

You may click on a link below to navigate to that section.

Contents

College of Education and Health Sciences	119
Department of Educational Leadership and Human Development	124
Department of Teacher Education	126
Annual Institutional Title II Report Card:2006-2007	142
Department of Family and Consumer Sciences	145
Department of Nursing	151
Department of Physical Therapy and Health Science	156

College of Education and Health Sciences

The mission of the College of Education and Health Sciences (EHS) at Bradley University is to prepare leaders within the human service professions. The college provides undergraduate and graduate innovative programs through excellence in teaching, scholarship, and collaboration with interdisciplinary and community-based partnerships. This dynamic learning environment prepares graduates to provide services in a diverse and global society to enhance human resources and to foster life-long learning. 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 cata-

log 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.

Global Scholars

Professionals in the fields of education and health sciences are challenged with a complex global reality. Awareness of global developments and cross-cultural competencies are crucial in dealing with differences and learning from people of other cultures.

The Global Scholars Program is designed to prepare professionals for this international state of affairs. The Global Scholars Program (GSP) can be earned in your program in the College of Education and Health Sciences regardless of your major. Your designation as a Global Scholar will assist you in job searches in your profession.

Students majoring in education, health science, nursing, or family and consumer sciences have the unique opportunity to earn the Global Scholar recognition of achievement in global studies. The Global Scholar may be earned with any degree and major offered within the College of Education and Health Sciences; completion entails neither additional expense nor additional time to graduate if planned early in your program at Bradley.

As a Global Scholar you will...

- demonstrate increased awareness and appreciation of cultural, ethnic, and disciplinary backgrounds.
- identify and analyze crucial factors in developing global and cross-cultural communication and attending to issues of diversity in your profession.
- demonstrate greater awareness for global perspectives in communication, collaboration, diversity, and professional networking.
- collaborate and communicate effectively with colleagues and other professionals within one's own and other cultures.
- demonstrate aspects of international culture and human behavior.

Global Scholars Program Requirements:

Seventeen to 20 semester hours at Bradley University plus international/global campus activities, service activities, and participation in internationally focused seminars.

Foreign Language

One to 3 hours to be approved by departmental Global Scholar Advisor, e.g., one semester in foreign language, proficiency equivalency, immersion course when studying abroad.

General Education

Nine hours of general education courses focused on international, human values orientation to be approved by the departmental Global Scholar Advisor from approved department list.

Departmental International/Multicultural Course

One 3-hour course from the student's major.

ETE 280, ETE 553

FCS 338, FCS 433, FCS 438, FCS 406

For HS: ELH 370 & 375 (concurrently)

ELH 586

NUR 333, NUR 533

Study Abroad

Minimum of 4 semester hours earned from study abroad.

EHS 300 Professionalism Across Cultures

Required 1-hour course taught by an interdisciplinary team.

International/Global Focused Campus Activities

Twenty hours of activity approved by departmental Global Scholar Advisor. Five of these hours are service related.

Focused Seminars

Participation in two or more internationally focused seminars sponsored by departments or college faculty.

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 as a minor. The requirements for the minor are outlined below.

*Required courses	9
FCS 303 Nutrition	3
NUR 263 Intro. to Personal & 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

* Prerequisite for FCS 303 is BIO 121 or 122 or CHM 100; prerequisite for PSY 245 is 104; prerequisite for PSY 445 is 6 hrs. in psychology.

CHM 300 Chemistry and Civilization.....	3
FCS 410 Advanced Nutrition.....	4
FCS 411 Medical Nutritional Therapy.....	4
NUR 163 Health of 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 353 Aging: A Life Experience.....	3
NUR 372 Safety and Emergency Care.....	3
NUR 376 Advanced Concepts in Health.....	3
PSY 304 Developmental Psychology.....	3
PSY 314 Adult Development and Aging.....	3
SOC 341 Medical Sociology.....	3
ELH 540 Human Growth and Development.....	3

Although not required, selected groupings of electives within the minor offer a more narrowly focused health area and complement a particular profession. For example, a sociologist or social worker interested in working with the aged might choose the adult and/or aging area of interest; someone interested in social welfare might choose the community health area; an education major might choose the school-aged child area.

The following are recommended as examples of course groupings from the list of electives above.

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 372 Safety and Emergency Care.....	3
NUR 376 Advanced Concepts in Health.....	3
PSY 304 Developmental Psychology.....	3
SOC 341 Medical Sociology.....	3

Group B. Adult and/or Aging Area of Interest

Select a minimum of 9 hours from the following courses:

FCS 410 Advanced Nutrition.....	4
FCS 411 Medical Nutritional Therapy.....	4
NUR 219 Women and Health.....	3
*** NUR 353 Aging: A Life Experience.....	3
NUR 372 Safety and Emergency Care.....	3
*** PSY 314 Adult Development and Aging.....	3
SOC 341 Medical Sociology.....	3
NUR 376 Advanced Concepts in Health.....	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

** Required for the group.

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

FCS 301 Nutrition Today.....	3
FCS 410 Advanced Nutrition.....	4
FCS 411 Medical Nutritional Therapy.....	4
NUR 219 Women and Health.....	3
NUR 333 International Health and Nursing.....	3
** NUR 376 Advanced Concepts in Health.....	3
SOC 341 Medical Sociology.....	3

Minor in Leadership Studies

The minor in leadership studies is designed to provide students the information, experience, and opportunities necessary for them to gain an in-depth knowledge of the theory and practice of leadership. The interdisciplinary leadership studies program will integrate the many opportunities students currently have for leadership on the campus and in the community.

Students who elect to minor in leadership studies may declare their intention by completing the appropriate forms in the Associate Dean's Office of the College of Education and Health Sciences (Westlake Hall, Room 210).

A minimum of 18 semester hours is required for the minor: 12 hours of required courses and six hours of electives. Students must achieve a minimum GPA of 2.0 in all courses in the minor for official designation as a minor. The requirements for the minor are outlined below.

***Required Courses..... 12**

ELH 200 Introduction to Leadership Studies.....	3
ELH 300 Advanced Leadership Studies.....	3
ELH 486 Leadership Practicum.....	3
Three hours from: ELH 380 Independent Study and/or ELH 381 Seminar in Leadership.....	3

Elective Courses..... 6

BMA 352 Managing in Organizations.....	3
BMA 357 Leadership & Interpersonal Behavior.....	3
ELH 370 Human Relations Development.....	2
ELH 375 Human Relations Laboratory.....	1
PHL 347 Ethics.....	3
PLS 202 State & Local Government.....	3
PLS 419 Introduction to Public Administration.....	3
PLS 420 Public Personnel Management.....	3
SOC 313 Race, Ethnicity, and Power.....	3

Total 18

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 300 Professionalism Across Cultures 1-3 hrs.

Awareness, acceptance, and appreciation of diversity, whether resulting from cultural, disciplinary, linguistic, or geographical differences. Emphasis on the professionals' roles of communicating effectively with colleagues across disciplines and cultures. Prerequisite: identified global scholar or consent of instructors.

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.

EHS 305 Study Abroad Seminar 1 hr.

Study of the cultural and historical contexts of study abroad site. Prerequisite: registration for study abroad interim session.

NUR 405, 406 Cooperative Education in Nursing (Theory) 0-1 hrs. each

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

NUR 415, 416 Cooperative Education in Nursing (Practicum) 0-2 hrs. each

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

The University Experience

A one-semester-hour credit course, EHS 120, is available to all new students in the University.

Through discussions and class activities, students are assisted in clarifying personal goals and are familiarized with the University's procedures, policies, and resources.

EHS 120 The University Experience 1 hr.

Designed to help new students adjust to the University environment. Assists students in gaining an appreciation for higher education, general education, and the value of a Bradley University education.

Professional Teaching Programs

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

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

Early Childhood (birth to grade 3)

Elementary (K-9)

The majors in early childhood education and elementary education require a *second major* in the College of Liberal Arts and Sciences.

Secondary Educations (grades 6-12)

English Language Arts
Family and Consumer Science—Apparel and Textiles
Family and Consumer Science—Living Environments
Family and Consumer Science—Nutrition, Wellness, and Hospitality
Mathematics
Science—Biology
Science—Chemistry
Science—Physics
Social Science—History

Special (K-12)

Art
French
German
Music
Learning Behavior Specialist I—LBS I
Learning Behavior Specialist I—Elementary Education
—LBS I-ELED (K-9)
Spanish

Administration

General Administrative

School Service Personnel

Guidance

Graduate

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—LBSI certification. The curriculum and instruction major may be designed to include early childhood certification, middle-level endorsement, and/or a reading endorsement. The department also offers an advanced certificate program at the graduate level with concentration options in:

- Assessment
- Early Childhood Education
- Educational Technology
- Gifted Education
- Literacy and Reading
- Science Education
- Multidisciplinary Special Education

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. A graduate-level post-master's certificate program in school counseling and in educational administration (Type 75) are available. Please consult the Graduate Catalog for further information.

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 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 Doctor of Physical Therapy (D.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 Professors Russell-Chapin, Rybak (*chair*), Sherman; Associate Professors Buchko, Davison Avilés, Skaggs, Tripses; Assistant Professors Risen, Scroggs.

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 200 Introduction to Leadership Studies 3 hrs. Interdisciplinary introduction to leadership theory and development of student leadership skills and experience. Students study theories of leadership development grounded in varied academic disciplines and apply the theoretical framework to case studies and to live leadership presentations.

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 300 Advanced Leadership Studies 3 hrs. Advanced leadership theories and the development of leadership skills will be developed and discussed. Students study theories of leadership development grounded in varied academic disciplines and apply the theoretical framework to case studies and to live leadership presentations. Prerequisites: ELH 200.

ELH 301 Planning Employment Strategy 1 hr. Prepares students for finding internships and full-time employment after graduation. Develops a systematic approach to long-term career planning including occupational research, organizational research, and practice of job-seeking skills. 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. Prerequisite: PSY 104 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 370.

ELH 380 Independent Study 1 hr. Individual study and investigation through selected readings, discussion, and/or written assignments. Students select subject of study with advisor approval. May be repeated up to a maximum of 3 credit hours. Prerequisites: permission of the ELH chairperson and associate dean or dean of the College of Education & Health Sciences.

