the Department of Family and Consumer Sciences does not offer a graduate program, the department offers 500-level courses.
Department of Educational Leadership and Human Development

Approved by the Illinois State Board of Education (ISBE).

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

FACULTY Professor Russell-Chapin; Associate Professors Davison Avilés, Rybak, Sherman; Assistant Professors Buchko, Hatfield, Miller, Skaggs, Tripses (chair).

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 310**  Statistical Procedures in Health Sciences  
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 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 580**  Financial Leadership in Human Service Administration  
3 hrs.  
Provides students with a comprehensive overview of financial management related to human service organizations. Topics include various budgeting systems and other financial management tools; service costing and the linking of costs to performance measures; fee setting; and government contracting.

**ELH 582**  Grant Writing in Human Service Administration  
2 hrs.  
This course is designed to provide an introduction to grant writing and methods for writing grant proposals. Students will learn to critique, research, and write grant proposals. Emphasis will be placed upon organization of a grant writing campaign and preparation of a complete proposal package.

**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 Schedule of Classes. 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

Approved by the Illinois State Board of Education (ISBE).

Accredited by the National Council for Accreditation of Teacher Education (NCATE), Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), National Association of Schools of Art and Design (NASAD), National Association of Schools of Music (NASM), National Council for the Social Studies (NCSS), National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA).

FACULTY Professors Finson (chair), Kasambira, Sattler (dean); Associate Professors Graham, Grant, Johnson, Manos, Mullen, Robinson, Templeton, Wan, Westfall, Wolfe; Assistant Professors Britner, Lee, Pardeeck, Sloan.

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 their responsibility as professional educators; 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 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. The requirements and standards for each of the areas in Teacher Education are for students graduating before July 2003.

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

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, 300-308, 311, 312) .......................................................... 3
Fine Arts (ART, MUS, or THE) ............................. 3
Human Values-Literature ...................................... 3
*Non-Western Civilization .................................. 3
*Human Values - Philosophical .......................... 3

*One of these at junior-senior level.

Social Sciences

American Government (PLS 105) ......................... 3
Western Civilization (CIV 100) .......................... 3
PSY 103 or 104 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 311 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, 300-308, 311, 312) .......................................................... 3
Fine Arts (ART, MUS, or THE) ............................. 3
*Human Values - Literature .................................. 3
*Non-Western Civilization .................................. 3
*Human Values - Philosophical .......................... 3

*One of these at junior-senior level.

Social Science

American Government (PLS 105) ......................... 3
Western Civilization (CIV 100) .......................... 3
PSY 104 ......................................................... 3

BRADLEY UNIVERSITY
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 Development of Early Adolescent (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 Methods of Teaching Social Studies ............... 2
ETE 336 Methods of Teaching Science ......................... 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

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 Development of the Early Adolescent ............ 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 gradepoint average is a minimum of 2.50. Students wishing to enter one of the secondary education programs must also have a minimum gradepoint average of 2.50 in their major and 2.5 in education courses.

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 104 Principles of Psychology ................................ 3
CIV 100 Western Civilization ................................... 3
American history .................................................... 3
Non-Western Civilization ........................................ 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
Fine arts .................................................................. 3
Non-Western Civilization ........................................ 3
Human Values-Literature ........................................ 3
Human Values-Philosophical ................................... 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 ........................................ 3
Human Values-Literature ........................................ 3
Human Values-Philosophical ................................... 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

*one of these at Jr.-Sr. level
LAS Major — General Science

Biological science (BIO 121, 125 or BIO 122, 126) ........................................ 4
Geological science (GES 101, 102 or 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.) ......................................................... 33

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. Students must maintain at least a 2.5 grade point average in math courses to advance in the middle school math major. This GPA requirement in math is in addition to other GPA requirements for students in elementary education.

MTH 111 Elementary Statistics ................................................................. 3
ETE 107 Math for Teachers ................................................................. 3
ETE 227 Development of the Early Adolescent .................. 3
ETE 228 Strategies for Middle School ........................................... 3
ETE 339 Methods of Teaching Mathematics ............................ 3
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 105 Finite Mathematics ................................................................. 3
MTH 109 or 112 .................................................................................. 3-4
MTH 115 or 121 .................................................................................. 4
MTH 120 Discrete Mathematics ............................................................... 3
MTH 190 Topics in Mathematics for Middle School Teachers ......................... 3
MTH 300 Topics: Geometry ................................................................. 3
MTH 300 Topics: History of Mathematics ........................................... 3
MTH 300 Topics: Algebra/Number Theory ........................................... 3

43-46

A minimum 2.50 GPA is required in all mathematics courses.

Additional LAS Requirements

In addition to the University requirements, students must satisfy the following College of Liberal Arts and Sciences requirements, which are concurrent (not cumulative):

1. A minimum of 64 semesters hours of credit (toward the 124 required for graduation) in courses offered in the College of Liberal Arts and Sciences. A maximum of 6 hours in art, journalism, communication (except COM 103), and theatre may be included in the 64 hours. Likewise, a maximum of 6 hours in economics and family and consumer sciences may be included in the 64 hours. Thus, a maximum of 12 hours from among certain courses offered outside the College may be counted toward the 64 hours.

2. A minimum of 18 semester hours credit (toward the 40 required for graduation) in courses numbered 300 or above offered by the College of Liberal Arts and Sciences.

3. A second course in the human values category of the University general education requirements. Thus, each CLAS major must have credit for two human values courses — one in philosophical analysis and the other in literary analysis.

4. Students must have a grade point average exceeding 2.00 in all courses numbered 200 or above in the content area.

Secondary Education
(grades 6-12)

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

Secondary (6-12):
Art
Family and Consumer
Biology
Sciences
Chemistry
Mathematics
Earth Science (Geological Sci.)
Physics
English
Psychology
French
Social Studies
German
Spanish
History
Speech/Theatre

* These programs require a second teaching field. While a specific second teaching field is suggested for each program, students may select a second field of their choice. Students must consult with advisors for specific requirements for the second teaching field.

