

COLLEGE OF EDUCATION AND HEALTH SCIENCES

Joan L. Sattler,
Dean

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Associate Dean and
Graduate Studies Coordinator

The College of Education and Health Sciences at Bradley University was founded in June 1985. The mission of the College is to prepare leaders within the human service professions. The college provides innovative programs through excellence in teaching, scholarship, and collaboration with interdisciplinary and community-based partnerships. This dynamic learning environment prepares our graduates to provide services in a diverse and global society to enhance human resources and to foster life-long learning. It includes graduate degree programs within the following departments:

1. Educational Leadership and Human Development, offering programs in leadership in educational administration, leadership in human service administration, and human development counseling. Chair: Christopher Rybak.
2. Teacher Education, offering programs in curriculum and instruction with concentrations in assessment, early childhood education, educational technology, gifted education, literacy and reading, middle school education, multidisciplinary education, science education, and special education. The department also offers a master's degree in curriculum and instruction with a LBS1 concentration, for teachers seeking to acquire initial special education certification. Reading Specialist endorsements are also available. Chair: D. Antonio Cantu.
3. Nursing, offering a Master of Science in Nursing (M.S.N.) in nursing administration, nurse administered anesthesia, and M.S.N-General and supportive courses in nursing. Chair: Francesca Armmer.
4. Physical Therapy and Health Science, offering a Doctorate of Physical Therapy (D.P.T.). Chair: Steve Tippett.

Although the Department of Family and Consumer Sciences does not offer a graduate degree program, graduate courses are available to fulfill cognate and elective purposes.

Master of Arts

The Master of Arts degree is conferred upon students who have completed a minimum of 33 graduate semester hours in curriculum and instruction or the learning behavior specialist I; 36 graduate semester hours in leadership in educational administration or leadership in human service administration; 51 graduate semester hours in human development counseling.

Before any application can be approved, the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) must be a part of the candidate's record. The GRE testing program changed significantly in 2002, and this change affected the graduate admissions requirements for the departments in the College of Education and Health Sciences. Questions about these requirements for admission should be directed to the respective department.

The candidate is urged to make necessary testing arrangements with the EHS secretary, 677-3181, for the MAT. The GRE is administered by the Educational Testing Service. Candidates can get more information on the GRE by visiting www.ets.org on the Internet. This will expedite the application process.

All applicants must complete the prescribed application forms of the College of Education and Health Sciences and Graduate School.

Three letters of reference must be obtained by the applicant from educational field employers or college/university professors who can recommend the applicant as having strong potential for success in graduate studies and in potential continued service to the education profession.

ELH 604 is strongly recommended as the first course taken by all degree candidates. The other core course that is mandated in all professional education and counseling programs within the College of Education and Health Sciences is ELH 605. It is recommended that the two required core courses be completed during the first 12 semester hours of the student's program.

Students should consult with their advisor for departmental program requirements.

The Education Reform Act requires that after July 1, 1988, all persons seeking early childhood, elementary, special, high school, school service personnel, or administrative

certificates in Illinois must pass both a test of basic skills and a test of subject-matter knowledge. Those persons covered include new graduates from teacher preparation programs, educators moving to Illinois from other states, and Illinois educators applying for additional certification.

Educational Administration, Human Development Counseling, Human Service Administration

Accredited by the Council for Accreditation of Counseling Related Educational Programs (CACREP).

Admission to the 51-semester-hour M.A. Human Development Counseling, Track I: School Counseling and Track II: Counseling in the Community and Other Agency Settings as well as the Educational Administration and Human Service Administration is based on a thorough review of each applicant's documents. Requirements include:

1. three professional and/or academic letters of references—at least one must be from a current supervisor
2. an undergraduate last-60-hour grade point average of 3.0 based on a 4.0 scale
3. completion of the Graduate Record Examination Aptitude Test (GRE) or the Miller Analogies Test (MAT) within five years prior to admission
4. evidence of a satisfactory screening interview

Applicants with deficiencies in requirements will be evaluated on an individual basis, contingent upon satisfactory completion of a screening interview.

Master of Science in Nursing

Accredited by National League for Nursing Accrediting Commission, 61 Broadway, New York, New York 10006, 800-669-1656 ext. 153 or (212) 363-5555 ext. 153, www.nlnac.org; and Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Ave., Suite 304, Park Ridge, Illinois, 60068.

The purpose of the graduate program is to educate the professional nurse for advanced nursing practice in hospitals, community health settings, nursing homes, and other health-related agencies. The curriculum provides a foundation for doctoral study.

Nursing Administration

The 36-semester-hour curriculum has three components: core, research, and nursing administration.

Nurse Administered Anesthesia

The 48-semester-hour curriculum has three components: core, research, and nurse administered anesthesia.

Admission to the M.S.N. program with a major in Nursing Administration or Nurse Administered Anesthesia is based on a thorough review of each applicant's

documents. Requirements include:

1. B.S.N. from an NLNAC or CCNE accredited program.
2. licensed or license-eligible as a registered nurse in Illinois.
3. three letters of recommendation from individuals qualified to comment on the applicant's ability to successfully complete graduate study (employers, supervisors, and former instructional faculty members are suitable references).
4. an undergraduate last-60-hour grade point average of 3.0 based on a 4.0 scale and a 3.0 or higher cumulative grade point average in nursing courses based on a 4.0 scale.
5. completion of at least one year of work as a professional nurse; nurse administered anesthesia applicants must have worked at least one year in an adult critical care setting.
6. completion of a statistics course with a grade of "C" or better.
7. completion of a course in health assessment or its equivalent.
8. completion of an undergraduate nursing research course.
9. completion of undergraduate organic and inorganic chemistry courses (nurse administered anesthesia major applicants only).
10. completion of the Graduate Record Examination Aptitude Test (GRE) or Miller Analogies Test (MAT) within five years prior to admission.
 - a. for unconditional admission: a GRE combined score (verbal & quantitative) of 1000 or a minimum MAT score of 391.
 - b. for conditional admission: a GRE combined score (verbal & quantitative) of 850 or a minimum MAT score of 374.
11. completion of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (foreign applicants only).
12. evidence of a satisfactory interview with a graduate faculty member in the relevant major; applicants for the nurse administered anesthesia major will also have an additional interview with anesthesia faculty members.

Applicants with deficiencies in the requirements will be evaluated on an individual basis.

A flexible entry option is available for graduates of non-BSN programs.