ELH 381 Seminar in Leadership 1 hr. Special topics or current issues related to leadership in various fields. Repeatable under different topics to a maximum of three hours.

ELH 384 Topics in Counseling 1-3 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 three hours credit.

**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 486 Leadership Practicum

3 hrs.

Provides an opportunity to apply leadership concepts discussed in the classroom through involvement, volunteerism, and interaction with leaders from the surrounding community. Prerequisites: ELH 200, ELH 300.

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 581 Topics in Human Service Administration

1-3 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 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 583 Supervision and Employee Engagement
in Human Service Administration**

3 hrs.

Focuses on the recruitment, selection, and engagement of employees within the context of mission in human service organizations.

**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 Antola Crowe, Cantu (chair), Finson, Kasambira, Sattler (dean), Wolffe; Associate Professors Britner, Chrosniak, Grant, McMullen, Pardieck; Assistant Professors Arquette, Huffman, Hunzicker, Kuester, Lee, Lukowiak, Nugent.*

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, advocate, and life-long learner. 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 an area of concentration in the College of Liberal Arts and Sciences or Slane College of Communica-

tions and Fine Arts. *Students must consult with their advisors for details on the area of concentration.*

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 36 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 the certification officer 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 a 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 education, with a grade of 2.0 (C) or better for each education course. In addition, secondary education, K-12, art, music, foreign language, elementary, and early childhood education students must also achieve a 2.50 in the courses which comprise the teaching field(s). Elementary education majors and early childhood education majors must declare a concentration. The courses that make up the concentration will be included in the teaching field GPA. 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, a waiver of the requirement may be requested for the period of one semester only.

Ordinarily, students make application to candidacy in 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, K-12, art, music, foreign language, and elementary education, and early childhood 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. Additionally, students must provide a satisfactory criminal background check report and demonstrate acceptable competency on the Dispositions Essay. 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 is an important culminating experience for each teacher education program. It is the policy of the department that all student teaching assignments be in or immediately near Peoria, Illinois or in the approved distant placement program (if student meets qualifications). Exceptions may be considered on a case-by-case petition when there are extenuating circumstances. Students with questions about student teaching should see the director of clinical and field experiences or the chair of the Department of Teacher Education. Student teaching 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 re-

quirements 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.

Illinois Certification Tests Required

Each student must pass all applicable certification tests for their major prior to certification. Currently, the Illinois test of Basic Skills must be passed prior to advancement to candidacy for all majors. The applicable Illinois Content-Area test must be passed prior to student teaching, and the applicable Assessment of Professional Teaching test must be passed prior to certification. In addition to the required Illinois certification tests, foreign language majors must pass the American Council on the Teaching of Foreign Languages (ACTFL) oral language proficiency test at the advanced low level prior to being certified. As with other requirements, the number and type of tests required are subject to changes implemented by the state legislature or the Illinois State Board of Education at any time prior to certification.

Second Teaching Certificates

Students seeking a second teaching certificate must have their transcript(s) evaluated for the desired certificate by the certification officer. No additional general education courses will be required. The concentration for the Early Childhood and the Elementary Education certificates will be considered met by their previous degree. Students seeking a secondary education certificate who hold a degree in a subject for which Bradley University has a state-approved certification program must take a minimum of 6 semester hours of courses at the 300 level or above in the subject at Bradley University. If they do not hold a degree in the subject, they must complete a major in the subject. The education courses required for each certificate are the same as those listed in this section of the catalog. Students may present evidence to show how they have met requirements for specific education courses. This evidence will be evaluated by several faculty members to make a final determination as to whether it meets the requirements of the course. A minimum of 12-16 semester hours, plus student teaching, must be completed at Bradley University. No Ds in education coursework are allowed. Passage of all applicable state certification tests is required for certification. Address questions to the certification officer.

Transcript Evaluation to Pursue Teacher Certification

All individuals pursuing teacher certification credentials, such as a Second Bachelor's/Teacher Certification, Certification Only, or Graduate Degree with Teacher Certification (defined below) will be required to pay a transcript analysis and assessment fee of \$100. If the individual enrolls in any of Bradley's Teacher Education programs, the fee will be applied towards tuition. Please direct additional questions to

either the Office of Clinical Experiences and Certification or the Chair of the Department of Teacher Education.

Second Bachelor's/Teacher Certification: Individuals who graduate from Bradley or other universities and who wish to pursue state teacher certification and who are not currently certified teachers must enroll as a Second Bachelor's degree student.

Certification Only: Individuals who are currently Illinois state certified teachers and who wish to pursue an additional teaching certificate or teaching endorsement will enroll as a Graduate Student at Large at either the undergraduate or graduate level (if they are pursuing a graduate degree). Certification courses may be offered at the undergraduate or graduate levels of instruction, depending on the program of study selected.

Graduate Students Seeking Degree and Teaching Certification: Students enrolled in some graduate degree programs may complete approved courses for state teacher certification with the department's approval. In some cases state certification courses at the graduate level can apply to both a graduate degree and to state teaching certification.

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 eight.

Professional Education Program Requirements

Communication Skills

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

Mathematics

Gen. Ed. Math.....	3
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Science

A minimum of 11 hours, including coursework in at least three of these disciplines: biology, chemistry, earth science, or physics. Six hours taken below the 300 level are used to meet the General Education requirement in Science.

**Students must have 6 hours of math and/or science beyond General Education requirements to qualify for a Bachelor of Science degree.

Coursework must include at least one laboratory science.	
FS Science	3-4
Science elective	5-6
Science elective (at Jr.-Sr. level)	3

Humanities

Fine Arts (ART, MUS, or THE)	3
Human Values-Literary (HL) or Philosophical (HP)	3
Non-Western Civilization	3

Social Forces

American Government (PLS 105)	3
Western Civilization (CIV 100).....	3
Social Foundation Elective (SOC 100, PSY 104, ECO 100, IS 100, or PLS 205).....	3

Other

*FCS 203 Health, Safety, & Nutrition.....	3
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Total	44
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Professional Education Requirements

ETE 100 Technology Applications	1
ETE 107 Conceptualizing Math for Teachers I	3
ETE 115 Schools and Schooling in American Society	3
ETE 197 Music in the P-8 Schools	1
ETE 198 Movement in the P-8 Schools	1
ETE 199 Art in the P-8 Schools.....	1
ETE 201 The Early Childhood Education Profession: Roles, Responsibilities, & Experiences	4
ETE 205 Effective Teaching Strategies.....	3
ETE 225 Human Development	4
ETE 233 Early Intervention	3
ETE 234 Language Development	3
ETE 260 Children's Literature	3
ETE 280 Exploring Diversity: Learners, Families, and Communities	3
ETE 300 Emergent Literacy: Reading and Writing Across the Curriculum	3
ETE 304 Early Childhood Novice Teaching	4
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 343 Early Childhood Methods	6
ETE 443 Early Childhood Assessment	3
ETE 467 History & Philosophy of Early Childhood Education: An Analysis.....	3
ETE 497 Student Teaching/Early Childhood Internship.....	13
Total	68
Area of Concentration Electives	21
Grand Total	133

*Program requirements taken in addition to General Education requirements

** Program requirement in conjunction with BS degree

Elementary Education Majors

(Grades K-9)

Professional Education Program Requirements

Communication Skills

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

Mathematics

Gen. Ed. Math.....	3
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Science

A minimum of 11 hours, including coursework in at least three of these disciplines: biology, chemistry, earth science, or physics. Six hours taken below the 300 level are used to meet the General Education requirement in Science.

***Students must have 6 hours of math and/or science beyond General Education requirements to qualify for a Bachelor of Science degree.

Coursework must include at least on laboratory science.

*FS Science	3-4
*Science elective	5-6
*Science elective (at Jr.-Sr. level)	3

Humanities

Fine Arts (ART, MUS, or THE)	3
**Human Values-Literary (HL) or Philosophical (HP)	3
Non-Western Civilization	3

Social Forces

American Government (PLS 105)	3
Western Civilization (CIV 100)	3
Social Foundation Elective (SOC 100, PSY 104, ECO 100, IS 100, or PLS 205)	3

Other

****Health/Physical Development (FCS 203; NUR 163, 220, 221, 263, 376)	3
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Total	44
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Professional Education Requirements

ETE 100 Technology Applications	1
ETE 107 Conceptualizing Math for Teachers I	3
ETE 108 Conceptualizing Math for Teachers II	3
ETE 115 Schools and Schooling in American Society	3
ETE 116 Field Experience - Schools and Schooling	1
ETE 197 Music in the P-8 Schools	1
ETE 198 Movement in the P-8 Schools	1
ETE 199 Art in the P-8 Schools.....	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)

*One of these must satisfy FS requirement.

**One must satisfy General Education HP or HL requirement.

***Program requirement in conjunction with BS degree

****Program requirements taken in addition to General Education requirements

ETE 260 Children's Literature.....	3
ETE 280 Exploring Diversity: Learners, Families and Communities	3
ETE 306 Novice Teaching K-8.....	4
ETE 325 Methods of Teaching Reading K-8.....	3
ETE 330 Curricular Adaptations for Learners with Exceptionalities.....	3
ETE 335 Methods of Teaching Social Studies K-8.....	3
ETE 336 Methods of Teaching Science K-8.....	3
ETE 339 Methods of Teaching Mathematics K-8	3
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 353 Methods of Teaching Language Arts K-8	3
ETE 490 Student Teaching Professional Portfolio	1
ETE 498 Student Teaching K-8	13
Total	66
Area of Concentration Electives	21
Grand Total	131

Special Education Approval

Students may choose to add a special education approval to an early childhood or elementary certificate which will entitle them to teach special education classes in the grades of their certificate. The following courses are needed for this approval.

ETE 327 Characteristics of Emotional and Learning Disabilities	3
ETE 329 Methods for Emotional & Learning Disabilities	3
ETE 390 Characteristics of Developmental Disabilities.....	3
ETE 391 Methods for Students with Developmental Disabilities.....	3
ETE 525 Including Learners with Exceptionalities	3
ETE 543 Assessment and Evaluation Procedures for Learners with Exceptionalities.....	3
Total	18

Middle School Endorsement

For those elementary or secondary education majors 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 Plus an 18-hour subject concentration.