Special K-12
Art
Music

Special Education K-12
Learning Behavior Specialist (LBS I)
LBS I/Elementary Education

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 English Composition ................................................................. 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

**Humanities**
- American History (HIS 201, 203, 204, 300-308, 311, 312) ......................................................... 3
- Fine Arts (ART, MUS, or THE) ............................................................................. 3
- **Nonwestern Civilization** .................................................................................. 3
- **Elective (restricted)** .......................................................................................... 3

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

**Other**
- ETE 100 Technology Applications ............................................................... 1
- Health/Physical Development ............................................................................ 3

**Total General Education**

50-53

**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 Development of the Early Adolescent (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

**Special Methods:**
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 378 Methods of Teaching Family and Consumer Sciences .......................... 2
- ETE 379 Novice Teaching in Secondary School ................................................. 2
- ETE 499 Student Teaching in the Secondary School ......................................... 10 or 13

**Total**

34-44

**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 English 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, 300-308, 311, 312) ................................. 3
- Fine Arts (ART, MUS, or THE) .......................................................................... 3
- English (Gen. Ed. literature course) ................................................................. 3
- Non-Western Civilization ................................................................................. 3
- Elective .............................................................................................................. 3

**Social Science**
- American Government (PLS 105) ............................................................. 3
- Western Civilization (CIV 100) ................................................................. 3
- Elective (PSY 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

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*One of these must satisfy FS requirement.
**One of these must satisfy HL or HP; LAS majors must satisfy both HL and HP.
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 ........................ 1
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

CC/Music Teaching
ENG 101 English 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, 300-308) .......................... 3
Fine Arts (ART, MUS, or THE) .................................................... 3
English (Gen.Ed. literature course) ........................................... 3
Non-Western Civilization .......................................................... 3
Elective .................................................................................. 3

Social Science

American Government (PLS 105) ................................................. 3
Western Civilization (CIV 100) .................................................... 3
Elective (PSY 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

* One of these must satisfy FS requirement.

Special Education
(ages 3-21)

Students in special education have the option of majoring in the Learning Behavior Specialist I (LBS I) program or the Learning Behavior Specialist I - Elementary Education (LBS I - ELED) program.

Upon graduation the special education major is eligible for State of Illinois teacher certification as a special education teacher (Ages 3-21) with an endorsement in LBS I. Students majoring in special education and elementary education will be eligible for State of Illinois teacher certification as a special and elementary educator.

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 understand the philosophical, historical, and legal foundations of special education.
3. To comprehend how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provide opportunities that support the intellectual, social, and personal development of all students (ages 3-21).
4. To know the educational assessment process and use various assessment strategies to support the continuous development of all students, ages 3-21.
5. To create instructional opportunities that are adapted to diverse learners and learning styles and are based on knowledge of the discipline, student, community, and curriculum goals.
6. To motivate individuals and groups to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. To understand the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).
8. To use knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students.

9. To conceive teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students learning and well-being.

10. To become reflective practitioners who continually evaluate how choices and actions affect students, parents, and other professionals in the learning community and actively seek opportunities to grow professionally.

General Education Requirements

Communication Skills
COM 103 The Oral Communication Process ............... 3
ENG 101 English Composition .................................... 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

Humanities
Fine Arts (ART, MUS, or THE) ................................. 3
English (may use Gen. Ed. literature course) ............... 3
Non-Western Civilization ............................................ 3

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

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

TOTAL 45

Professional Education Requirements

Professional Education Component
ETE 115 Schools and Schooling in American Society ... 3
ETE 116 Field Experience - Schools & Schooling in American Society ........................................... 1
ETE 205 Effective Teaching Strategies ........................ 3
ETE 225 Human Development ................................... 3
ETE 280 Exploring Diversity: Learners, Families, and Communities ................................................. 3
ETE 325 Introduction to Teaching Reading .................. 3
ETE 335 Methods of Teaching Social Studies ............. 3
ETE 336 Methods of Teaching Science ...................... 3
ETE 339 Methods of Teaching Mathematics .............. 3
ETE 353 Teaching Language Arts in Elementary Grades . 3

TOTAL 29

Special Education
ETE 234 Language Development ............................... 3
ETE 342 Guiding Learners and Developing Classroom Communities .................................................. 3
ETE 345 American Sign Language (optional) .............. 3
ETE 401 Secondary Special Education ....................... 3

TOTAL 6

Learning Behavior Specialist I
ETE 329 Characteristics of Emotional and Learning Disabilities ......................................................... 3
ETE 330 Curriculum Adaptations for Learners with Exceptionalities ............................... 3
ETE 391 Methods for Teaching the Developmentally Disabled .......................................................... 3
ETE 392 or ETE 306 Novice Teaching for LBS I or PreK-8 .............................................................. 3
ETE 396 Student Teaching for LBS I ....................... 10-13

TOTAL 35

Grand total for LBS I major 124

Learning Behavior Specialist I - Elementary Education (LBS I - ELED) Option

Students can choose to take either Humanities-Lit (HL) or Humanities-Phil (HP)

ETE 108 or Science Elective ....................................... 3
ETE 260 Children's Literature .................................... 3
ETE 392 or ETE 306 Novice Teaching for LBS I or PreK-8 .............................................................. 4

TOTAL 79

Special Requirement: For students who choose ETE 306 Novice Teaching PreK-8, field experiences in ETE 116 and ETE 225 must be completed in special education settings, For students who choose ETE 392 Novice Teaching for LBS I, field experiences in ETE 116 and ETE 225 must be completed in elementary education settings.

ETE 496 Student Teaching for LBS I ....................... 10-13
ETE 498 Student Teaching PreK-8 ............................ 6

TOTAL 35

Grand total for LBS I - ELED major 130

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

2003-2004 UNDERGRADUATE CATALOG
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 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 220 Field Experiences
1-4 hrs.
25 clock hours of directed observations per semester hour. These field experiences may be used to meet the requirements for students majoring in early childhood, elementary, special or secondary education. Pass/Fail. May be repeated for a maximum of 4 hours. Prerequisites: Consent of instructor and department chair.

ETE 222 Gifted Education in American Schools: Foundations and Future
3 hrs.
Philosophy, concepts and testing procedures in gifted education. Students will investigate legal issues and programmatic evaluation for gifted education programs. Additionally, materials, curriculum design, and classroom methods will be introduced. The gifted learner’s cognitive, socio-emotional, and talent development will be explored.