MSN—General

The MSN—General addresses the need of advance practice nurses who hold certificates/diplomas of advanced practice, but do not have a master's degree in nursing. Examples of these advance practice nurses include (but are not limited to) pediatric nurse practitioners, family nurse practitioners, or clinical nurse specialists. The MSN—General students will achieve a blend of theoretical, philosophical, and ethical components foundational to graduate-level education. Admission to the MSN—General program is based on a thorough review of each applicant's documents. Requirements include:

1. evidence of current APN certification
2. licensed or license-eligible as a registered nurse in Illinois
3. three letters of recommendation from individuals qualified to comment on the applicant's ability to successfully complete graduate study (employers, supervisors, and former instructional faculty members are suitable references)
4. completion of a statistics course with a grade of "C" or better*
5. completion of undergraduate nursing research course
6. completion of the Graduate Record Examination Aptitude Test (GRE) or Miller Analogies Test (MAT) within five years prior to admission
 - a. For unconditional admission: a GRE combined score (verbal and quantitative) of 1000 or an MAT minimum score of 391.
 - b. For conditional admission: a GRE combined score (verbal and quantitative) of 850 or an MAT minimum score of 374.
7. completion of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (foreign applicants only)
8. an interview with a graduate faculty member

*May take as an elective

Educational Leadership and Human Development

Christopher Rybak,
Chair

Administration Programs

The Department of Educational Leadership and Human Development offers two administration programs leading to the Master of Arts degree: leadership in educational administration and leadership in human service administration. The programs develop qualities associated with leadership and informed decision making through coursework that engages students in "making the connections" that are fundamental to success as an administrator. Coursework focuses on establishing connections between theory and practice, and culminates in a supervised field experience.

Leadership in Educational Administration Master's Degree Program

Accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Educational Leadership Constituent Council (ELCC).

The Leadership in Educational Administration Program is a 36-hour program accredited by NCATE, approved by the Illinois State Board of Education, and satisfying requirements for a Type 75 certificate with the general administrative endorsement necessary for entry level school administrators. The ISBE certification requirements include a teaching certificate and two years of teaching experience.

Students in the Leadership in Educational Administration Program are required to complete a total of 250 field experience hours in a school setting. The first 50 hours are completed prior to enrolling in ELH 686 Field Experiences in Educational Administration, which is a capstone course. The first 50 hours include observation of a recognized social justice school leader, observation of special education meetings, and participation on the school improvement committee in a school. The remaining 200 hours are completed during ELH 686 and involve assuming a leadership role in two projects, assigned projects from each of the six Illinois Standards for School Leaders, and participation in four on-campus seminars.

In addition, the department offers a Type 75 certification program sequence for a person with a master's degree who wishes to obtain a Type 75 certificate with

the general administrative endorsement. The number of hours required will normally vary from 18 to 30, depending upon how the educational background of the student fulfills requirements of the college core and the other required courses. Upon receipt of an application, each student's transcript is evaluated and required courses established. Students applying for the Type 75 Certificate program are required to follow the same application procedures as degree-seeking students. With the exception of reduced coursework, Type 75 students have the same program requirements as students in the master's program, including dispositions review and the comprehensive portfolio and presentation.

For unconditional admission to the program, a student must have an undergraduate overall and cumulative major grade point average of 3.0 or higher on a 4.0 scale. Conditional admission requires an undergraduate overall cumulative grade point average of 2.75 or higher.

In addition to the GPA requirement, the screening process requires three letters of recommendation that address leadership, ethical behaviors, and professional competencies. One letter of recommendation must be written by a current supervisor. Students are required to write a two-page minimum essay addressing the essay questions required by the Graduate School, and also addressing the candidate's leadership experiences, qualifications, and ethical considerations of leadership.

Graduate Core	9 hrs.
ELH 604 Research Methodology & Applications.....	3 hrs.
ELH 605 Legal and Social Change	3 hrs.
ELH 606 Interpersonal Behavior and Organizational Leadership.....	3 hrs.
Departmental Required Courses	24 hrs.
ELH 611 Instructional Leadership.....	3 hrs.
ELH 662 Community Relations.....	2 hrs.
ELH 669 Special Education Law.....	1 hr.
ELH 670 Human Resource Management.....	3 hrs.
ELH 673 Leadership Perspectives	3 hrs.
ELH 676 The School Principalship	3 hrs.
ELH 677 Educational Finance	2 hrs.
ELH 678 United States Public School Law	3 hrs.
ELH 686 Field Experiences in Administration.....	4 hrs.
Suggested Electives	3 hrs.
ELH 510 Statistical Procedures	3 hrs.
ELH 550 Independent Study	3 hrs.
ELH 586 Counseling Diverse Populations.....	3 hrs.
ELH 612 Institutional Planning and Evaluation	3 hrs.
ELH 620 Human Development Counseling	3 hrs.
ELH 651 Community Counseling.....	3 hrs.
ELH 661 Couples and Family Counseling	3 hrs.
ELH 681 Seminar in Educational Administration	3 hrs.
ELH 699 Thesis	0-6 hrs.
Total Program Semester Hours	36 hrs.

Post-Master's Certification in Educational Administration

Post-Master's Certification in Educational Administration is designed for students who have a master's degree in education or an education-related field who wish to become certified school administrators in Illinois. Applicants who hold a master's degree in any field other than Educational Administration and who are seeking to earn the Type 75 certificate to be a school administrator in the State of Illinois are required to complete the equivalent of thirty (30) semester hours of graduate credit in a specified course of study in Educational Administration as prescribed by the State of Illinois. Bradley University has provided this opportunity for many years to students holding a master's degree in another area.

The Type 75 Certificate Program provides a service to the profession of educational administration and to Bradley University because it satisfies the current demand to train principals brought on by the high numbers of administrators retiring. In addition, students benefit by having the opportunity to fulfill the requirements for a Type 75 without taking on a new master's program. The Type 75 Certificate is an endorsement in Educational Administration and is required to be a principal or administrator (other than superintendent) in Illinois schools. The number of graduate hours needed varies depending upon the masters program completed by the student and typically ranges from 18-30 graduate hours. The Illinois State Board of Education requirements for an Illinois Type 75 Certificate include graduate coursework that is divided into four categories: instructional leadership, management of public schools, school and public policy, and clinical experience. In addition to a master's degree and specific graduate course work, candidates for the Illinois Type 75 Certificate are also required to have two years of full-time teaching experience or school service personnel experience and successful completion of the required State of Illinois certification examinations.