Change of College and Curriculum

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

Areas of Concentration

Students majoring in elementary education or early childhood education are required to complete 21 additional hours of study to satisfy one of the following areas of concentration. Unless noted, courses taken to meet other program requirements may not be used to complete the Area of Concentration requirement. All concentrations require a minimum of nine hours at the 300 level or above. The General Science concentration requires 12 hours at the 300 level or above.

English

- Foundational English (12 hours selected from these options):
Creative Writing (ENG 207)
Surveys of American/British Literature (ENG 233, 235, 237, 239)
Introduction to Literary Studies (ENG 270)
Language Study (3 hours)
Introduction to Language (ENG 311)
Grammar (ENG 312)
Adolescent Literature (3 hours)
Young Adult Literature (ENG 320)
Writing (3 hours)
- One additional course in creative writing or an advanced writing course beyond General Education Requirements.
- Nine hours of this course of study must be upper division hours in addition to any 300-level course taken to meet the General Education Requirements.

Foreign Language (French, German or Spanish)

- Minimum 21 hours with at least 9 hours at the 300 level or above.
- The appropriate foreign language courses numbered 201, 202, 303, 304
- Nine hours of electives, which may include the appropriate language course numbered 102.

General Science

- A minimum of 12 hours must be at the 300 level or above.
- One 300-level course each beyond the general education requirement in biology, physics, chemistry and earth science.
- The concentration must include the equivalent of at least 3 hours of labs.
- The major program, including general education and other program requirements, must include a minimum of 32 hours of science.
- A minimum of 12 hours of the hours taken in the concentration, beyond the general education requirement, will be from one of the four areas: biology, physics, chemistry or earth science.

Math

- Minimum 21 hours with at least 9 hours at the 300 level or above.
- MTH 111 (may be used for general ed. requirement)
- MTH 190
- Three courses from: MTH 105 (or 207), MTH 109 (or 112), MTH 115 (or 121), MTH 116 (or 122), MTH 120, or a second topic in MTH 190.
- MTH 300 (Topics course rotating among geometry, algebra and number theory, and history of mathematics) repeated for 9 hours in 3 different areas.

General Social Studies

- Minimum 21 hours with at least 9 hours at the 300 level or above.
- One course each from the following areas:
- Political Science (PLS 202, 205 or 208)
- US History (HIS 203, 204 or 300)
- World History
- Economics (ECO 100 or 313)
- Sociology (SOC 300, 311, 312, 313, 314 or 315)
- Plus 6 hours of electives in one of these four disciplines: political science, history, sociology or economics.
- The 21 hours required for this concentration are in addition to the General Education requirements of PLS 105 and Non-Western studies (HIS 336 or 337) to meet General Education requirements.

Fine Arts

- Minimum 21 hours with at least 9 hours at the 300 level or above.
- Appreciation (6 hours) two from list beyond Fine Arts General Education requirement: ART 131, MUS 109, THE 121, THE 131
- History (6 hours) one course from two of the following areas:
- Art (ART 140, 142, 243, 245, 250, 260, 270, 280, 290, 350, 360, 470)
- Music (MUS 203, 235, 236, 335, 336)
- Theater (THE 336, 337, 338)
- Six hours of performance or production courses from studio arts, music performance and theater performance and production, including but not limited to THE 115 and THE 125.
- CFA 421 Art and the Creative Imagination (3 hours)

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):

- English Language Arts
- Family and Consumer Science—Apparel and Textiles
- Family and Consumer Science—Living Environments
- Family and Consumer Science—Nutrition, Wellness, and Hospitality
- Mathematics
- Science—Biology
- Science—Chemistry
- Science—Physics
- Social Science—History and Social Studies

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 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. However, the State of Illinois may require specific areas of preparation. Students must consult their education advisor. Candidates will have an advisor in both their major area of preparation and in the Department of Teacher Education.

General Education Requirements

Communication Skills

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

Mathematics

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

Science

Electives	6-8
Science or math elective (if B.S.)	(3-6)

[hours counted above]

Humanities

Fine Arts (ART, MUS, or THE)	3
†English (Gen. Ed. literature course).....	3
Nonwestern Civilization	3
†Elective	3

Social Forces

Social Forces Electives	6
Western Civilization (CIV 100).....	3
Elective	3

Other

Health/Physical Development.....	3
(FCS 203; NUR 163, 220, 221, 263, 376)	—
Total	52-59

Secondary Education

Professional Education Requirements

ETE 100 Technology Applications	1
ETE 115 Schools and Schooling in American Society	3
ETE 116 Field Experience: Schools and Schooling in American Society	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 360 Teaching Reading in the Content Field.....	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 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 & Consumer Sciences.2	
ETE 379 Novice Teaching in Secondary School.....	2
ETE 490 Student Teaching Professional Portfolio	1
ETE 499 Student Teaching in the Secondary School ...	10 or 13
Total	39-49

Major (minimum)	32
Additional Electives	8
Grand Total	124

†One must meet Gen. Ed. HP requirement and one must meet HL requirement

*English majors have methods courses offered by the English Department.

Special K-12

Art

Foreign Languages (French, German, or Spanish)

Music

General Education Requirements

Communication Skills

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

Mathematics

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

Science

Electives	6-8
Science or math elective (if B.S.)	(3-6)

[hours counted above]

Humanities

Fine Arts (ART, MUS, or THE)	3
**English (Gen. Ed. literature course)	3
Nonwestern Civilization	3
**Elective	3

Social Forces

Social Forces Electives	6
Western Civilization (CIV 100).....	3
Elective	3

Other

Health/Physical Development.....	3
(FCS 203; NUR 163, 220, 221, 263, 376)	—
Total	52-54

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

Coursework as required for the B.A. or B.S. degree, plus a health course.

Total General Education	46
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Professional Education Requirements

ETE 100 Technology Applications	1
ETE 115 Schools and Schooling in American Society	3
ETE 116 Field Experience: Schools and Schooling in American Society	1
ETE 205 Effective Teaching Strategies.....	3
ETE 225 Human Development	4

ETE 280 Exploring Diversity: Learners, Families, and Communities	3
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 360 Teaching Reading in the Content Field.....	3
ETE 371 General Secondary Methods II.....	3
ETE 380 Novice Teaching in a K-12 School	2
ETE 386 Methods of Teaching K-12 Art.....	3
ETE 490 Student Teaching Professional Portfolio	1
ETE 499 Student Teaching in Secondary School.....	10-13
Total	40-43

Other

For specific coursework in Art, Please see the Art Department / Art Education Major section of this catalog.

Foreign Languages Education

(K-12 teaching of French, German, or Spanish)

General Education Requirements

Coursework as required for the B.A. degree plus a health course.

Total General Education	44-47
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Professional Education Requirements

ETE 100 Technology Applications	1
ETE 115 Schools and Schooling in American Society	3
ETE 116 Field Experience: Schools and Schooling in American Society	1
ETE 205 Effective Teaching Strategies.....	3
ETE 225 Human Development	4
ETE 280 Exploring Diversity: Learners, Families, and Communities	3
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 360 Teaching Reading in the Content Field.....	3
ETE 371 General Secondary Methods II.....	3
ETE 380 Novice Teaching in a K-12 School	2
ETE 387 Methods of Teaching K-12 Foreign Language	3
ETE 490 Student Teaching Professional Portfolio	1
ETE 499 Student Teaching in Secondary School.....	10-13
Total	40-43

Other:

For specific coursework in French, German, or Spanish, please see the Foreign Language Department.

ACTFL Test Required for Foreign Language Majors

In addition to the required Illinois certification tests, foreign language majors must pass the American Council on the Teaching of Foreign Languages (ACTFL) oral language proficiency test at the advanced low level prior to being certified.

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

Coursework as required for the B.M.E. (Bachelor of Music Education) degree, plus a health course.

Total General Education 46

Professional Education Requirements

ETE 100 Technology Applications	1
ETE 115 Schools and Schooling in American Society	3
ETE 116 Field Experience: Schools and Schooling	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 360 Teaching Reading in the Content Field.....	3
ETE 381 Field Experience in Elementary Music Teaching.....	1
ETE 382 Field Experience in Secondary Music Teaching.....	1
ETE 490 Student Teaching Professional Portfolio	1
ETE 498 Student Teaching K-8	7
ETE 499 Student Teaching in the Secondary School	7
Total Professional Education	41

Special Education Approval

Students may choose to add a special education approval to a secondary or special K-12 certificate, which will entitle them to teach special education classes in the grades of their certificate. The following courses are needed for this approval:

ETE 327 Characteristics of Emotional and Learning Disabilities	3
ETE 329 Methods for Emotional & Learning Disabilities	3
ETE 390 Characteristics of Developmental Disabilities.....	3
ETE 391 Methods for Students with Developmental Disabilities	3
ETE 525 Including Learners with Exceptionalities	3
ETE 543 Assessment and Evaluation Procedures for Learners with Exceptionalities.....	3
Total	18

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, maintain standards of professional conduct, and provide 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.