ETE 223 Gifted Education in American Schools: Practicum
3 hrs.
Field experience in gifted education grades K-9; 20 clock hours in Bradley University Gifted and Talented Summer Institute. In addition 16 hours of in-class instruction of materials and strategies unique to gifted learners will be required. Pass/fail. Prerequisite: ETE 222

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 Development of the Early Adolescent
3 hrs.
Physiological, psychological, and social/emotional characteristics and needs of the early adolescent (ages 11-15). Implications for the middle school teacher. Issues-based, problem-solving format. Prerequisite: ETE 225.

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.
Providing developmentally and culturally appropriate activities to infants and young children with special needs. 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 contextualized application of phonemic, graphemic, morphemic, and syntactical concepts, that facilitate the emergence of literacy. Prerequisite: advancement to degree candidacy in the department.

ETE 304 Early Childhood Novice Teaching
4 hrs.

ETE 306 Novice Teaching
4 hrs.

ETE 320 Practicum in Education
1-4 hrs.
Supervised field experience that includes planning and teaching lessons in appropriate school settings. Pass/Fail. May be repeated for a maximum of 6 hours. Prerequisites: Advancement to degree candidacy and consent of instructor and department chair.

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 Emotional and Learning Disabilities
3 hrs.
Characteristics of learners with emotional and learning disabilities. Theorists and models used in the field of emotional and learning disabilities. Current literature: DMS IV TR, identification and placement, educational programming, and available resources for learners with mild to moderate emotional and learning disabilities. Current legislation and new perspectives on mental well-being of learners. Prerequisites: PSY 104 or equivalent; advancement to candidacy in the department.

ETE 329 Methods for Emotional and Learning Disabilities
3 hrs.
Methods and techniques for use with children and adolescents with emotional and learning disabilities in elementary, secondary and special education classrooms (ages 3-21). Helping process, communication skills, and interpersonal skills are covered. Emphasis on analysis of classroom situations and application of theories and educational techniques to create positive learning environments for learners with mild to moderate emotional and learning disabilities. To ensure that students will become educational leaders and informed decision makers, teaching strategies in basic skills, metacognition, study skills, and social skills will be addressed. Prerequisites: PSY 104; advancement to degree candidacy in the department.

ETE 330 Curricular Adaptations for Learners with Exceptionalities
3 hrs.
The purpose of this course is to facilitate student knowledge and performance as they relate to developing and adapting curriculum materials for learners with various exceptionalities. These exceptionalities include, but are not limited to, issues associated with learning disabilities, developmental disabilities, emotional/behavioral disorders, physical and health impairments, traumatic brain injury, and cultural barriers. Prerequisites: ETE 327 and ETE 328 or ETE 390 and ETE 391 or consent of instructor.

ETE 331 Assistive Technology for Individuals with Special Needs
3 hrs.
This course addresses the assistive technology evaluation, selection, and application process for individuals with disabilities in school, the workplace, and the community. Emphasis is placed on assessment of the individual, environment, and tasks required of the individual prior to evaluation of technologies and adaptations that enable the individual to function as fully as possible in daily life.

ETE 335 Methods of Teaching Social Studies
3 hrs.
Content and methods of teaching social studies in the elementary grades. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 306, 336, 339, 342, 353.
**ETE 336 Methods of Teaching Science**  
3 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, 335, 339, 342, 353.

**ETE 339 Methods of Teaching Mathematics**  
3 hrs.  
Emphasis on teaching strategies, materials, and organizational plans related to the K-9 mathematics curriculum. Focus on active involvement of students in the learning process. Prerequisites: ETE 107; advancement to degree candidacy in the department. Corequisites: ETE 306, 335, 336, 342, 353.

**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 345 American Sign Language**  
3 hrs.  
This course is designed to give students a general introduction to American sign language and to provide students with information regarding the culture of the deaf. Students will learn finger spelling and signing skills which will enable them to sign at a conversational level both receptively (seeing and understanding) and expressively (signing). Does not count toward B.A. language requirement.

**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 Schedule of Classes. 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 355 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 356 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.

**ETE 357 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, motivational strategies, microteaching, reading diagnostic techniques, 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.

ETE 378 Methods of Teaching Family and Consumer Sciences
2 hrs.
Content and pedagogy of secondary-school family and consumer sciences. Designing and implementing instruction and curriculum using a variety of approaches including project-based family and consumer sciences. 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: 379.

ETE 379 Novice Teaching in the Secondary School
2 hrs.
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. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 351.

ETE 381 Field Experience in Secondary Music Teaching
1 hr.

ETE 390 Characteristics of Developmental Disabilities
3 hrs.
Mental retardation and developmental disabilities, autism, traumatic brain injury, orthopedic, or other health impairments from educational, medical, and sociological perspectives. Continuum from mild to severe/profound; impact of degree of disability on all aspects of learning and life adjustment. Prerequisites: advancement to degree candidacy in the department.

ETE 391 Methods for Teaching the Developmentally Disabled
3 hrs.
Strategies for planning and teaching groups or individual students with exceptionalities (i.e. mental retardation, autism, traumatic brain injury, orthopedic, or other health impairments). Emphasis on development of Individualized Education Programs, assessment, curriculum in the psychomotor, cognitive, and affective domains, transition planning, and adaptations for inclusion. Prerequisites: advancement to degree candidacy in the department.