Curriculum

Students follow a course sequence similar to master's degree-seeking Educational Leadership students with the exception of coursework requirements already satisfied. Upon transcript evaluation of the previous masters degree in another area, students follow the same courses as master's level students.

ELH 605 Legal and Social Change	3 hrs.
ELH 606 Interpersonal Behavior and Organizational Leadership.....	3 hrs.
ELH 673 Leadership Perspectives.....	3 hrs.
ELH 676 The School Principalship	2 hrs.
ELH 686 Field Experiences in Administration.....	4 hrs.
ELH 611 Instructional Leadership.....	3 hrs.
ELH 662 Community Relations.....	2 hrs.

ELH 669 Special Education Law.....	1 hrs.
ELH 670 Human Resource Management.....	3 hrs.
ELH 677 Educational Finance.....	2 hrs.
ELH 678 United States Public School Law	3 hrs.

Application and Screening Interview Procedures for Post-Masters Certification (Type 75) in Educational Administration from the Department of Educational Leadership and Human Development (ELH)

1. Prospective candidates for certification must formally apply to the Post-Masters Certification in Educational Administration Certificate Program. Application materials for each candidate shall consist of:
 - Bradley Application for Graduate Admission
 - two essays
 - three letters of recommendation
 - copies of official transcripts from previous undergraduate and graduate work
 - application fee

Note: The requirement to take either the MAT or GRE is waived.

2. Upon receipt and review of admission materials by Bradley Educational Administration (EDA) Faculty, all applicants are considered by EDA faculty for consensus admittance into the Type 75 Certificate program. Upon faculty consensus for admission, applicants will be notified of their acceptance by letter. If there is no consensus for acceptance, applicants will be sent a letter outlining faculty concerns and requiring the applicant to interview with EDA faculty to address identified concerns. Following the screening interview, applicants will be notified by letter of the final disposition of their application.
3. Upon successful application and screening, applicants must complete a plan of study based upon a transcript review and then complete identified deficit coursework and experience.
4. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH, nor does such submission guarantee interim certification approval and signature by appropriate College officers.

Policy for Dated Coursework

All graduate coursework must have been completed within five (5) years of the date on the application for the certificate program. Applicants with degrees and/or coursework older than five (5) years must submit evidence of appropriate continuing education and/or training in education or a related field. Eligibility for post-masters certification using these criteria will be decided on a case-by-case basis by Bradley Educational Leadership faculty. Submission of these materials does not guarantee admit-

tance into the post-masters Educational Administration Type 75 Certification program.

Transfer Credits

Post graduate students seeking the Type 75 Certification only may transfer up to twelve (12) semester hours towards school administrator certification. Post graduate students seeking the Type 75 Certification must complete a minimum of 18 specific graduate credit hours in the post-master's Type 75 Certification program offered at Bradley University by the ELH Department. Determination of the total number of hours needed to secure the Type 75 Certification will be determined by EDA Faculty based upon the official transcripts submitted by the post graduate student.

In determining the final disposition of the transferable graduate credits, EDA Faculty reserve the right to require the post graduate student to submit course syllabi and course descriptions from the college catalog in place when the first graduate degree was awarded. Department of ELH faculty will evaluate these materials to determine equivalency with the Bradley University Department of ELH Educational Administration Program, in addition to applicable ISBE requirements.

Retention Procedures for Certification-Only Students

Certification-only students are held to the same retention criteria and procedures as degree-seeking students. Students must complete a plan of study with an advisor, which must be approved by the advisor and ELH Department chair.

In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH.

Financial Eligibility

Students accepted unconditionally into the Type 75 Certificate program in the Department of Educational Leadership and Human Development shall be eligible for the Educators Scholarship offered through and administered by the Graduate School.

National Board Certified Teachers Fast Track Type 75 Certification

The Illinois General Assembly passed legislation in 2007 that provides an alternative route to administrative certification for National Board Certified Teachers. Teachers who hold National Board certification are eligible for an administrative Type 75 certificate after completing the following four phases:

- National Board certification and an endorsement in teacher leadership
- A master's degree in a teacher leader program

- Fifteen hours of coursework in which the candidate must show evidence of meeting competencies for organizational management and development, finance, supervision and evaluation, policy and legal issues, and leadership as stated in the Illinois Professional School Leader Standards for principals
- A passing score on the Illinois Administrative Assessment.

Curriculum

Qualified individuals take the following courses:

ELH 669 Special Education Law.....	1
ELH 670 Human Resource Management.....	3
ELH 673 Leadership Perspectives.....	3
ELH 676 The School Principalship.....	3
ELH 677 Educational Finance.....	2
ELH 678 U. S. Public School Law.....	3

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The legislation does not require an internship. No additional coursework would be required.

Leadership in Human Service Administration Master's Degree Program

The leadership in human service administration program requires 36 hours and is intended for persons seeking administrative positions in human service agencies. The fundamental goal of the Department of Educational Leadership and Human Development is to provide its students with quality professional programs and an environment that will aid them in preparing for leadership roles in human service professions. The courses in this program provide a human development foundation and integrate a human relations orientation with conceptual and technical skills required for effective administration in a variety of human service organizations.

For unconditional admission to the program, a student must have an undergraduate last-60-hour grade point average of 3.0 on a 4.0 scale. Conditional admission requires an undergraduate overall cumulative grade point average of 2.75 or higher.

In addition to the GPA requirement, the screening process requires three letters of recommendation that address leadership, ethical behaviors, and professional competencies. One letter of recommendation must be written by a current supervisor.

College Core Required Courses9 hrs.

ELH 604 Research Methodology & Applications.....	3 hrs.
ELH 605 Legal and Social Change.....	3 hrs.
ELH 606 Interpersonal Behavior and Organizational Leadership.....	3 hrs.

Departmental Required Courses..... 18 hrs.

ELH 580 Financial Leadership in Human Service Administration.....	3 hrs.
ELH 583 Supervision and Employee Engagement in Human Service Administration.....	3 hrs.
ELH 610 Survey in Human Service Administration.....	3 hrs.
ELH 612 Institutional Planning & Evaluation.....	3 hrs.
ELH 673 Leadership Perspectives.....	3 hrs.
ELH 686 Field Experience in Administration.....	3-6 hrs.