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

Biology3-4
 Physical Science3-4
 Science lab course (if needed).....1
 300-level Science.....3
 Science or math elective3

Humanities

Fine Arts (ART, MUS, or THE).....3
 English (may use Gen. Ed. literature course)3
 Non-Western Civilization3

Social Forces

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

Other

Health/Physical Development.....3
 (FCS 203; NUR 163, 220, 221, 263, 376) —
 Total 46

Professional Education Requirements

Professional Education Component

ETE 100 Technology Applications.....1
 ETE 107 Mathematics for Teachers.....3
 ETE 115 Schools and Schooling in American Society3
 ETE 116 Field Experience: Schools & Schooling in
 American Society1
 ETE 205 Effective Teaching Strategies.....3
 ETE 225 Human Development4
 ETE 280 Exploring Diversity: Learners, Families,
 and Communities.....3
 ETE 325 Methods of Teaching Reading K-8.....3
 ETE 335 Methods of Teaching Social Studies K-8.....3
 ETE 336 Methods of Teaching Science K-8.....3
 ETE 339 Methods of Teaching Mathematics K-8.....3
 ETE 353 Methods of Teaching Language Arts K-8.....3
 Total 33

Special Education

ETE 234 Language Development.....3
 ETE 342 Guiding Learners and Developing Classroom
 Communities3
 ETE 245 American Sign Language I (optional).....3
 ETE 401 Secondary Special Education3
 ETE 525 Including Learners with Exceptionalities3
 ETE 543 Assessment and Evaluation Procedures
 for Learners with Exceptionalities3
 Total 15

Learning Behavior Specialist I

ETE 327 Characteristics of Emotional
 and Learning Disabilities3
 ETE 329 Methods for Emotional & Learning Disabilities3
 ETE 330 Curriculum Adaptations for Learners with
 Exceptionalities3
 ETE 331 Assistive Technology3
 ETE 390 Characteristics of Developmental Disabilities3
 ETE 391 Methods for Students with Developmental Dis-
 abilities3
 ETE 392 Novice Teaching for LBS I.....4
 ETE 490 Student Teaching Professional Portfolio1
 ETE 496 Student Teaching for LBS I K-8.....13
 Total 80
 Grand total for LBS I major 130

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

Students can choose to take either Humanities-Lit (HL) or Humanities-Phil (HP)
 Science Elective3
 ETE 260 Children’s Literature3
 ETE 392 or ETE 306 Novice Teaching for LBS I or
 PreK-84

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 490 Student Teaching Professional Portfolio1
 ETE 496 Student Teaching for LBS I & PreK-8.....13
 Grand total for LBS I - ELED major 134

Early Childhood Special Education Approval

For those special education 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. (These course are built into the Early Childhood Education program, so these students will be entitled to this approval upon graduation.)
 ETE 233 Early Intervention3
 ETE 443 Early Childhood Assessment3
 Total 6

Course Descriptions

- ETE 100 Technology Applications** 1 hr.
Application of technology concepts and skills to human service professionals. Database construction; linear and nonlinear multimedia projects. Using graphics, text, sound, animation, and other media resources. Prerequisite: not open to juniors or seniors.
- ETE 107 Conceptualizing Math for Teachers I** 3 hrs.
Development of a deep understanding of concepts, relationships, and algorithms in various areas of mathematics examined. Topics include set theory, variables, patterns and algebraic relationships, equations and systems of equations, graphing; real numbers and operations, properties of number systems, ratios and proportions, percents; measurement systems, measurement relationships. Focus is on problem solving, analysis, representation of concepts, and communicating understanding and reasoning of the mathematical concepts studied.
- ETE 108 Conceptualizing Math for Teachers II** 3 hrs.
Development of a deep understanding of concepts, relationships, and algorithms in various areas of mathematics examined. Topics include data presentation, computation, and meaning of descriptive measurements; basic combinatorics, probability concepts, probability distributions, expectations; linear, quadratic, exponential, and other functions, geometric constructions, 2-D and 3-D shapes, spatial relationships, geometric reasoning and proof. Focus is on problem solving, analysis, representation of concepts, and communicating understanding and reasoning of the mathematical concepts studied. Prerequisite: ETE 107.
- ETE 115 Schools & 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 197 Music in the P-8 Schools** 1 hr.
Content and pedagogy for music in grades P-8 to meet the needs of diverse learners. Introduction to including music in the regular classroom using traditional methods and newer technologies.
- ETE 198 Movement in the P-8 Schools** 1 hr.
Content and pedagogy for movement in grades P-8 to meet the needs of diverse learners. Introduction to including movement in the regular classroom to enhance teaching of the curriculum and to promote physical well-being. Prerequisite: not open to juniors or seniors.

- ETE 199 Art in the P-8 Schools** 1 hr.
Content and pedagogy for art in grades P-8 to meet the needs of diverse learners. Introduction to including art in the regular classroom using traditional methods and newer technologies.
- 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 115, 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 Strategies and 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. 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 or consent of instructor. For Elementary Education Majors: ETE 205, ETE 225 or consent of instructor.

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 or consent of instructor. For Elementary Education majors: ETE 205, ETE 225 or consent of instructor.

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

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.

ETE 235 Methods of Teaching English Language Learners 3 hrs.
Addresses language development and methods for teaching English Language Learners (ELL). Topics include theories of second language acquisition as well as a variety of instructional strategies in the language arts and other content areas. Emphasis will be placed on the social and cultural needs of the ELL and the examination of pre-service teachers' own culture and its impact on their practice. Prerequisites: ETE 225; ETE 205 or concurrent enrollment.

ETE 245 American Sign Language I 3 hrs.
General introduction to sign language of the deaf; information regarding the culture of the deaf. Finger spelling and signing skills, which enable signing at a conversational level both receptively (seeing and understanding) and expressively (signing). Available to students from any major throughout the university.

ETE 246 American Sign Language II 3 hrs.
Provides an intermediate level of American Sign Language skills; further information regarding the culture of the deaf. Students will refine finger spelling and signing skills with an emphasis on the comprehension and expression of real-life

events. Available to students from any major throughout the university. Prerequisite: ETE 245 or equivalent.

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 (Gen. Ed. CD) 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.

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.
Supervised teaching experience in preprimary and primary settings. Planning and implementing instruction and creating teaching materials for an integrated unit. Developing a plan for home-school interaction. Weekly seminar. Pass/Fail. Prerequisites: Advancement to degree candidacy in the department. Corequisites: ETE 343

ETE 306 Novice Teaching K-8 4 hrs.
The professional semester field experience: planning and teaching lessons. Weekly seminar. Pass/Fail. Prerequisite: advancement to degree candidacy in the department and at least one course from: ETE 325, 335, 336, 339, 353.

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 Methods of Teaching Reading K-8 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: ETE 205 or concurrent enrollment; ETE 225; PSY 104 or equivalent.

ETE 329 Methods for Students with 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: ETE 327; 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 205 or concurrent enrollment; ETE 225.

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. Prerequisites: ETE 205 or concurrent enrollment; ETE 225.

ETE 335 Methods of Teaching Social Studies K-8 3 hrs.
Content and methods of teaching social studies in the elementary grades. Prerequisite: advancement to degree candidacy in the department.

ETE 336 Methods of Teaching Science K-8 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.

ETE 339 Methods of Teaching Mathematics K-8 3 hrs.
Emphasis on teaching strategies, materials, and organizational plans related to the K-8 mathematics curriculum. Assignments for elementary education majors with math concentration will be in the middle grades (6-8). Elementary education majors with math concentration will be expected to use appropriate strategies for middle school students in their projects. Focus on active involvement of the students in the learning process and strategies to meet the various needs of learners of mathematics. Prerequisite: advancement to degree candidacy in the department. For elementary education majors: ETE 108 or concurrent enrollment.

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.

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.

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 Methods of Teaching Language Arts K-8 3 hrs.
Content and methods of teaching language arts in the elementary grades. Emphasis on curriculum integration and interdisciplinary teaching. Prerequisite: advancement to degree candidacy in the department.

ETE 360 Teaching Reading in the Content Field 3 hrs.
Teaching strategies to address diverse learning needs that enhance understanding in the content field. Prerequisite: advancement to degree candidacy.

ETE 370 General Secondary Methods I 3 hrs.
Introduction to the secondary teaching profession. Historical, philosophical, and curricular variants unique to the secondary school. Prerequisite: ETE 115; ETE 225, or concurrent enrollment.

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

ETE 372 Methods of Teaching Secondary Language Arts 2 hrs.
Content and pedagogy of secondary-school language arts. Integrated language arts instruction including literature-based instruction, oral communication, reading, writing, and performing arts. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionalality 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 exceptionalality 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 exceptionalality 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 exceptionalality 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 exceptionalality 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, ETE 373, ETE 374, ETE 375, ETE 378).

ETE 380 Novice Teaching in a K-12 School 2 hrs.
Supervised teaching experience in K-12 classroom in the appropriate discipline. Planning and implementing instruction in the student's teaching area. Addresses the various issues that arise in teaching multiple levels and wide range of levels of students. Pass/Fail. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 386 or 387.

ETE 381 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 382 Field Experience in Secondary Music Teaching 1 hr.
25-clock-hour field experience of observation and participation in a secondary school classroom. Application of material from ETE 352. Pass/Fail. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 352.

ETE 386 Methods of Teaching K-12 Art 3 hrs.
Content and methods for teaching art K-12. Designing and implementing art instruction and curriculum using a variety of approaches. Emphasis on sequential enhancement of media and techniques in relation to the developmental needs of different levels of students, instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and culturally appropriate practices, aligned with the state and national goals. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 380.

ETE 387 Methods of Teaching K-12 Foreign Language 3 hrs.
Content and pedagogy of K-12 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 accommodation of exceptionality and diversity, and developmentally and culturally appropriate practice. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 380.

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: ETE 205 or concurrent enrollment; ETE 225.

ETE 391 Methods for Students with Developmental Disabilities 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 390.

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. One of ETE 329, 391, or 401 or concurrent enrollment.

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.
Assessing developmental domains; formal, informal, authentic, and performance-based assessments. Planning instruction incorporating assessment results and Individualized Family Service Plans or Individualized Educational Plans. Collaboration and communication with families and professionals. Transitional planning. Prerequisite: advancement to degree candidacy in the department. Corequisites for early childhood majors: ETE 304, 342, 343.

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 490 Student Teaching Professional Portfolio 1 hr.
Self-reflection of growth as professional educators. Analysis and synthesis of teaching philosophies, professional standards, and best practices in teaching. Prerequisites: Concurrent enrollment or completion of ETE 496, 498, or 499.

ETE 496 Student Teaching for LBS I and K-8 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 325, 327, 329, 330, 331, 335, 336, 339, 342, 353, 390, 391, 392, 401; 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 490.

ETE 497 Student Teaching in Early Childhood 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, 2.50 in professional education courses, and 2.50 in teaching field; current certification of freedom from TB; approval of Department Chair. Corequisite: ETE 467.