ETE 392 Novice Teaching for LBS I
4 hrs.
Supervised teaching experience in special education setting. Majors required to spend 5 days per week for 5 weeks in a Learning Behavior Specialist I classroom. Pass/Fail. Prerequisite: Advancement to degree candidacy in the department.
ETE 401 Secondary Special Education
3 hrs.
Skills to plan, implement, and evaluate educational programs for early and later adolescent students needing special education services in middle, junior, or high school situations. Emphasis on a developmentally sequenced planned curriculum, including basic academic skills, prevocational and vocational skills, as well as work study programs. Current issues and trends: inclusion of the middle, junior, or high school student in the least restrictive environment, life planning, consumer education, personal and social adjustment, appropriate individualized instruction, secondary group instruction, and independent living skills. Prerequisite: 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. Cross listed 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 for LBS I
10-13 hrs.
Teaching experience in a Learning Behavior Specialist I classroom. Teacher responsibilities: long-term planning, facilitating small and large group learning. Self-reflection with a focus on professional growth and completion of professional teaching portfolio. Weekly seminar. Pass/Fail. Prerequisites: Advancement to degree candidacy in the department; ETE 327, ETE 329, ETE 390, ETE 391, ETE 392; grade point average of 2.50 overall and 2.50 in education courses; current certification of freedom from TB; approval of department chair.

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. Enrollment is for 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, and in the teaching field(s); current certification of freedom from TB; approval of Department Chair.

ETE 506 Reading in the Content Fields
3 hrs.
Instructional and reading strategies to enhance students’ comprehension.

BRADLEY UNIVERSITY
ETE 513  Educational Software Design  
3 hrs.  
The design and construction of educational software that is based upon sound educational theory and best practice. Students will become proficient with appropriate multimedia instructional design software in developing their projects. Investigating and applying current theories of learning, instruction, and assessment. Cross-listed as MM 513. Prerequisites: MM 113 or ETE 551; MM 213 or instructor approval.

ETE 525  Including Learners with Exceptionalities  
3 hrs.  
Legal, psychological, and social impact of various disabilities, including learning disabilities, for education and life planning of included learners with exceptionalities. Psychological and educational characteristics, needs, services, regulations, and laws discussed. Includes needs of learners who are intellectually gifted and talented and have other special needs. Prerequisite: advancement to degree candidacy in the department.

ETE 543  Assessment and Evaluation Procedures for Learners with Exceptionalities  
3 hrs.  
Diagnostic processes for learners with exceptionalities, pre-school through high school. Screening, formal and informal assessment, and evaluation techniques. Practice in test administration, scoring, evaluation, individualized educational programs (IEPs).

ETE 544  Remedial Reading  
3 hrs.  
Methods and procedures for diagnosis and correction of reading difficulties; interpretation and use of reading tests for diagnosis. Prerequisite: a basic reading course.

ETE 550  Independent Study  
1-3 hrs.  
Student selects subject of study with advisor approval. Multiple sections may be taken concurrently. Maximum of 6 semester hours may be applied to a degree program. Prerequisite: approval of department chair and Dean of College of Education and Health Sciences.

ETE 551  Technology Applications and Integration  
3 hrs.  
Integrating technology into PreK-12 curriculum. Emphasizes computer as tutor, tool, and tutee; multimedia; HyperCard; telecommunications and networking; and future impact.

ETE 552  Assessment Alternatives  
3 hrs.  
Qualitative and quantitative student assessment methods. Creative alternatives to traditional techniques.

ETE 553  Cultural Diversity and Schooling  
3 hrs.  
Multicultural issues, perspectives, and current trends. Role of the teacher as decision-maker and change agent. Evaluation of materials, methods, and programs.

ETE 554  Characteristics of and Curricular Development for Learners who are Gifted  
3-6 hrs.  
Class will focus on all aspects of the gifted learner: cognition, psycho-social, affective, and talent development. Field placement requires curriculum design, testing procedures, identification, and direct instruction of gifted learners. Additionally, National Board Certification methodology will be utilized. Repeatable for a maximum of six hours.

ETE 560  Testing in Reading  
3 hrs.  
Reading assessment techniques which identify students’ reading strengths and difficulties prior to diagnostic prescriptive teaching. For teachers of grades 1-9. Prerequisites: a basic reading course; ETE 544.

ETE 570  Practicum in Reading  
1-5 hrs.  
Field experience in elementary reading. Focuses on current research to guide reading practice. Emphasizes alternative methods of reading instruction, other than basal approaches. May be repeated for a maximum of 6 hours credit. Prerequisite: a basic reading course.
Recently, Congress asked the U.S. Department of Education to require all colleges with a teacher education program to release the certification test pass rate of their program completers. The following report was prepared in compliance with the Title II requirement.

**Teacher Preparation Programs:**
Bradley University offers 22 baccalaureate programs leading to state teacher certification and one graduate-level certification program.

**Student Characteristics:**
Most undergraduates (79%) are of traditional college age, 90% attend full-time and 82.7% are Illinois residents. Eight point five percent of all students are minority students. The average ACT score for fall 2000 freshmen was 25.

**Admission Requirements:**
**Formal Admission to Teacher Education:** Candidates must have earned a minimum grade point average of 2.5 overall, 2.5 in education courses, and for secondary education majors a 2.5 in their major.
Candidates must have earned grades of not less than a C in COM 103, ENG 101, and a mathematics course that meets University general education requirements. They must have completed a prescribed group of education courses for each major with the appropriate GPA, passed the Illinois Certification Test of Basic Skills; demonstrated appropriate preprofessional behaviors; and received a satisfactory vote of the faculty.

**Continuance in Teacher Education:**
Candidates must maintain all the 2.5 GPAs (overall, in education courses, and in their major), and demonstrate appropriate preprofessional behaviors.

**Best Practices:**
- Practicum experiences in the schools begin the freshman year and continue each year of the program, increasing in responsibility.
- Each student completes clinical experiences in the full range of their certification and in a culturally diverse setting.
- The University has Professional Development School partners at each level from early childhood through high school.

**Notable Features and Accomplishments:**
- Placement of graduates has been 99% in recent years.
- An alumnus was named “First-Year Teacher of the Year” in the state of Georgia in 1997.
- In 4 of the last 6 years a student teacher has been named one of ten “PDK Outstanding Student Teachers” in the nation.
- A teacher education professor received the NBPTS (National Board for Professional Teaching Standards) certificate.