Elective Courses..... 9 hours

ELH 540 Human Growth and Development.....	3 hrs.
ELH 550 Independent Study.....	1-6 hrs.
ELH 551 Substance Abuse Counseling.....	3 hrs.
ELH 581 Topics in Human Service Administration ..	1-3 hrs.
ELH 582 Grant Writing in Human Service Administration.....	2 hrs.
ELH 586 Counseling Diverse Populations.....	3 hrs.
ELH 620 Human Development Counseling.....	3 hrs.
ELH 641 Appraisal of the Individual.....	3 hrs.
ELH 651 Community Counseling.....	3 hrs.
ELH 662 Community Relations.....	2 hrs.
ELH 681 Seminar in Educational Administration.....	1-6 hrs.
ELH 682 Seminar in Human Service Administration ..	2 hrs.
ELH 699 Thesis.....	0-6 hrs.
MLS 633 Issues in Higher Education.....	3 hrs.

Human Development Counseling

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

The human development counseling program is designed to prepare students for positions as counselors in a variety of settings. The counselor education faculty believes that the work of the professional counselor is to promote the positive growth and development of the clients with whom the counselor interacts.

The human development counseling model for preparing counselors recognizes the profound interactive effect of people and human systems. We believe there is a need for social science translators—people who are in touch with the best in theory and research—who can translate this knowledge into effective programs, and who can evaluate these programs. Because we believe that counselors should experience personal growth and development as persons and as professionals, all courses are designed to provide both cognitive and experiential learning.

The program utilizes a Screening and Retention Policy to assist in determining the suitability of an individual for a career in counseling, as well as to monitor progress through the program. A detailed description of the Screening and Retention Policy and procedures is available in the Human Development Counseling Handbook. Continuance

in the program is reviewed if at any time a student fails to demonstrate appropriate professional behaviors; or other circumstances occur which would make an HDC degree candidate uncertifiable as a professional counselor.

Areas of specialization are offered in community and agency counseling and school counseling (NCATE accredited and ISBE approved). The program prepares the student to sit for the exam for certification as a National Certified Counselor or for Illinois Type 73 certification in school guidance and personnel services. Both areas are CACREP accredited. In addition, courses of continuing professional education are offered to practicing counselors who wish to increase competencies to meet emerging needs of the profession.

Program of Study

The program in human development counseling requires 51 semester hours of graduate work at the master's level for completion. The program consists of a graduate core of nine semester hours and a program core of 30 semester hours of study required of all candidates. In addition, students take an additional 12 semester hours of specialty area course work that may, in concert with the internship and practicum work required in the core program, permit them to develop a specialty area consistent with plans for future employment. Areas of study include, but are not limited to, school counseling and community and agency counseling. All students should consult with their advisor to determine specific courses that will meet their professional goals.

Graduate Core9 hrs.

- ELH 604 Research Methodology & Applications.....3 hrs.
- ELH 605 Legal and Social Change3 hrs.
- ELH 606 Interpersonal Behavior and Org. Leadership .3 hrs.

Program Core 30 hrs.

- ELH 540 Human Growth and Development.....3 hrs.
- ELH 586 Counseling Diverse Populations.....3 hrs.
- ELH 620 Human Development Counseling3 hrs.
- ELH 621 Career & Life Planning Across Life Span.....3 hrs.
- ELH 623 Pre-Practicum in Counseling3 hrs.
- ELH 624 Theories and Techniques of Counseling3 hrs.
- ELH 625 Principles of Group Counseling3 hrs.
- ELH 641 Appraisal of the Individual.....3 hrs.
- ELH 690 Practicum (appropriate to specialty)1 hr.
- ELH 691 Internship I (appropriate to specialty).....1-2 hrs.
- ELH 692 Internship II (appropriate to specialty).....1-6 hrs.

Specialty Area 12 hrs.

Students should use the remainder of the program to structure course work around a special area of interest from among those possibilities listed below. These specialties should be consistent with and support activities in the student's proposed internship placement. Other areas unique to a student's interests may be designed in consultation with members of the department.

I. School Counseling 12 hrs.

Intended to prepare students for positions as guidance specialists or student personnel workers in elementary and/or secondary schools. Degree requirements satisfy ISBE guidelines for certification as a school counselor.

Required9 hrs.

- ELH 551 Substance Abuse Counseling3 hrs.
- ELH 652 Professional School Counseling.....3 hrs.
- ELH 654 Consultation in the Helping Professions3 hrs.

Electives3 hrs.

II. Community & Agency Counseling 12 hrs.

Intended for students working or planning to work as clinical mental health counselors in community mental health centers, human service agencies, and not-for-profit community support programs, and for those interested in providing counseling services to employees and their families within the context of business or industrial settings.

Required9 hrs.

- ELH 651 Community Counseling.....3 hrs.
- ELH 661 Couples & Family Counseling3 hrs.
- ELH 663 Counseling and Dynamics of Aging.....3 hrs.

Electives3 hrs.

School Counseling Program

The Masters Degree in School Counseling Program at Bradley University meets the Illinois Standards for the School Service Personnel Certificate (23.11, 2nd edition 2002). In response to school counseling certification rule changes (Section 25.225 of the 23 Illinois Administrative code) approved by the Illinois State Board of Education on June 1, 2004, the Bradley University School Counseling Program in the Department of Educational Leadership and Human Development has established the following courses of study for degree-seeking and post-master's certification-only students in the School Counseling Program. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH.

Degree-seeking students who have Illinois teacher certification

Degree-seeking students enrolled in the master's degree in School Counseling Program who hold or are qualified to hold a teacher certificate in Illinois must meet ELH Department master's degree requirements while completing 51 hours of graduate study as follows:

Graduate Core Credits

- ELH 604 Research Methodology & Applications.....3 hrs.
- ELH 605 Legal and Social Change3 hrs.
- ELH 606 Interpersonal Behavior and Organizational Leadership3 hrs.

Program Core

ELH 540 Human Growth & Development.....	3 hrs.
ELH 586 Counseling Diverse Populations.....	3 hrs.
ELH 620 Human Development Counseling.....	3 hrs.
ELH 621 Career Development Across Lifespan.....	3 hrs.
ELH 623 Pre-Practicum in Counseling	3 hrs.
ELH 624 Theories & Techniques of Counseling.....	3 hrs.
ELH 625 Principles of Group Counseling	3 hrs.
ELH 641 Appraisal of the Individual.....	3 hrs.
ELH 690 Practicum in School Counseling.....	1 hr.
ELH 691 Internship in School Counseling I	1-2 hrs.
ELH 692 Internship in School Counseling II.....	1-6 hrs.