ETE 498 Student Teaching K-8 7-13 hrs.
Placement in Peoria-area classrooms, schools, and learning centers for a full semester. 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. Repeatable to a

maximum of 20 hours for those students seeking LBSI/ELE certification. Prerequisites: advancement to degree candidacy in the department; ETE 306, 325, 330, 335, 336, 339, 342, 353; grade point average of 2.50 overall, 2.50 in teaching field, and 2.50 in professional education courses; current certification of freedom from TB; approval of Department Chair. Corequisite: ETE 490

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, 360, 370, 371, 379, and the methods course appropriate to the student teacher's teaching area (or for music education majors only, ETE 351, 352, 381, 382); grade point averages of 2.50 overall, in professional education courses, and in the teaching field(s); current certification of freedom from TB; approval of Department Chair. Corequisite: ETE 490.

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

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 515 Mathematics Methods for the Middle School 3 hrs.

Provides strategies and curriculum for teaching mathematics to youth in fifth through eighth grades. Strategies focus on problem solving, logical reasoning, and real life connections. Use of dynamic software and math modeling are emphasized. Assessment strategies appropriate for middle school mathematics will be addressed. Students will develop a deep understanding of national and state standards. Prerequisites: senior standing in an education program and advancement to degree candidacy, or teacher certification.

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 & 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.

Annual Institutional Title II Report Card: 2006-2007

Teacher Education Mission

The mission of Teacher Education at Bradley University is to prepare teachers who will be effective leaders, advocates, and life-long learners. We believe that teaching and learning are dynamic, interactive, life-long processes based on empowering interactions among learners.

Teacher Preparation Programs:

Bradley University offers 18 baccalaureate programs leading to state teacher certification and one graduate-level certification programs in Educational Administration, Special Education, and School Counseling.

Student Characteristics:

Most undergraduates (93.6 percent) are of traditional college age, 94 percent attend full-time, and 87 percent are Illinois residents. Eleven percent of all students are minority students. The average ACT score for fall 2006 freshmen was 25. Undergraduate enrollment is 5315. Graduate enrollment is 812. Total enrollment is 6127.

Admissions Requirements:

Candidates must have earned a minimum grade point average of 2.5 overall, 2.5 in education courses, and a 2.5 in their content major or concentration. 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 and no Ds, passed the Illinois Certification Test of Basic Skills, demonstrated appropriate pre-professional behaviors and dispositions, been cleared on a check of criminal history, and received a satisfactory vote of the faculty.

Admission to Student Teaching: Candidates must have maintained a minimum grade point average of 2.5 overall, 2.5 in education courses, and a 2.5 in their content major or concentration. They must have been advanced to candidacy, passed the Illinois Certification Test in their content area, been cleared on a State Police fingerprint check, and have a negative result on a current TB test.

Best Practices:

- Practicum experiences in the schools begin the freshman year and continue each year of the program, increasing in responsibility.
- Each candidate will have clinical experiences in the full range of his or her certification and in a 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 was 99 percent for this year.
- Bradley University's education programs were recognized in a June 2007 publication, "Preparing STEM Teachers: The key to global competitiveness" produced by the American Association of Colleges for Teacher Education.
- In four of the last nine years a student teacher has been named one of 10 "PDK Outstanding Student Teachers" in the nation.
- Two teacher education professors have received the NBPTS (National Board for Professional Teaching Standards) certificate.
- The College and the local schools have a Professional Development School (PDS) partnership that provides unique opportunities for students and faculty.
- Opportunities exist for students to student teach in Department of Defense Schools in England.
- The College is a fourteen-year recipient of a William T. Kemper Grant which supports a partnership between Bradley University's College of Education and Health Sciences and four selected public school sites to foster collaborative leadership and support teaching excellence.
- Science Education at Bradley has received awards from Bradley for Excellence, National Science Foundation, the Annie E. Casey Foundation, and other external grants for Science, Technology, Engineering, and Math (STEM) programming.
- Bradley University is one of three institutions of higher education in Illinois to be selected to participate in a Library of Congress national project, focusing on developing interactive learning and teaching resources for P-16 classrooms.

- The Department of Education was funded for a third year from the Casey Foundation in the amount of \$75,000. The funded project, "Building Excellent Scientists for Tomorrow," is a collaboration between the sciences and teacher education.
- Ms. Timeka Cooley, a 2006 alumna in Elementary Education, received the Spirit of Youth Award as a first-year teacher at Kipp Ascend Charter School, North Lawndale District. Ms. Cooley was recognized for her work in improving mathematics learning by urban students.
- Ms. Angelina Muskin, a 1988 alumna in the History Teacher Program, was named "Georgia Teacher of Merit for the Year for National History Day" by the Georgia Humanities Council. Ms. Muskin is a history teacher and the department chairperson for social studies at Grove High School in Savannah.

Program Profile:

Total number of students admitted into teacher preparation, all specializations, in academic year 2006-2007	678
Number of candidates in supervised student teaching in academic year 2006-2007	175
Number of faculty members who supervised student teachers:	
• Full-time faculty in professional education	3
• Part-time faculty in professional education but full-time in the institution	1
• Part-time faculty in professional education, not otherwise employed by the institution	14
Total faculty student teaching supervisors	18
Student teacher/faculty ratio	9.72:1
The average number of student teaching hours per week	35
The total number of weeks of supervised student teaching required	14.43 avg.
Average total number of hours required	505

Illinois Certification Testing System Annual Institution Report 2006-2007				
Bradley University • Number of Program Completers: 177				
Test Field/Category	Institution			State-wide Pass Rate
	Number Tested	Number Passed	Pass Rate	
Basic Skills				
Basic Skills Test	172	172	100%	100%
Aggregate	172	172	100%	100%
Professional Knowledge/Pedagogy				
101 APT: Birth to Grade 3	18	18	100%	100%
102 APT: Grades K-9	73	73	100%	100%
103 APT: Grades 6-12	36	36	100%	100%
104 APT: Grades K-12	47	47	100%	99%
Aggregate	174	174	100%	99%
Academic Content Areas				
002 Early Childhood	1	--	--	100%
024 Social Science	1	--	--	100%
105 Science: Biology	2	--	--	100%
106 Science: Chemistry	1	--	--	99%
107 Early Childhood Education	17	17	100%	100%
110 Elementary/Middle Grades	112	111	99%	100%
111 English Language Art	12	12	100%	100%
114 Social Science: History	9	--	--	100%
115 Mathematics	6	--	--	100%
116 Science: Physics	1	--	--	100%
163 Special Education General Curriculum	39	38	97%	99%
127 Foreign Language: French	1	--	--	100%
143 Music	5	--	--	100%
145 Visual Arts	1	--	--	100%
Aggregate	208	206	99%	100%
Other Content Areas				
172 Family & Consumer Sciences	6	--	--	100%
Aggregate	6	--	--	100%
Teaching Special Populations				
155 Learning Behavior Specialist I	40	40	100%	100%
Aggregate	40	40	100%	100%
Summary Totals and Pass Rate	177	177	100%	99%

Note: Institutional information is not released for tests taken by fewer than ten students.

Illinois Certification Testing System 2003-2004 Third Year Cohort Update

Bradley University • Number of Program Completers: 145

Test Field/Category	Institution			State-wide Pass Rate
	Number Tested	Number Passed	Pass Rate	
Basic Skills				
Basic Skills Test	145	145	100%	100%
Aggregate	145	145	100%	100%
Professional Knowledge/Pedagogy				
101 APT: Birth to Grade 3	11	11	100%	100%
102 APT: Grades K-9	58	58	100%	100%
103 APT: Grades 6-12	39	39	100%	100%
104 APT: Grades K-12	23	23	100%	99%
Aggregate	131	131	100%	99%
Academic Content Areas				
002 Early Childhood	11	10	91%	100%
003 Elementary/ Middle Grades (K-9)	71	70	99%	99%
023 History	6	--	--	97%
024 Social Science	9	--	--	99%
025 English	7	--	--	99%
026 Spanish	2	--	--	99%
027 French	2	--	--	97%
034 Speech	1	--	--	100%
035 Biological Science	3	--	--	99%
036 Mathematics	5	--	--	99%
048 Art (K-12)	2	--	--	99%
049 Music (K-12)	3	--	--	98%
Aggregate	122	118	97%	99%
Other Content Areas				
044 Family & Consumer Sciences	5	--	--	100%
Aggregate	5	--	--	100%
Teaching Special Populations				
006 Learning Disabilities	1	--	--	89%
007 Social/Emotional Disorders	2	--	--	100%
155 Learning Behavior Specialist I	16	16	100%	100%
Aggregate	19	19	100%	97%
Summary Totals and Pass Rate	145	141	97%	99%

Note: Institutional information is not released for tests taken by fewer than ten students.

Department of Family and Consumer Sciences

FACULTY Professors Collins (chair), Davidson; Associate Professor Choi; Assistant Professors Brandes, Dallmeyer, Randall.

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 following family and consumer sciences core requirements listed below and professional work experience, as well as the required courses for their chosen major. Students must take a minimum of 38 hours in FCS courses.

Family and Consumer Sciences Core

FCS 140 Introduction to Family & 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	
FCS 342 Child Development Laboratory	
FCS 440 Family Relations.....	3
FCS 400 Senior Seminar in Family & Consumer Sciences.....	1
Total	12

Required Professional Work Experience:

FCS 460 Family and Consumer Sciences Internship (required for FCSF).....	3
FCS 461 Practicum in Foods & Nutrition (required for FCSF, FCSN).....	3
EHS 301 Cooperative Education.....	0-3
ETE 499 Student Teaching in the Secondary School (required for FCST).....	10-13

Major Requirements

Foods, Nutrition and Dietetics

Careers in health care, community and public health, wellness, foods science, foodservice, product development, food marketing, communication, and business consulting offer many diverse opportunities for graduates in this major. The two concentrations within this major are: 1) Dietetics and 2) Foods and Nutrition. Students choosing the dietetic concentration will be enrolled in the didactic program in dietetics (DPD). The DPD at Bradley University is currently granted initial accreditation by the Commission on Accreditation for Dietetic Education (CADE) of the American Dietetic Association, 120 Riverside Plaza, Chicago, IL 60606-6995, 312/899-5400. CADE is currently recognized by the Council on Higher Education Accreditation (CHEA) and the United States Department of Education (USDE). Students who graduate from this program with a C or better in all FCS required courses will receive a verification statement that will allow them to pursue a CADE-accredited dietetic internship to take the national registration examination to become registered dietitians. The Foods and Nutrition concentration offers a flexible professional program for the pursuit of entry level careers in foods and nutrition. Students completing the Foods and Nutrition concentration will not be eligible to pursue dietetic internships and become registered dietitians.