**Program Profile**
Total number of students enrolled in teacher preparation, all specializations, in academic year 2000-2001: **626**
Number of students in supervised student teaching in academic year 2000-2001: **158**
Number of faculty members who supervised student teachers:
- Full-time faculty in professional education: **6**

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Institution Pass Rate</th>
<th>State-wide Pass Rate</th>
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</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>126 125 99% 100%</td>
<td>98% 98%</td>
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<tr>
<td>Aggregate</td>
<td>126 125 99% 100%</td>
<td>98% 98%</td>
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<tr>
<td>Academic Content Areas</td>
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<tr>
<td>02 Early Childhood</td>
<td>9 — — 97%</td>
<td>98% 98%</td>
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<tr>
<td>03 Elementary</td>
<td>79 77 97% 98%</td>
<td>98% 98%</td>
</tr>
<tr>
<td>23 History</td>
<td>1 — — 95%</td>
<td>92% 92%</td>
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<tr>
<td>25 English</td>
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<td>98% 98%</td>
</tr>
<tr>
<td>34 Speech</td>
<td>1 — — 92%</td>
<td>98% 98%</td>
</tr>
<tr>
<td>35 Biological Science</td>
<td>2 — — 98%</td>
<td>98% 98%</td>
</tr>
<tr>
<td>36 Mathematics</td>
<td>2 — — 100%</td>
<td>98% 98%</td>
</tr>
<tr>
<td>37 Chemistry</td>
<td>1 — — 93%</td>
<td>93% 93%</td>
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<tr>
<td>48 Art (K-12)</td>
<td>3 — — 98%</td>
<td>98% 98%</td>
</tr>
<tr>
<td>49 Music (K-12)</td>
<td>7 — — 96%</td>
<td>96% 96%</td>
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<tr>
<td>Aggregate</td>
<td>113 111 98% 98%</td>
<td>98% 98%</td>
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<tr>
<td>Other Content Areas</td>
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<td>44 Family and Consumer Sciences</td>
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<td>Aggregate</td>
<td>2 — — 98%</td>
<td>98% 98%</td>
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<td>Teaching to Special Populations</td>
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<td>97% 97%</td>
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<td>06 Learning Disabilities</td>
<td>9 — — 92%</td>
<td>92% 92%</td>
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<tr>
<td>07 Social/Emotional Disorders</td>
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</tr>
<tr>
<td>Aggregate</td>
<td>18 16 89% 96%</td>
<td>96% 96%</td>
</tr>
</tbody>
</table>

**Summary Totals**
Number of Program Completers: **128**
Number of Program Completers: **126**
Number of Program Completers: **123**
Number of Program Completers: **98% 98%**

Note: Institutional information is not released for tests taken by fewer than ten students.
Department of Family and Consumer Sciences

FACULTY Professor Collins (chair); Associate Professors Choi, Davidson; Assistant Professor Devlin; 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 to major in general family and consumer sciences, which allows flexibility.

Career opportunities continue 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 Introduction to Family and Consumer Sciences ............................................. 2
FCS 246 Family Systems and Applications ............................................. 3
FCS 300 Consumer Issues in America ............................................. 3
FCS elective to be chosen from the following:
  FCS 341 Human Development Through the Lifespan............................................. 3
  FCS 342 Child Development Laboratory ............................................. 3
  FCS 440 Family Relations ............................................. 3
FCS 409 Senior Seminar in Family and Consumer Sciences ............................................. 1

Total 12

A minimum of 38 hours in FCS must be taken.
Each major requires a professional work experience chosen from the following courses:

Professional Work Experience (choose one)

FCS 409 Senior Projects in Family & Consumer Sciences (General FCS) ............................................. 3
FCS 460 Family and Consumer Sciences Internship ............................................. 3
FCS 461 Practicum in Foods and Nutrition (FCSD) ............................................. 3
EHS 301 Cooperative Education or internship in EHS ............................................. 0-3
ETE 499 Student Teaching in the Secondary School (FCST) ............................................. 7-13

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

MTH 111 Elementary Statistics ............................................. 3
ECO 100 or ECO 221 Economics ............................................. 3
PSY 104 Principles of Psychology ............................................. 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 business 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 for Dietetics Education (CADE) of The American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400. CADE is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

General Education Requirements ............................................. 9
MTH 111 Elementary Statistics ............................................. 3
ECO 100 Introduction to Economics or ECO 221 Principles of Microeconomics ............................................. 3
PSY 104 Principles of Psychology ............................................. 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 Medical Nutrition Therapy ............................................. 4
FCS 405 Food Service Systems ............................................. 3
FCS 408 Management in Food Service ............................................. 3
FCS 461 Practicum in Foods and Nutrition ............................................. 3

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**Required Supporting Courses** .................................. 35-41
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 & Physiology Lab ............. 2
BIO 205 Pathophysiology ......................................... 3
BMA 352 Management & Organization Theory or
PSY 310 Industrial & Organizational Psychology .. 3-6*
MTG 315 Principles of Marketing .............................. 3
ETE 225 Human Development or FCS 341 Human
Development Through the Lifespan or
or PSY 304 Developmental Psychology ................. 3-4
ETE 100 Technology Applications or BMA 172
Business Computer Skills & Applications or NUR
303 Research in Nursing or MM 113 Introduction to
Multimedia .......................................................... 1-3
CHM 391 Medical Terminology ................................... 1
*Prerequisites for PSY 310 are PSY 103 or 104 and PSY
205 or equivalent, which may increase the total hours of
required supporting courses.

All foods, nutrition, and dietetics students are
required to be certified by the State of Illinois in food
service sanitation. This should be completed by the
student’s junior year.