School Counseling

ELH 551 Substance Abuse Counseling.....	3 hrs.
ELH 652 Professional School Counseling.....	3 hrs.
ELH 654 Consultation.....	3 hrs.
Electives	3 hrs.

Total 51 hrs.

Degree-seeking students who do not have Illinois teacher certification

Degree-seeking students enrolled in the masters degree in School Counseling Program who are not certified teachers in Illinois also must meet ELH Department master's degree requirements while completing 51 hours of graduate study. The program of study is the same as listed for students holding teacher certification, with the exception that, in lieu of electives, students must take or have taken course work addressing additional ISBE (section 25.225.d.2.A-D) requirements in four areas. These areas and the ELH courses addressing them are:

- the structure, organization and operation of the educational system with an emphasis on P-12 schools; ELH 584-02 Understanding Schools: A Primer for Non-Teachers (2 credit hours) and ELH 652 Professional School Counseling (3 credit hours)
- the growth and development of children and youth and their implications for counseling in schools; ELH 540 Human Growth & Development and ELH 652 Professional School Counseling
- the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; ELH 669 Special Education Law (1 credit hour)
- effective management of the classroom and the learning process; ELH 584-02 Understanding Schools: A Primer for Non-Teachers (2 credit hours), ELH 652 Professional School Counseling, and ELH 690, 691, 692 Practicum and Internship

In cases where the above four areas are addressed through graduate coursework taken elsewhere, the student may transfer up to 6 credit hours to meet ISBE requirements.

Post-Masters Certification-Only

Post-master's certification in school counseling refers to students who have a master's degree in counseling or a related field who wish to become certified school counselors in Illinois. Applicants who hold a master's degree in any related field other than school counseling (e.g., other counseling specialty, social work, or psychology) are required to complete the equivalent of all requirements of an approved school counseling preparation program. Pursuant to Section 25.225.h, the Department of ELH will review the applicant's educational background to determine any deficits as identified by standards set forth at 23 IL Adm. Code 23.110 or other applicable requirements of section 25.225.

Application and Screening Interview Procedures for Post-Masters Certification in School Counseling for master's graduates of the Department of Educational Leadership and Human Development (ELH) Human Development Counseling (HDC) Program

1. Prospective candidates for certification must formally apply to the Post-Masters Certification (PMC) in School Counseling Program. Application materials for each candidate shall consist of:
 - Bradley Application for Graduate Admission
 - Two Letters of recommendation
 - Copies of all official transcripts including master's degree
 - Deficit course work and experience list as identified in a transcript review using Dept. of ELH School Counseling course requirements and 23 IL Adm. Code 23.110 and 25.225
2. Upon receipt of admission materials all applicants are presented to HDC faculty for consensus admittance into the PMC program. Upon faculty consensus for admission, applicants will be notified of their acceptance by letter. If there is no consensus for acceptance, applicants will be sent a letter outlining faculty concerns and requiring the applicant to interview with HDC faculty to address identified concerns. Follow the screening interview applicants will be notified by letter of final disposition of their application.
3. Upon successful application and screening, applicants must complete a plan of study based upon a transcript review and identified deficit coursework and experience.
4. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH, nor does such submission guarantee interim certification approval and signature by appropriate College officers.

Application and Screening Interview Procedures for Post-Masters Certification in School Counseling for masters graduates (non-school) from other CACREP accredited programs

1. Prospective candidates for certification must formally apply to the Post-Masters Certification (PMC) in School Counseling Program. Application materials for each candidate shall consist of:
 - a. formal application to the Certification Program, including Bradley Application for Graduate Admission and all standard graduate application forms from the Graduate School.
 - b. two letters of recommendation
 - c. official copies of transcripts
 - d. copies of course syllabi and/or course catalogue descriptions as determined by HDC faculty
 - e. successful completion of ELH 652 Professional School Counseling and deficit course work as identified in a transcript review using Dept. of ELH School Counseling course requirements and 23 IL Adm. Code 23.110 and 25.225
2. Students in this category may be asked to submit a videotape of counseling skills as part of their admission packet.
3. Upon receipt of admission materials all applicants are required to complete a screening interview. The screening interview shall be the same as the interview currently required for applicants to the Department of ELH Masters in HDC programs. Follow the screening interview applicants will be notified by letter of final disposition of their application.
4. Upon successful application and screening, applicants must complete a plan of study based upon a transcript review and identified deficit coursework and experience.
5. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH, nor does such submission guarantee interim certification approval and signature by appropriate college officers.

Application and Screening Interview Procedures for Post-Masters Certification in School Counseling for master's graduates (non-school) from non-CACREP accredited programs or post-master's graduates in related fields, e.g., social work or psychology

1. Prospective candidates for certification must formally apply to the Post-Masters Certification (PMC) in School Counseling Program. Application materials for each candidate shall consist of:
 - a. formal application to the Certification Program, including Bradley Application for Graduate Ad-

mission and all standard graduate application forms from the Graduate School.

- b. two Letters of recommendation
 - c. Bradley-equivalent GRE/MAT, GPA
 - d. successful completion of ELH 652 Professional School Counseling and deficit course work as identified in a transcript review using Dept. of ELH School Counseling course requirements and 23 IL Adm. Code 23.110 and 25.225
2. Students in this category may be asked to submit a videotape of counseling skills as part of their admission packet.
 3. Upon receipt of admission materials all applicants are required to complete a screening interview. The screening interview shall be the same as the interview currently required for applicants to the Department of ELH Masters in HDC programs. Follow the screening interview applicants will be notified by letter of final disposition of their application.
 4. Upon successful application and screening, applicants must complete a plan of study based upon a transcript review and identified deficit coursework and experience.
 5. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH, nor does such submission guarantee interim certification approval and signature by appropriate College officers.

Transcript Evaluation to Pursue Counseling Certification

Certification Only in Counseling. Individuals wishing to pursue state counseling certification in Illinois will pay a transcript analysis and assessment fee of \$50. If the student enrolls as a graduate student in either Bradley University's Counseling graduate degree program or as a certification only student, this fee will be applied towards tuition. For further information please contact the Chair of the Department of Educational Leadership and Human Development.