Dietetic Concentration

University Requirements

Candidates for all baccalaureate degrees must complete requirements in general education. Within the Math; Cultural Diversity and Social Forces; and Science categories, students in this concentration should choose the following:

MTH 111 Elementary Statistics.....	3
ECO 100 Introduction to Economics.....	3
PSY 104 Principles of Psychology.....	3
CHM 100 Fundamentals of General Chemistry.....	3
CHM 101 Fundamentals of General Chemistry Lab.....	1
BIO 121 Life Science 1.....	3

Family & Consumer Sciences Core 12

(See "Family and Consumer Sciences Core" above.)

Required Professional Work Experience

FCS 461 Practicum in Foods and Nutrition.....	3
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Additional Required FCS Courses	34
FCS 104 Introductory Food Principles	4
FCS 220 Consumer Issues in Health Care.....	3
FCS 303 Nutrition	3
FCS 306 Community Nutrition	3
FCS 307 Lifecycle Nutrition	2
FCS 309 Investigation of Food Topics	3
FCS 405 Food Service Systems	3
FCS 407 Nutritional Assessment.....	2
FCS 408 Management in Food Service.....	3
FCS 410 Advanced Nutrition.....	4
FCS 411 Medical Nutrition Therapy	4
Required Supporting Courses	27-30
CHM 151 Fundamentals of Organic Chemistry	2
CHM 152 Fundamentals of Biochemistry	2
CHM 153 Organic-Biochemistry Lab	1
BIO 200 Human Anatomy and Physiology	3
BIO 202 Microbiology and Immunology	4
BIO 203 Human Anatomy and Physiology Lab.....	2
BIO 205 Pathophysiology	3
BMA 352 Management and Organization Theory.....	3
or PSY 310* Industrial and Organizational Psychology	
MTG 315 Principles of Marketing.....	3
1 3-hour course Learning Theory	3
Suggest: FCS 341 Human Development through the Lifespan or PSY 302 Psychology of Learning or PSY 304 Developmental Psychology	
CHM 391 Medical Terminology	1
* Prerequisites for PSY 310 are PSY 104 and PSY 205 or equivalent, which may increase the total hours of required supporting courses.	
Required Certificate	
Certificate in Food Service Sanitation by State of Illinois; to be completed before enrolling in FCS 408	
Foods and Nutrition Concentration	
University Requirements	
Candidates for all baccalaureate degrees must complete re- quirements in general education. Within the Math; Cultural Diversity and Social Forces; and Science Categories, students in this concentration should choose the following:	
MTH 111 Elementary Statistics.....	3
ECO 100 Introduction to Economics or	
ECO 221 Principles of Microeconomics.....	3
PSY 104 Principles of Psychology	3
BIO 121 Life Science I	3
CHM 100 Fundamentals of General Chemistry	3
CHM 101 Fundamentals of General Chemistry Lab.....	1
Family and Consumer Sciences Core.....	12
(See catalog, page 142 for complete listing of FCS core)	
Required Professional Work Experience	
FCS 461 Practicum in Foods and Nutrition	3

Additional Required FCS Courses.....23

I. Required:

FCS 104 Introductory Food Principles	4
FCS 220 Consumer Issues in Healthcare	3
FCS 303 Nutrition	3
FCS 306 Community Nutrition	3

II. Select 10 hours from the following:

FCS 203 Health, Safety and Nutrition.....	3
FCS 304 Sports and Exercise Nutrition	3
FCS 307 Lifecycle Nutrition.....	2
FCS 309 Investigation of Food Topics	3
FCS 405 Food Service Systems	3
FCS 408 Management in Food Service.....	3
FCS 410 * Advanced Nutrition	4
FCS 411 * Medical Nutrition Therapy	4

* Some courses require prerequisites which will add additional hours.

Required Supporting Course.....3

BIO 200 Human Anatomy and Physiology	3
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Required Certificate

Certificate in Food Service Sanitation by State of Illinois; to be completed before enrolling in FCS 408

Required Minor..... 12-23

The student choosing a concentration in Foods and Nutrition is allowed sufficient curriculum flexibility to specialize in a particular area of interest including public and community nutrition, nutrition and wellness, or foodservice management. Guided by the interest of the student, a minor to support the student's career goals will be incorporated into the degree plan. Depending on the minor chosen, 12-23 hours of minor coursework will be required.

General Family and Consumer Sciences

This flexible curriculum is designed for students who have interest areas in family and consumer sciences other than specific majors offered by the department at Bradley University. Examples of interest areas appropriate for this major include foods, nutrition, apparel, textiles, living environments, child development and family relationships, or careers in cooperative extension services.

The major requires a minimum of 38 Family and Consumer Sciences hours, including the Family and Consumer Sciences core.

University Requirements

Candidates for all baccalaureate degrees must complete requirements in General Education. Within the Cultural Diversity and Social Forces General Education category, students in this major should choose the following:

ECO 100 Introduction to Economics or	
ECO 221 Principles of Microeconomics.....	3
PSY 104 Principles of Psychology	3

Family and Consumer Sciences Core.....12

(See catalog, page 142 for complete listing of FCS core)

Required Professional Work Experience

Choose one of the following:

FCS 460 Family and Consumer Sciences Internship.....	3
FCS 461 Practicum in Foods and Nutrition	3
EHS 301 Cooperative Education Internship.....	0-3

Additional Required FCS courses:

I. Foods and Nutrition (choose at least two)

FCS 104 Introductory Food Principles	4
FCS 203 Health, Safety and Nutrition.....	3
FCS 303 Nutrition	3
FCS 304 Sports and Exercise Nutrition	3
FCS 306 Community Nutrition	3
FCS 309 Investigation of Food Topics	3
FCS 405 Food Service Systems	3
FCS 406 Issues and Trends in Foods and Nutrition.....	3
FCS 407 Nutritional Assessment.....	2
FCS 408 Management in Food Service.....	3
FCS 410 Advanced Nutrition.....	4
FCS 411 Medical Nutrition Therapy	4

II. Clothing and Textiles (choose at least two)

FCS 130 Clothing in Contemporary Society.....	3
FCS 133 Apparel Production and Analysis.....	3
FCS 231 Pattern Making.....	3
FCS 233 Consumer Textiles.....	3
FCS 330 Fashion Merchandising.....	3
FCS 331 Fashion Merchandising Laboratory.....	1
FCS 332 Advanced Clothing Construction.....	3
FCS 333 Advanced Textiles.....	3
FCS 334 Visual Merchandising and Promotion.....	3
FCS 338 International Fashion Merchandising.....	3
FCS 433 Issues and Trends in Apparel and Textiles.....	3
FCS 438 Global Trends in Apparel and Textiles.....	3
FCS 536 World of Fashion	3

III. Human Ecology (choose at least two)

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

IV. Child/Family (choose at least two)

**FCS 246 Family Systems and Applications.....	3
FCS 307 Lifecycle Nutrition.....	2
FCS 341 Human Development Through the Lifespan	3
FCS 342 Child Development Laboratory	3
FCS 440 Family Relations (choice within core).....	3

Total FCS hours for the major 38

(minimum will depend on choice of work experience)

Some courses require prerequisites that will add additional hours.

**FCS Core Requirement

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

Choose 12 hours from the following courses:

FCS 104 Introductory Food Principles.....	4
FCS 203 Health, Safety and Nutrition or	
FCS 303 Nutrition	3
FCS 220 Consumer Issues in Health care	3
FCS 306 Community Nutrition	3
FCS 309 Investigation of Food Topics	3
FCS 405 Food Service Systems or FCS 408	
Management in Food Service.....	3

Apparel and Textiles

Choose 12 hours from the following courses:

FCS 130 Clothing and Human Behavior.....	3
FCS 133 Apparel Product Analysis	3
FCS 233 Consumer Textiles.....	3
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
FCS 334 Visual Merchandising and Promotion.....	3
FCS 336 History of Fashion	3

Living Environments

Choose 12 hours from the following courses:

FCS 233 Consumer Textiles	3
**FCS 246 Family Systems and Applications	3
**FCS 300 Consumer Issues in America	3
FCS 334 Visual Merchandising and Promotion.....	3
FCS 357 Housing and Interior Design.....	3

Retail Merchandising

Graduates in this area are prepared for careers in merchandising, sales, operations, buying, and other related areas in the retail fashion industry. A minor in business management or marketing is required for this major.

University Requirements

Candidates for all baccalaureate degrees must complete requirements in General Education. Within the Math; Cultural Diversity and Social Forces; and Sciences categories,

students in this major should choose the following courses:

CHM 100 Fundamentals of General Chemistry	3
CHM 101 Fundamentals of General Chemistry Lab.....	1
ECO 100 or ECO 221.....	3
MTH 111 Elementary Statistics.....	3
PSY 104 Principles of Psychology	3

Students must complete a minimum of 38 hours in FCS courses.

Family and Consumer Sciences Core	12
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Required Professional Work Experience

FCS 460 Family & Consumer Sciences Internship.....	3
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Additional Required FCS Courses

(must earn C or better in each of these courses)

FCS 130 Clothing and Human Behavior.....	3
FCS 133 Apparel Production and Analysis	3
FCS 233 Consumer Textiles	3
FCS 330 Fashion Merchandising	3
FCS 331 Merchandising Lab	1
FCS 333 Advanced Textiles	3
FCS 334 Visual Merchandising and Promotions.....	3
FCS 336 History of Fashion	3
FCS 438 Global Issues of Textile and Apparel.....	3
FCS elective (FCS 338 or 357)	3

Required Supporting Courses

ART 227 Basic Graphic Design	3
MTG 381 Integrated Marketing Communications or COM 220 Advertising as Communication	3

Required Minor: Option I or Option II

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

Option II	15
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A marketing minor described in this catalog under the Marketing Department Foster College of Business Administration.