**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 Principles of Psychology ......................... 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 Medical Nutrition Therapy ...................... 4
**FCS 405 Food Service Systems ............................. 3**
**FCS 406 Issues and Trends in Foods and Nutrition .... 3**
**FCS 408 Management in Food Service .................. 3**
**FCS 461 Practicum in Foods and Nutrition .......... 3**

II: **Clothing and Textiles (choose two)**

FCS 130 Clothing in Contemporary Society .......... 3
FCS 133 Apparel Product Analysis ....................... 3
FCS 231 Pattern Making ......................................... 3
FCS 233 Consumer Textiles ..................................... 4
FCS 330 Fashion Merchandising ............................. 3
FCS 331 Fashion Merchandising Laboratory ............ 1
FCS 332 Advanced Clothing Construction .............. 3
FCS 336 History of Fashion ..................................... 3
FCS 433 Issues and Trends in Apparel and Textiles .... 3
FCS 536 The World of Fashion .............................. 3

III: **Human Ecology (choose two)**

FCS 220 Consumer Issues in Health Care ............... 3
**FCS 300 Consumer Issues in America .................. 3**
FCS 357 Housing and Interior Design Concepts ........ 3
FCS 359 Applied Projects in Interior Design .......... 3
**FCS 460 Family and Consumer Sciences Internship .. 3**

IV: **Child/Family (choose two)**

**FCS 246 Family Systems and Applications .......... 3**
FCS 341 Human Development Through the Lifespan .... 3
FCS 342 Child Development Laboratory .................. 3
FCS 440 Family Relations ....................................... 3

Remaining Family and Consumer Sciences Core
**FCS 140 Introduction to Family & Consumer Sciences. 2**
**FCS 400 Sr. Seminar in Family & Consumer Sciences . 1**
Total for major ........................................ 38

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**Family and Consumer Sciences Education**

Students who choose the family and consumer sciences
education program (FCST) 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.

All students must complete the family and consumer
sciences core. Student teaching (ETE 499) fulfills the
professional work experience requirement. As in any good
program, revisions are being made continually; students
should consult the Department of Teacher Education chair
about current program requirements. Secondary education
teacher candidates should refer to the teacher education
department for requirements in professional education
courses for secondary education. Candidates will have an
advisor in both Family and Consumer Sciences and in the
Department of Teacher Education.

**FCST Foundational Requirements**

*These courses are required for all secondary education
majors in family and consumer sciences.*

**FCS 140 Introduction to Family & Consumer Sciences. 2**
**FCS 246 Family Systems and Applications .......... 3**
**FCS 300 Consumer Issues in America .................. 3**
**FCS 341 Human Development Through the Lifespan .. 3**
FCS 342 Child Development Laboratory .................. 3
FCS 440 Family Relations ....................................... 3
**FCS 400 Sr. Seminar in Family & Consumer Sciences . 1**
Total .............................................................. 18
A minimum of 38 semester hours in family and consumer sciences, including the family and consumer sciences core, is required for all family and consumer sciences majors. Students should choose courses in the following concentrations:

**Nutrition, and Wellness and Hospitality**
- FCS 104 Introductory Food Principles .................... 4
- FCS 203 Health, Safety and Nutrition or  
  FCS 303 Nutrition ........................................ 3
- FCS 309 Investigation of Food Topics ..................... 3
- FCS 405 Food Service Systems or FCS 408  
  Management in Food Service ............................. 3

**TOTAL** 13

**Apparel and Textiles**
- FCS 130 Clothing and Human Behavior ..................... 3
- FCS 133 Apparel Product Analysis .......................... 3
- FCS 203 Consumer Textiles ................................ 4
- FCS 231 Pattern Making (3); or FCS 332 Advanced  
  Clothing Construction (3); or FCS 330 Fashion  
  Merchandising (3) and FCS 331 Fashion Show  
  Production (1) ............................................ 3 or 4

**TOTAL** 13 or 14

**Living Environments**
- FCS 233 Consumer Textiles ................................ 4
- **FCS 246 Family Systems and Applications ............. 3**
- **FCS 300 Consumer Issues in America ................... 3**
- FCS 357 Housing and Interior Design ....................... 3

**Total** 13

**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 .......... 2
- 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.

**TOTAL** 13

**Family and Consumer Sciences Minor**
The minor in family and consumer sciences enhances other career options, provides career flexibility, and enhances personal knowledge.

This minor will allow students to choose courses within:
- General Family and Consumer Sciences
- Foods, Nutrition, and Dietetics
- Apparel and Textiles/Interior Design
- Child Development/Family Relationships

Transfer policies for minors are the same as for family and consumer sciences majors. Prior approval of transfer credit must be secured from the chair of Family and Consumer Sciences.

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

1. A minimum of 17 semester hours in family and consumer sciences as specified below.
2. Complete FCS 140, Introduction to Family and Consumer Sciences (2 hrs.) and FCS 300 Consumer Issues In America (3 hrs.)
3. At least nine of the remaining 12 semester hours must be in Family and Consumer Sciences courses above the 100 level.
4. No fewer than six of the remaining 12 semester hours must be in Family and Consumer Sciences courses at the 300 level or above.

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

**FCS 140  Introduction to Family and Consumer Sciences**  
2 hrs.  
Family and consumer sciences professions, history, philosophy, theory and foundations.
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 the 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 Systems and Applications
3 hrs.
Study of family systems and management theory with application of concepts in the near environment of family and consumer. Prerequisites: FCS 140.

FCS 300 Consumer Issues in America
3 hrs. (Gen. Ed. SF)
Personal finance, consumer credit, durable and nondurable goods and services, and consumer protection in the marketplace.

FCS 301 Nutrition Today
3 hrs. (Gen. Ed. TS)
Problem-based learning approach to examine current issues and nutritional practices through exploration of underlying biochemical and physiological principles; formulation of personal diet and wellness plans. Prerequisites: jr./sr. standing; one college-level science course. Not open to students who have taken FCS 203 or 303.

FCS 303 Nutrition
3 hrs.
Human energy and nutrient utilization and requirements as related to health and performance. Prerequisite: one of the following courses: BIO 121-124, CHM 149, 161, or 166.

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 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 341 Human Development Through the Lifespan
3 hrs.
Physical, cognitive, emotional and social growth and development throughout the human lifespan. Not open to students with credit in PSY 304 or PSY 314.

FCS 342 Child Development Laboratory
3 hrs.
Practical experience working with 3 year olds. Prerequisite: FCS 341 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.
EDUCATION AND HEALTH SCIENCES  131

Department of Nursing

Approved by the Illinois Department of Professional Regulation (IDPR).

Accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, NY 10006 (212) 363-5555, ext. 153

FACULTY  Associate Professor Ammer (chair); Assistant Professors Baylor, Brubaker, Cluskey (associate chair), Cram, Erickson, Flannigan, Gard, Hinrichsen, Kooker, Jackson, Parker, Ruthman.