Policy for Dated Coursework

All graduate coursework must have been completed within 10 years of application to the certification program. Applicants with degrees and/or coursework older than 10 years must submit evidence of successful continuous employment experience in the counseling field, continuing education and/or training, and relevant counseling or counseling-related licensure and certifications. Eligibility for post-master's certification using these criteria will be decided on an individual-case basis. Submission of these materials does not guarantee admittance into the post-master's school counseling certification program.

Interim Certification as School Counselor Intern and Employment

Upon successful application and screening, certification-only applicants may submit an ISBE Application for Interim Certification as School Counselor Intern for approval by the School Counseling Program Coordinator and signature by the college entitlement officer. The Department of ELH and the PMC program are not responsible for any employment as an Interim School Counselor Intern that applicants may seek. The ELH Department neither implies nor guarantees that enrollment in the PMC program will occur in such a way as to coincide with applicant's plans to seek or obtain employment via Interim Certification as a School Counselor Intern.

Transfer Credits

Certification-only students may transfer up to 6 semester hours towards school counselor certification. Certification only students must take a minimum of 12 credit hours in the post-master's certification program. In addition, post-master's applicants from non-CACREP programs or related fields must submit official transcripts and may be required to submit course syllabi and course descriptions from the college catalogue in place when the degree was awarded. Department of ELH faculty will evaluate these materials to determine equivalency with the Bradley University Dept. of ELH School Counseling Program, in addition to applicable ISBE requirements.

Retention Procedures for Certification-Only Students

Certification-only students are held to the same retention criteria and procedures as degree-seeking students. Students must complete a plan of study with an advisor, which must be approved by the advisor and ELH Department chair.

In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH.

Course Descriptions

ELH 510 Statistical Procedures 3 hrs.
Principles and procedures for statistical interpretation of data. Study of measures of central 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 various 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 of different ages and stages of physical and psychological development. (Area c)

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. Prerequisites: 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.

ELH 604 Research Methodology and Applications

3 hrs.

Focus on quantitative and qualitative methods of research utilized in the areas of education and social science. Examination of sources of information for research, various designs, basic statistics, interviewing strategies, and observational techniques. Students will learn to critique and write research proposals in their areas of study. Prerequisite: graduate standing.

ELH 605 Legal and Social Change

3 hrs.

Analysis of the effects of legal and social change on lives of young people and on the work of educators and other helping professionals; focus on selected issues of legal and social change with diverse populations. Prerequisite: graduate standing.

ELH 606 Interpersonal Behavior and Organizational Leadership

3 hrs.

Skills related to interpersonal communication, organizational behavior, and leadership values clarification with diverse populations. Extensive opportunities for practicing and evaluating personal communication skills. Prerequisite: graduate standing.

ELH 610 Survey In Human Service Administration

3 hrs.

An introduction to the roles and responsibilities of administrators in human service organizations. Trends in human service delivery, including organizational leadership and culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social service partnership and collaboration.

ELH 611 Instructional Leadership

3 hrs.

Problem solving approach to general curriculum development from an administrative perspective, focusing on basic curriculum decisions, processes of change associated with curriculum planning, and contemporary issues and trends at state and national levels.

ELH 612 Institutional Planning and Evaluation

3 hrs.

Identification, analysis, and application of techniques and tools of institutional planning and evaluation. Program, personnel, financial, facility, and institutional planning. Prerequisite: ELH 610.

ELH 620 Human Development Counseling

3 hrs.

Counseling as the promotion of human development. Historical development of the counseling field; survey of relevant skills, client populations, and settings; review of standards for ethical and professional practice in counseling.

ELH 621 Career & Life Planning Across the Life Span

3 hrs.

Basic counseling skills for career planning, exploration, and decision-making. Vocational guidance and career development of elementary and high school students; roles of women entering the work force; physically handi-

capped workers; inner city youth; adult workers making vocational changes in middle life; older workers preparing for retirement. Practical experience in interviewing, vocational assessment, career information gathering and distribution; labor market research. (Area e)

ELH 623 Pre-Practicum in Counseling

3 hrs.

Instruction, demonstration, practice, and evaluation in basic interviewing and response skills. Emphasis on practice and skill development. (Area d) Prerequisite: ELH 620 or concurrent enrollment.

ELH 624 Theories and Techniques of Counseling

3 hrs.

Study and evaluation of major theories of counseling toward developing a working theory of counseling and understanding of dynamics of human behavior. (Area d) Prerequisite: ELH 620 or concurrent enrollment; consent of instructor.

ELH 625 Principles of Group Counseling

3 hrs.

Group theory and dynamics as applied in group counseling. Group practices, methods, procedures, and group leader facilitation skills. Supervised practice and experience in group counseling as leader and participant. Prerequisites: ELH 624; consent of instructor.

ELH 641 Appraisal of the Individual

3 hrs.

Development of a framework for understanding the individual. Methods of data gathering and interpretation, individual and group testing, case study approaches, and study of individual differences—ethnic, cultural, and sex factors. (Area b)

ELH 651 Community Counseling

3 hrs.

How communities and community agencies can work to promote human development. Role of the counselor as a change agent and client advocate within the network of community agencies. Prerequisite: ELH 620 or consent of instructor.

ELH 652 Professional School Counseling

3 hrs.

Elementary and secondary school counseling programs; cognitive and experiential skills. History and development of school counseling; elementary and secondary school counseling programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences. (Area d) Prerequisite: ELH 620 or consent of instructor.

ELH 654 Consultation in the Helping Professions

3 hrs.

A conceptual understanding of effective consultation and its relevance to the helping professional. Demonstration of knowledge and skills necessary to deliver effective consultative services within the client setting. Prerequisites: ELH 620; consent of instructor.

ELH 661 Couples and Family Counseling 3 hrs.
Theories and techniques of couples and family counseling. Emphasis is on working with couples, families, and children to promote human development, including the role of the family counselor within the network of school and community agencies. Prerequisite: ELH 651 or 652.

ELH 662 Community Relations 2 hrs.
Developing effective community relations through a four-step process involving two-way communication and researching, planning, communicating, and evaluating.

ELH 663 Counseling and the Dynamics of Aging 3 hrs.
The mental health dynamics of aging and its impact on the human service professions. Practical skills of gerontological counseling and their relationship to the concerns of aging.

ELH 669 Special Education Law 1 hr.
Statutory provisions of IDEA, Section 504, and ADA. Special education process including classification, identification and evaluation, related services, least restrictive environment, and due process proceedings.