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 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.

Category C:

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

or

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

Family and Consumer Sciences Minor

The 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, Intro. to Family & 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 and Analysis	3 hrs.
Study of apparel production, including apparel components, 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 a cross-listed 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	3 hrs.
Consumer-oriented study of textiles emphasizing fibers, yarns, fabric constructions, and finishes. Two hours of lecture and two hours of laboratory per week.	
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 (Gen. Ed. SF)	3 hrs.
Personal finance, consumer credit, durable and non-durable goods and services, and consumer protection in the marketplace.	

FCS 301 Nutrition Today (Gen. Ed. TS)	3 hrs.
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: BIO 121-124, CHM 100, CHM 110 & 111, or CHM 116 & 117.	
FCS 304 Sports and Exercise Nutrition	3 hrs.
Design of approximate diets for exercise and sports to enhance utilization and maximize performance. An integrative, case study approach. Prerequisites: junior standing.	
FCS 306 Community Nutrition	3 hrs.
Emphasis on community needs assessment, disease prevention programming, cultural nutrition practices, public and private nutrition policy, and community nutrition promotion. Prerequisites: FCS 220, 303.	
FCS 307 Life Cycle Nutrition	2 hrs.
Current issues in maternal, child, adolescent, and elderly nutrition with emphasis on nutrient requirements related to physiological changes, assessment of food security, and delivery of cost-effective quality 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 333 Advanced Textiles	3 hrs.
Principles of textile science, testing and quality analysis, standardized measurement and evaluation of quality, physical characteristics, and performance of textile products. Developing products and specifications. Prerequisites: MTH 111, FCS 133.	

FCS 334 Visual Merchandising and Promotion 3 hrs.
The investigation and application of various areas and methods of merchandise presentation to maximize the salability of merchandise. Prerequisites: FCS 330, 331.

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

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

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

FCS 407 Nutrition Assessment 2 hrs.
Evaluation of nutritional status by dietary assessment, anthropometric measures, and nutrition-related health indicators; body composition assessment and interpretation of clinical, laboratory, and dietary data; charting and health communications. Prerequisites: FCS 303.

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

FCS 410 Advanced Nutrition 4 hrs.
Biochemistry of energy and nutrient utilization in relation to human biological functions. Prerequisites: FCS 303; BIO 200; CHM 151, 152.

FCS 411 Medical Nutrition Therapy 4 hrs.
Dietary modification for specific disease states, treatment modalities, and drug interactions; emphasis on biochemical and pathophysiological rationale. Prerequisite: FCS 410; BIO 205.

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

FCS 438 Global Issues in Textiles and Apparel 3 hrs.
Evaluation of key issues facing textile and apparel business in global markets considering ethical, economic, political, and professional implications. Theoretical foundations of global sourcing. Prerequisites: ECO 100; FCS 133, 233, 300.

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

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

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

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

FCS 585 Topics in Family & Consumer Sciences 1-6 hrs.
Topics of special interest which may vary each time course is offered. Topic stated in current Schedule of Classes. Prerequisite: senior or graduate standing, and consent of instructor.

Department of Nursing

Approved by the Illinois Department of Financial and Professional Regulation (IDFPR).

Accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, NY 10006; (212) 363-5555, ext. 153 or 800-669-1656 ext. 153; www.nlnac.org.

FACULTY *Associate Professors Armer (chair) Cluskey (associate chair), Flannigan; Assistant Professors Baylor, Brubaker, Cenek, Cullen, Erickson, Gard, Hinrichsen, Kookan, Jackson, Pearl, Steinwedel; Instructors Ball, Bunten.*

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 judgment 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 200, 203, 204, 206, 207, 306, 307, 308, 309, 314, 315, 316, 317, 404, 408, 409, 410, 414, 417, and 418.

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 2.50 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. Following completion of NUR 300, 303, and 310 with a minimum grade of "C" the registered nurse student may enroll in required senior nursing courses NUR 404, 417, 418, and 522.

The RN student will meet University requirements for general education, basic skills, junior/senior hours, and residency credit in order to graduate. The RN student will meet nursing department requirements for natural and social science courses, statistics, and nine hours of nursing electives. Sixty-six semester hours may be transferred from a community college.

Licensed practical nurses may earn up to 11 semester hours of credit for prior learning. Following completion of NUR 300 and 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

COM 103 Oral Comm. Process	3
PSY 104 Principles of Psychology: Social Forces and Individual Behavior	3
CHM 100 Fund. of Gen. Chemistry.	3
CHM 101 Fund. of Gen. Chemistry Laboratory	1
BIO 121 Life Science I	3
MTH 111 Elementary Statistics	3
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	16

Second Semester

ENG 101 Composition	3
CHM 151 Fund. of Organic Chemistry	2
CHM 152 Fund. of Biochemistry	2
^{1,2} BIO 202 Microbiology and Immunology	4
SOC 100 Soc. Perspective	3
Elective or General Education	2
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	16

¹ Registered nurses may receive credit for prior learning for these courses.

² Licensed practical nurses may receive credit by for prior learning for these courses.

Sophomore Year

First Semester

^{1,2} BIO 200 Anatomy and Physiology	3
^{1,2} BIO 203 Anatomy and Physiology Lab	2
^{1,2} NUR 200 Fundamentals of Nursing (T)	4
^{1,2} NUR 203 Fundamentals of Nursing (P)	2
^{1,2} FCS 303 Nutrition	3
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	14

Second Semester

^{1,2} BIO 205 Pathophysiology	3
^{1,2} NUR 204 Intro. to Health Assessment	2
^{1,2} NUR 206 Adult Health I: Intro. to Medical-Surgical Nursing (T)	3
^{1,2} NUR 207 Adult Health I: Intro. to Medical-Surgical Nursing (P)	2
PSY 304 Developmental Psychology	3
Elective or General Education	3
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	16

Junior Year

First Semester

¹ NUR 306 Maternal/Newborn Nursing (T)	3
¹ NUR 307 Maternal/Newborn Nursing (P)	2
¹ NUR 308 Nursing of Children (T)	3
¹ NUR 309 Nursing of Children (P)	2
NUR 318 Pharmacology & Nursing Implications	2
PSY 345 Abnormal Psychology	3
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Second Semester

NUR 303 Research in Nursing	3
¹ NUR 314 Psychiatric/Mental Health Nursing (T)	2
¹ NUR 315 Psychiatric/Mental Health Nursing (P)	2
¹ NUR 316 Adult Health II: Medical-Surgical Nursing (T)	4
¹ NUR 317 Adult Health II: Medical-Surgical Nursing (P)	2
Elective or General Education	3
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	16

Senior Year

First Semester

NUR 404 Community Health Nursing (T)	2
NUR 408 Adult Health III: Medical-Surgical Nursing (T)	3
NUR 409 Senior Practicum I (P)	5
Jr. ENG Composition (ENG 300, 301, 304, 305, or 306)	3
Electives or General Education	3
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	16

Second Semester

NUR 410 Adult Health IV: Nursing Care of the Patient with Multi-System Challenges (T)	3
NUR 414 Senior Seminar I	1
NUR 417 Senior Practicum II (P)	5
NUR 418 Nursing Leadership (T)	1
Electives or General Education	5
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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 200 Fundamentals of Nursing (Theory) 4 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: SOC 100, PSY 104, CHM 100, 150 or 151, 152. Corequisite: NUR 203 or consent of department chair.

NUR 203 Fundamentals of Nursing (Practicum) 2 hrs.

Selected practicum experiences correlated with theoretical content of NUR 200 (Fundamentals of Nursing) and applied to individual's adaptive responses. Prerequisites: majors only, sophomore standing, PSY 104, SOC 100, CHM 100, 150 or 151, 152. Corequisite: NUR 200 or consent of department chair.

NUR 204 Introduction to Health Assessment 2 hrs.

Students utilize previously learned communication techniques and newly learned physical assessment techniques to complete a comprehensive approach to health history and physical assessment. Significance of normal and abnormal findings is emphasized. Prerequisites: NUR 200, 203, BIO 200 (minimum grade of C), BIO 203 (minimum grade of C), FCS 303 or equivalent or consent of department chair. Corequisites: NUR 206, 207, PSY 304.

NUR 206 Adult Health I: An Introduction to Medical-Surgical Nursing (Theory) 3 hrs.

An introduction to medical-surgical nursing with emphasis on health promotion and restoration. Concepts and theories of nursing care of the adult are applied to foster the adaptive response of individuals. Prerequisites: majors only, BIO 200 (minimum grade of C), BIO 203 (minimum grade of C), NUR 200, 203. Corequisites: BIO 205 (minimum grade of C), NUR 204, 207, PSY 304.

NUR 207 Adult Health I: An Introduction to Medical-Surgical Nursing (Practicum) 2 hrs.

Selected practicum experiences correlated with theoretical content of NUR 206 (Adult Health 1) that foster adaptive responses. Prerequisites: majors only, BIO 200 (minimum grade of C), BIO 203 (minimum grade of C), NUR 200, NUR 203. Corequisites: BIO 205 (minimum grade of C), NUR 204, NUR 206, PSY 304.

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 & 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 303 Research in Nursing 3 hrs.

As a consumer of research, the student evaluates published nursing research and its importance to the profession. The student examines steps of the research process in critiquing literature and writing a comprehensive review of literature. Use of the computer in nursing research correlated with study of the research process. Prerequisites: majors only, junior standing, ENG 101. Corequisite: Math 111 or equivalent.

NUR 306 Maternal-Newborn Nursing (Theory) 3 hrs.

Theoretical overview of maternal/newborn nursing with emphasis on application of the nursing process to individuals and families. Concepts and theories of nursing care of the expanding family are discussed to foster the adaptive responses. Prerequisites: NUR 204, 206, 207, PSY 304, FCS 303, BIO 202. Corequisites: NUR 307, PSY 345 or consent of department chair.