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 professional nursing responds to the needs of society by helping persons, families, and communities through therapeutic nursing care, which encompasses health teaching, health maintenance, and health promotion. The professional nurse uses clinical judgement to assist clients in achieving optimal health and adapting to altered states of health. 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.
2. Immunity to rubeola (measles) by one of the following:
   a. a rubeola (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).
6. Proof of current CPR (healthcare provider or professional rescuer) and first aid certification.

These requirements must be current for the entire academic year of enrollment in NUR 201, 211, 202, 212, 301, 311, 302, 312, 401, 411, 402, and 412.

In order to progress in the nursing program, students must pass the designated competency test(s) for each respective nursing course.

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.

Licensed nurses must meet the admission requirements of the University and of the Department of Nursing. Nurse applicants must submit a transcript from an approved school of nursing and verification of current Illinois licensure.

Registered nurses may earn up to 31 semester hours of credit for prior learning by successful completion of the NLN Nursing Acceleration Challenge Examination (ACE) II. 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.

Licensed practical nurses may earn credit for prior learning following successful completion of selected standardized examinations. Following completion of NUR 300 and NUR 310 with a minimum grade of "C," the licensed practical nurse student may enroll in required junior 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>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103 Oral Comm. Process</td>
<td>3</td>
</tr>
<tr>
<td>PSY 104 Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CHM 149 Fund. of Gen. Chem.</td>
<td>4</td>
</tr>
<tr>
<td>BIO 121 Life Science</td>
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<tr>
<td>General Education</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 101 Composition</td>
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<tr>
<td>CHM 151 Fund. of Organic Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHM 152 Fund. of Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>BIO 202 Microbiology and Immunology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 100 Soc. Perspective</td>
<td>3</td>
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<tr>
<td>Elective or General Education</td>
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**Sophomore Year**

**First Semester**

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BIO 205 Pathophysiology</td>
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</tr>
<tr>
<td>NUR 202 The Nursing Process: Adaptation of the Individual (T)</td>
<td>4</td>
</tr>
<tr>
<td>NUR 212 The Nursing Process: Adaptation of the Individual (P)</td>
<td>2</td>
</tr>
<tr>
<td>Elective or General Education</td>
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<tr>
<td><strong>Total</strong></td>
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**Junior Year**

**First Semester**

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<th>Course</th>
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<tbody>
<tr>
<td>NUR 301 The Nursing Process: Adaptation of the Family (T)</td>
<td>6</td>
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<tr>
<td>NUR 311 The Nursing Process: Adaptation of the Family (P)</td>
<td>4</td>
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<td>PSY 345 Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>NUR 303 Research in Nursing</td>
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<td><strong>Total</strong></td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 302 The Nursing Process: Adaptation of the Expanding Family (T)</td>
<td>6</td>
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<tr>
<td>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, or 306)</td>
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<tr>
<td>Elective or General Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</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 (T) .................. 5
NUR 411 The Nursing Process: Adaptation to Complex Health Situations (P) .................. 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 ........................................... 2
Statistics Requirement .................................................. 3

Course Descriptions

NUR 100 Introduction to the Nursing Profession
1 hr.
Students explore contemporary issues within the nursing profession. Historical development of the roles in nursing, perspectives on current delivery of health care, nursing education, nursing literature, professional licensing, ethics, and legal issues will be discussed.

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 104, and SOC 100, or equivalents; majors only; sophomore standing. Corequisite: NUR 211 or consent of department chair.

NUR 202 The Nursing Process: Adaptation of the Individual (Theory)
4 hrs.
Concepts and theories of individuals, society, health, and nursing, with emphasis on the individual’s adaptive process through utilization of nursing process. Assisting 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 104, 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
1 hr.
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’s place on the health-illness continuum. Emphasis on application of nursing process to 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 345.
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: NUR 312 or consent of department chair.

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; PSY 345.

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

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.

BRADLEY UNIVERSITY
NUR 500  Health Assessment
3-4 hrs.
Systematic method for collecting data used in holistic health assessment of children and adults. Interviewing techniques for history taking; physical assessment skills. Prerequisites: R.N. with B.S. major in nursing; or R.N. with consent of instructor.

NUR 522  Seminar on Nursing and Public Policy
3 hrs.
Nursing activities and organizations affecting practice, health care, public policy, and the future of the profession. Emphasis on generating recommendations for the profession and developing a personal professional plan for participating in the process that develops public policy at the local, state, national, and/or international level. Prerequisites: nursing majors and senior or graduate status; or consent of instructor.

NUR 533  Seminar in International Nursing
3 hrs.
Study of nursing in a foreign country; selected hospitals and universities. Establishing nursing administration and research networks.

Department of Physical Therapy and Health Science

FACULTY  Associate Professors Mays (chair), Strubhar, Tippett; Assistant Professors S. Bertram, Hall, Neelly, Peterson; Instructor McGehee (ACCE), Coordinator of Health Science Advising and Academic Experiences: R. Bertram

The Department of Physical Therapy and Health Science offers a Bachelor of Science degree with a health science major in addition to a Master of Physical Therapy (M.P.T.) degree. For more information regarding the M.P.T. degree, please refer to the graduate catalog.

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

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

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, foreign language, physics, psychology, sociology.

Admission Requirements
In addition to University and College of Education and Health Sciences requirements, the following are recommended for students to receive full consideration
for admission to the Health Science major as a freshman:
1. a minimum of three years of high school mathematics and high school science (biology/physiology, chemistry, and physics are recommended); 2. ACT minimum score of 24 composite or SAT minimum score of 1100.

Health Science Options

Health Science majors can choose from a wide variety of courses in addition to major and minor requirements. Students may use the program’s flexibility to explore a variety of interests or may focus their electives around a particular emphasis. Listed are suggestions of elective courses that a student could complete to pursue a particular area of interest.

- Physical Therapy
- Pediatrics / Child Development
- Healthcare Administration
- Pre-Healthcare Professions
- Community Health Education
- Ergonomics

Physical Therapy

The core courses within the Health Science major are designed to prepare a student to meet prerequisite requirements for most entry-level graduate programs in physical therapy. Students who wish to apply to graduate programs other than Bradley’s should be aware of those programs’ specific requirements.