ELH 670 Human Resource Management 3 hrs.
Survey of the major approaches to supervision and evaluation in K-12 education; examination of the relationship between evaluation practices, professional development, and the improvement of instruction; and exercises to develop skills of classroom observation and conferencing.

ELH 673 Leadership Perspectives 3 hrs.
Concepts of leadership, organizational theory, and decision making presented from multiple perspectives; focus on the practice of educational and human service administration. Prerequisite: ELH 606 or consent of instructor.

ELH 676 The School Principalship 3 hrs.
Various components, background, and training for an entry-level elementary or secondary school principal. Prerequisite: ELH 673 or consent of instructor.

ELH 677 Educational Finance 2 hrs.
Theory and practice; historical and present sources of revenue and allocation of funds.

ELH 678 United States Public School Law 3 hrs.
Legal aspects of education. Constitutional, statute, and administrative laws related to public and private education.

ELH 681 Seminar in Educational Administration 1-6 hrs.
Special problems, areas, or current issues in student's chosen field within educational administration/supervision. Maximum of three hours may be taken under a single topic.

ELH 682 Seminar in Human Service Administration 1-6 hrs.
Special problems, area, or current issues in human service administration.

ELH 684 Seminar in Professional Counseling 2-6 hrs.
Seminar for students specializing in counseling who desire to concentrate on special problems or areas. A variable credit course that may be taken more than once to a maximum of 6 credits.

ELH 686 Field Experiences in Administration 3-6 hrs.
A culminating experience to give the student the opportunity to work with a practicing administrator in the application of theoretical knowledge from previous coursework to administrative tasks. Accompanying seminars focus on selected topics associated with leadership and administration. Requires 150 hours of supervised activity for three hours of credit. Prerequisite: consent of instructor.

ELH 690 Practicum 1 hr.
An important part of the clinical education for a student majoring in human development counseling is the opportunity to practice counseling skills and integrate these with the theories studied in the classroom. Practicum provides the student with this opportunity. Prerequisites: ELH 625; consent of instructor.

ELH 691 Internship I 1-2 hrs.
Supervised post-practicum work experience appropriate to student's career goals. A variable credit course that may be repeated to a maximum of two hours credit. Prerequisite: ELH 690; consent of instructor.

ELH 692 Internship II 1-6 hrs.
Supervised post-practicum work experience appropriate to student's career goals. A variable credit course that may be repeated to a maximum of six hours credit. Prerequisite: ELH 690; consent of instructor.

ELH 699 Thesis 0-6 hrs.
Advanced educational or social science research under the guidance of a departmental faculty member. Student will design, develop, and present the research proposal, then conduct the approved research study consistent with the Committee for Use of Human Subjects in Research (CUHSR) regulations and university ethical guidelines. Minimum of 3.0 and maximum of 6.0 hours may be taken and applied toward Master's degree.

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 96 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 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 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.

Curriculum and Instruction

D. Antonio Cantu,
Chair, Department of Teacher Education

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

The curriculum and instruction master's program builds upon the foundation laid at the undergraduate level and continues the emphasis on pre-kindergarten through twelfth-grade teachers as educational leaders, advocates, and life-long learners. Teachers who wish to assume leadership roles within their school systems need to remain current, increase their skill levels, add to their knowledge bases, and increase their repertoire. As effective leaders who take responsibility for their own continuing education, they also need to participate in the creation of their own professional development plans.

The curriculum and instruction master's program is designed to provide for these needs. While making allowances for individual tailoring, the program includes a common core of courses intended to increase graduate students' skill levels and knowledge base in: technology applications (ETE 551), research applications (ELH 604), legal and social issues (ELH 605), curriculum theory (ETE 651), cultural diversity and schooling (ETE 553), instructional theory (ETE 655), instructional design (ETE 653), and assessment strategies (ETE 552, ETE 654, ETE 643). In addition, the program offers practica, original research, and creative contributions options. Working with a faculty advisor, graduate students plan a program of study which addresses their needs, interests, and professional development goals. These plans may include assessment, early childhood education, educational technology, gifted education, literacy and reading, middle school education, multidisciplinary education, science education, and special education.

The goal of the curriculum and instruction master's program is to prepare pre-kindergarten through twelfth-grade teachers to accept greater responsibility in their roles as educational leaders, advocates, and life-long learners by increasing their skill levels, adding to their knowledge bases, and informing their attitudes.

The objectives of the curriculum and instruction master's program are to:

1. Integrate theory with reflective practice.
2. Draw connections between the knowledge base and the professional skills necessary for the success of effective leaders, advocates, and life-long learners.

3. Assist teachers in remaining current with regard to educational issues, individualized instruction, and the elements of best practice.
4. Engage teachers in collaborative learning with colleagues who offer similar, as well as diverse, backgrounds, experiences, and views.
5. Individualize programs of study to meet the particular needs of graduate students.
6. Facilitate the development of teachers as life-long learners, who are capable of informing their instructional practices through appropriate application of research results.

College/Department Admissions Requirements

For unconditional admission, the candidate should have an undergraduate last-60-hour grade point average of 3.0 based on a 4.0 scale.

For conditional admission into a graduate program, the candidate should have a minimum undergraduate last-60-hour grade point average of 2.5. The conditional student must maintain a 3.0 grade point average in the first 9 to 18 hours of graduate work in order to gain unconditional status.

All applicants must complete the prescribed application forms of the College of Education and Health Sciences and Graduate School. All applicants must submit official scores from the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE).

Two letters of reference must be obtained by the applicant from educational field employers or college/university professors who can recommend the applicant as having strong potential for success in graduate studies and in potential continued service to the education profession.

Graduation Requirements

Graduation requirements for the thesis and non-thesis options have in common the following components: an eighteen-hour core which includes ELH 604 and ELH 605 (three hours each), a three-hour educational technology course (ETE 551) and nine hours of Curriculum and Instruction (ETE 553, ETE 651 and ETE 653). The student must also select an area of concentration consisting of nine semester hours from areas in assessment, early childhood education, educational technology, gifted education, literacy and reading, middle school education, multidisciplinary education, science education, or special education.