NUR 307 Maternal-Newborn Nursing (Practicum) 2 hrs.
Selected practicum experiences correlated with theoretical content of NUR 306 that foster patient/client adaptive responses. Prerequisites: NUR 204, 206, 207, PSY 304, FCS 303, BIO 202. Corequisites: NUR 306, PSY 345 or consent of department chair.

NUR 308 Nursing of Children (Theory) 3 hrs.
Nursing care of the child with emphasis on caring for the infant, toddler, child, adolescent, and family with acute and chronic disease. Growth and development, health promotion, and disease prevention are emphasized. Prerequisites: NUR 204, 206, 207, PSY 304, FCS 303, BIO 202. Corequisites: NUR 309, PSY 345.

NUR 309 Nursing of Children (Practicum) 2 hrs.
Selected clinical experiences correlated with theoretical content of NUR 308. Prerequisites: majors only, NUR 204, 206, 207, PSY 304, FCS 303, BIO 202. Corequisites: NUR 308, PSY 345, or consent of department chair.

NUR 310 Health Assessment 2 hrs.
Performance of a complete health assessment incorporating a health history, with faculty supervision. Prerequisites: Illinois RN licensure, consent of department chair, CPR certification.

NUR 314 Psychiatric/Mental Health Nursing (Theory) 2 hrs.
Theoretical overview of psychiatric/mental health nursing with emphasis on application of the nursing process to individuals, families, and the community. Concepts and theories of nursing care of the individual and family with psychiatric disorders are discussed to foster the adaptive response. Prerequisites: majors only, junior standing; PSY 345, NUR 200, 203, 206, 207. Corequisite: NUR 315.

NUR 315 Psychiatric/Mental Health Nursing (Practicum) 2 hrs.
Application of psychiatric/mental health nursing principles in health care settings. Concepts and theories of nursing care of the client and family with psychiatric disorders are utilized to foster the adaptive response. Prerequisites: majors only, PSY 345, NUR 200, 203, 206, 207. Corequisite: NUR 314.

NUR 316 Adult Health II: Medical-Surgical Nursing (Theory) 4 hrs.
Medical-surgical nursing with emphasis on selected physiologic systems. Concepts and theories of nursing care of the individual and family are applied to foster the adaptive response. Prerequisites: majors only; NUR 204, 206, 207. Corequisites: NUR 317, 318.

NUR 317 Adult Health II: Medical-Surgical Nursing (Practicum) 2 hrs.
Selected practicum experiences correlated with theoretical content of NUR 316 that foster adaptive responses. Prerequisites: Majors only; NUR 204, 206, 207. Corequisites: NUR 316, 318.

NUR 318 Pharmacology and Nursing Implications 2 hrs.
Introduction to pharmacology: nursing process and drug therapy; life span considerations; legal, ethical, and cultural issues; and patient education. Prerequisites: NUR 200, 203, 206, 207.

NUR 333 International Health and Nursing 3 hrs.
Study of health and nursing in another country: nursing and health organizations, educational programs, hospitals. Seminars in comparative health and 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 404 Community Health Nursing (Theory) 2 hrs.
Explores the role of the nurse in community settings. Applies principles of epidemiology, health promotion, and disease prevention to nursing practice. Examines core functions of public health nursing, essential services, and population-based practice. Prerequisites: NUR 316, 317, 318. Corequisites: NUR 409 or 417, NUR 408 or 410.

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 408 Adult Health III: Medical-Surgical Nursing (Theory) 3 hrs.

Medical-surgical nursing with emphasis on selected physiologic systems. Concepts and theories of nursing care of the individual, family, and community are applied to foster the adaptive response. Prerequisites: majors only; NUR 316, 317, 318, BIO 205. Corequisites: NUR 409.

NUR 409 Senior Practicum I 5 hrs.

Selected practicum experiences, correlated with theoretical content of NUR 408 and/or 404, that foster adaptive responses. Prerequisites: majors only, NUR 316, 317, 318, BIO 205. Corequisites: NUR 404 and 408.

NUR 410 Adult Health IV: Nursing Care of the Patient with Multi-System Challenges (Theory) 3 hrs.

Medical-surgical nursing with emphasis on caring for the patient with multi-system challenges. Concepts and theories of nursing care of the individual, family, and community are applied to foster the adaptive responses. Prerequisites: majors only; NUR 403, 408, 409. Corequisites: NUR 415, 417, 418.

NUR 414 Senior Seminar: Preparation for Professional Nursing 1 hr.

Emphasis on NCLEX preparation, including the NCLEX-RN test plan, test taking skills, critical thinking skills, and computer usage skills for test-taking. Prerequisites: majors only, senior standing. Corequisite: NUR 410; not required for RNs.

NUR 417 Senior Practicum II 5 hrs.

Selected practicum experiences correlated with theoretical content of NUR 404, 410, and 418 that foster adaptive responses. Prerequisites: majors only; NUR 408, 409. Corequisites: NUR 410, 418.

NUR 418 Nursing Leadership: Concepts & Issues 1 hr.

Emphasis is on application of the leadership and management principles and the identification of common ethical issues that arise in health care settings. Discussion includes the nurse's role in the legislative process to facilitate change in nursing practice. Prerequisites: majors only; senior standing; NUR 303. Corequisites: NUR 410, 417.

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.

NUR 421 Role Exploration in Professional Nursing 2 hrs.

Focuses on integrating the nursing roles of caregiver, support agent, colleague, advocate, collaborator, client educator, leader, manager, and researcher in clinical practice. Taken the last year of the curriculum, the course synthesizes content presented in previous courses. Students are placed in specialty areas according to individual preferences and learning needs. Prerequisites: majors only, senior standing; 3.0 GPA; consent of instructor and advisor, NUR 408, 409. Corequisite: NUR 410, 417.

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 & 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 Health and Nursing 3 hrs.

Study of healthcare systems and nursing in a foreign country in selected hospitals, healthcare settings, and universities. Establishing healthcare professional and research networks.

Department of Physical Therapy and Health Science

FACULTY Professor Tippet (chair); Associate Professors Strubhar; Assistant Professors S. Bertram, Hall, McGehee (ACCE), Neelly, Peterson, Pratt, Sparks
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 Doctor of Physical Therapy (D.P.T.) degree. **For more information regarding the D.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 doctoral degree program in physical therapy, as well as with multiple opportunities for entry-level positions in the health care industry. This is an “inter-collegiate” 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, chemis-

try, communication, computer science, ergonomics, 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 under the following emphases 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 there is “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 student wishes to apply.

Community Health Education

Suggested Electives:

- NUR 263 Introduction to Personal & Community Health
 - SOC 341 Applied Medical Sociology
 - 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:

- IME 386 Industrial and Managerial Engineering
 - IME 570 Selected Topics in Industrial and Manufacturing Engineering
 - IME 587 Occupational Safety and Health
 - IME 585 Human Factors 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 de-

termine 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

BUS 100 Contemporary Business or BMA 352 Managing in Organizations	3
BIO 123, 124 Principles of Biology I, II	8
BIO 200, 203 Human Anatomy & Physiology (with lab)	5
BIO 205 Pathophysiology	3
CHM 110 & 111; CHM 116 & 117 General Chemistry I, II	9
MTH 115 or 121 Calculus I	4
PHY 107, 108 General Physics I, II	8
ELH 310 Statistical Procedures or	
PSY 205 Quantitative Methods*	3
FCS 303 Nutrition	3
ELH 370, 375 Human Relations Development	
(with lab)	3
HS 110 Introduction to Health Science	1
HS 320 Fundamentals of the Health Sciences	3
HS/ETE 402 Educational Methods, Strategies, and	
Evaluation Techniques	3
HS 460 Basic Science of Human Movement	3
HS 480 Motion Analysis	3
<i>Plus two of the following:</i>	
HS/FCS 220 Consumer Issues in Health Care	3
NUR 217 Men's Health Issues	2
NUR 219 Women and Health	3
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Total	67-68

*Health science students will take ELH 310 unless they are minoring in psychology. Psychology minors may take ELH 310 or PSY 205.

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

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

Sample Curriculum

Freshman Year—Fall Semester

BIO 123 Principles of Biology I	4
CHM 110 General Chemistry I	3
CHM 111 General Chemistry I Lab	1
MTH 115 or 121 Calculus I	4
Gen. Ed. (recommend ENG 101 or COM 103).....	3
HS 110 Intro to Health Science.....	1
—	—
	16

Freshman Year—Spring Semester

BIO 124 Principles of Biology II.....	4
CHM 116 General Chemistry II.....	4
CHM 117 General Chemistry II Lab	1
Gen. Ed. (recommend ENG 101 or COM 103).....	3
Gen. Ed. (SF).....	3
HS/FCS 220 Consumer Issues in Health Care	3
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	18

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 & Health.2-3	
Elective or Minor Course.....	3
Gen. Ed. (FA).....	3
—	—
	15-16

Sophomore Year—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
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	16

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
—	—
	17

Junior Year—Spring Semester

Elective or Minor Courses.....	6
Gen. Ed. (NW).....	3
BIO 205 Pathophysiology	3
FCS 303 Nutrition	3
—	—
	15

*Students who do not take BUS 100 as a freshman or sophomore are required to take BMA 352, Managing in Organizations, as a junior or senior. BUS 100 is not open to juniors and seniors. BMA 352 is not open to freshmen and sophomores.

Senior Year—Fall Semester

Elective or Minor Courses.....	9
HS/ETE 402 Educ Meth, Strat, Eval.....	3
HS 460 Basic Science of Human Movement	3
—	—
	15

Senior Year—Spring Semester

Electives Minor Courses	6
ELH 370 Human Relations Development	2
ELH 375 Human Relations Development - Lab	1
HS 480 Motion Analysis.....	3
Gen. Ed. (HL or HP)	3
—	—
	15

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 306 Health Science Applications for Sports and Exercise 3 hrs.
Integration of the understanding of basic human structure and function with common conditions that impact the physical performance of active and healthy individuals. Prerequisites: BIO 200, 203.

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; CHM 110, 111, 116, 117; 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.