The Health Science major requires that students complete a minor or 12-hour concentration, approved by the Department of Physical Therapy and Health Science. Students, in the past, have minored in a variety of areas, including: business, biology, chemistry, Spanish, music, and art, along with many others. Students pursuing physical therapy are advised not to approach their preparation for graduate school with the perception that any one best set of courses to take outside of the core prerequisites. Most programs, in fact, want a diverse student group who are prepared in a variety of different ways. While the Health Science major requires a minor or concentration, students may find that they actually have time to pursue a second major.

Pediatrics / Child Development

Suggested Electives:
- NUR 163 Health of the School Aged Child
- FCS 203 Health, Safety, and Nutrition
- FCS 341 Human Development Through the Lifespan
- FCS 342 Child Development Laboratory
- FCS 440 Family Relations
- PSY 104 Principles of Psychology
- PSY 304 Developmental Psychology

Healthcare Administration

Suggested Electives:
- ATG 157 Accounting Principles
- BMA 352 Managing in Organizations
- MTG 315 Principles of Marketing
- FIN 322 Business Finance
- ECO 221 or 100 Principles of Economics

Students pursuing this emphasis may also wish to consider the minor in either Business Studies or Business Administration.

Pre-Health Professions

Students majoring in Health Science may wish to pursue any number of healthcare professions including: occupational therapy, athletic training, physician assistant, speech/audiology, medical school, and chiropractic medicine. Appropriate courses, along with observation within the field, will vary depending on the profession and the specific graduate program to which the students wishes to apply.

Community Health Education

Suggested Electives:
- NUR 263 Introduction to Personal & Community Health
- SOC 343 Sociology of Mental Health
- SW 250 Introduction to Social Welfare

Students pursuing this emphasis may also wish to consider the multimedia minor.

Ergonomics

Suggested Electives:
- IE 527 Occupational Safety and Health
- IE 528 Occupational Ergonomics
- IME 386 Industrial and Managerial Engineering

Students pursuing this emphasis may also wish to consider the applied ergonomics minor.

Opportunities

The faculty of the Department of Physical Therapy and Health Science 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>BUS 100</td>
<td>Contemporary Business</td>
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</tr>
<tr>
<td>BIO 123, 124</td>
<td>Principles of Biology I, II</td>
<td>8</td>
</tr>
<tr>
<td>BIO 200, 203</td>
<td>Human Anatomy and Physiology</td>
<td>(with lab)</td>
</tr>
<tr>
<td>CHM 161, 166</td>
<td>General Chemistry I, II</td>
<td>9</td>
</tr>
<tr>
<td>MTH 115 or 121</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>PHY 107, 108</td>
<td>General Physics I, II</td>
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<tr>
<td>ELH 310</td>
<td>Statistical Procedures or</td>
<td></td>
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<tr>
<td>PSY 205</td>
<td>Quantitative Methods*</td>
<td>3</td>
</tr>
<tr>
<td>FCS 303</td>
<td>Nutrition</td>
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<tr>
<td>ELH 370, 375</td>
<td>Human Relations Development</td>
<td></td>
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<tr>
<td>HS 110</td>
<td>Introduction to Health Science</td>
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</tr>
<tr>
<td>HS 320</td>
<td>Fundamentals of the Health Sciences</td>
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Sample Curriculum

**Freshman Year**

**Fall Semester**
- BIO 123 Principles of Biology I ......................... 4
- CHM 161 General Chemistry I ............................ 4
- MTH 115 or 121 Calculus I .............................. 4
- Gen Ed (recommend ENG 101 or COM 103) ............. 3
- HS 110 Intro to Health Science ........................ 1

**Spring Semester**
- BIO 124 Principles of Biology II ........................ 4
- CHM 166 General Chemistry II .......................... 5
- Gen Ed (recommend ENG 101 or COM 103) ............... 3
- Gen Ed (SF) ................................................... 3
- HS/FC 220 Consumer Issues in Health Care ............ 3

**Sophomore Year**

**Fall Semester**
- BUS 100 Contemporary Business .......................... 3
- PHY 107 General Physics I ............................... 4
- NUR 217 Men's Health Issues or
  NUR 219 Women and Health ......................... 2-3
- Elective or Minor Course ................................ 3
- Gen Ed (FA) .................................................. 3

**Spring Semester**
- PHY 108 General Physics II ................................. 4
- ELH 310 Statistical Procedures in Health Sciences or
  PSY 205 Quantitative Methods .......................... 3
- Gen Ed (SF) .................................................. 3
- Gen Ed (WC) ................................................ 3
- Elective or Minor Course .................................. 3

**Junior Year**

**Fall Semester**
- Minor Courses ............................................... 6
- HS 320 Fundamentals of the Health Sciences .......... 3
- Gen Ed (C2) .................................................. 3
- BIO 200 Human Anatomy & Physiology ................. 3
- BIO 203 Human Anatomy & Physiology lab ............. 2

**Spring Semester**
- Elective or Minor Courses ................................. 9
- Gen Ed (HL or HP) .......................................... 3
- HS/ETE 402 Educ Meth, Strat, Eval ........................ 3

**Senior Year**

**Fall Semester**
- Elective or Minor Courses ................................. 6
- ELH 370 Human Relations Development ................. 2
- ELH 375 Human Relations Development - Lab .......... 1
- HS 480 Motion Analysis .................................... 3
- Gen Ed (C3) ................................................ 3

**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 cross-listed Department Chair (PT, FCS).

**HS 320 Fundamentals of the Health Sciences**
3 hrs.
The practical applications of biology, chemistry, and physics in the health sciences. Prerequisites: BIO 123, 124, 200, 203; 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 425  Independent Study
1-3 hrs.
Individual study and investigations through selected readings, discussion, and/or written assignment(s). May be repeated up to a total of three hours. Prerequisite: health science major and/or permission of the Department of Physical Therapy 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 or consent of PT Department Chair.

HS 480  Motion Analysis
3 hrs.
Analysis of the kinetics and kinematics of human motion from a variety of engineering and physical therapy perspectives. Prerequisite: HS major; HS 320; HS 460; or consent of PT Department Chair.