Graduate students must also select a capstone experience from among three options. Option A is thirty hours of coursework plus ETE 655 plus a Comprehensive Examination which is tailored to the student's program of study. Option B is twenty-seven hours of coursework plus six hours of ETE 699 (Thesis). Option C is twenty-seven hours of coursework plus ETE 655 plus ETE 698. Graduate students

may also select up to six hours of approved graduate-level elective courses which may be taken within or outside the department. The total minimum course requirement for the curriculum and instruction program is thirty-three semester hours. Graduate students electing the thesis option (capstone Option B) will design and conduct an original research study under the guidance of their advisors. For thesis option students, a comprehensive examination will be administered orally at the time of the thesis defense.

Curriculum and Instruction Master's Degree Program

Graduate Core: 18 hours

- A. Foundations and Research: 6 hours
ELH 604 Research Methodology & Applications (3)
ELH 605 Legal and Social Change (3)
- B. Educational Technology: 3 hours
ETE 551 Technology Applications and Integration (3)
- C. Curriculum and Instruction: 9 hours
ETE 553 Cultural Diversity and Schooling (3)
ETE 651 Curriculum Theory and Development (3)
ETE 653 Instructional Strategies and Designs (3)

Directed Elective: 3 hours

Students must choose at least one of the following options for a minimum of 3 hours:

- ETE 552 Assessment Alternatives (3)
- ETE 643 Assessment and Evaluation Practicum for Learners With Exceptionalities (3)
- ETE 654 Program Evaluation (3)

Capstone Experience Option

Option A: 30 hours of coursework; ETE 655 Instructional Theory; Comprehensive Examination

Option B: 27 hours of coursework; ETE 699 Thesis (6 hours)

Option C: 27 hours of coursework; ETE 655 Instructional Theory; ETE 698 Creative Research Contribution (3 hours)

Areas of Concentration: 9 hours minimum

Note: ETE 698 may not be used for both a Capstone Experience course and an Area of Concentration course.

Students must select one 9-hour area of concentration from among the following choices:

Assessment

(Cannot include any course selected from among the Assessment choices under Directed Electives)

- ETE 552 Assessment Alternatives (3)
- ETE 560 Testing in Reading (3)
- ETE 643 Assessment and Evaluation Practicum for Learners With Exceptionalities (3)
- ETE 654 Program Evaluation (3)

ETE 670 Supervision and Evaluation of Instruction (3)

ETE 698 Creative/Research Contribution (0-6)

Early Childhood Education

ETE 650 Topics in Curriculum, Instruction, and Technology (1-3)

ETE 661 Child Growth and Development (3)

ETE 662 Family Intervention (3)

ETE 698 Creative/Research Contribution (0-6)

Educational Technology

(Cannot include ETE 551 from Core Courses)

(Students may select either ETE 650 or ETE 698, but may not take both for this concentration)

ETE 513 Educational Software Design (3)

ETE 650 Topics in Curriculum, Instruction, and Technology (1-3)

ETE 698 Creative/Research Contribution (0-6)

ART 500 Advanced Studio (3)*

ENG 508 Composing Hypertext (3)

Gifted Education

ETE 543 Assessment and Evaluation Procedures for Learners With Exceptionalities (3)

ETE 554 Characteristics of and Curriculum Development for Learners Who Are Gifted (3-6)

ETE 650 Topics in Curriculum, Instruction, and Technology (3)

ETE 698 Creative/Research Contribution (0-6)

Literacy and Reading

ETE 506 Reading in the Content Fields (3)

ETE 544 Remedial Reading (3)

ETE 560 Testing in Reading (3)

ETE 570 Practicum in Reading (1-6)

ETE 616 Analysis & Evaluation of Children's Literature (3)

ETE 620 Writing Across the Curriculum (3)

ETE 650 Topics in Curriculum, Instruction, and Technology (1-3)

ETE 698 Creative Research Contribution (0-6)

Middle School Education

ETE 506 Reading in the Content Fields (3)

ETE 515 Mathematics Methods for the Middle School (3)

ETE 610 Young Adolescent Development (3) *

ETE 611 Middle School Instructional Strategies (3) *

ETE 618 Science: An inquiry Approach (3)

ETE 620 Writing Across the Curriculum (3)

ETE 650 Topics in Curriculum, Instruction, and Technology (3)

ETE 698 Creative Research Contribution (3)

* *Needed for the State of Illinois Middle School Endorsement*

Special Education

For the three-hour Directed Electives requirement listed above, students must choose the following course:

ETE 643, Assessment and Evaluation Practicum for Learners with Exceptionalities (3)

Prerequisites:

ETE 525 Including Learners with Exceptionalities (3)

ETE 543 Assessment and Evaluation for Learners with Exceptionalities (3)

Required nine hours:

ETE 673 Self Determination for Individuals with Disabilities (3)

ETE 674 Issues, Trends, and Research in Special Education (3)

ETE 650 Topics in Special Education (1-3)

Electives required for endorsement to teach in Special Education LBS I or for the capstone (three-hour minimum) experience:

ETE 697 Advanced Practicum for Students with Exceptionalities (1-5)

ETE 698 Creative/Research Contribution (0-6 hours)

ETE 699 Thesis (0-3 hours)

Science Education

Students may select up to 6 hours of science content from graduate-level courses offered in the departments of biology, chemistry, geological science, or physics. Students electing to do so must also select ETE 618.

ETE 618 Science: An Inquiry Approach (3)

SCI 501 Topics in Investigative Science for Educators (3) (see "Supportive Courses" below.)

ETE 650 Topics in Curriculum, Instruction, and Technology (1-3)

ETE 698 Creative/Research Contribution (0-6)

Multidisciplinary Education

Students must choose two courses from one area of concentration and one course from a second area of concentration.

Notices:

1. The Department recommends students selecting areas of concentration in Literacy and Reading or Science Education enter the program having some content background in the respective content area prior to enrolling in those area of concentration courses.
2. Courses which students wish to transfer into the program from other institutions must be approved by the Department of Teacher Education graduate program coordinator or department chair in advance.

Total Program: Minimum of 33 hours

Curriculum and Instruction LBS I Master's Degree Program

Teacher certification is necessary prior to entering the C & I LBS I Master's Degree Program. The program is available to teachers not currently certified in special education.

Prerequisites to Program: 6 hours

ETE 525 Including Learners with Exceptionalities (3)
ETE 543 Assessment and Evaluation for Learners with Exceptionalities (3)

Graduate Core: 9 hours

ELH 604 Research Methodology and Applications (3)
ELH 605 Legal and Social Change (3)
ELH 606 Interpersonal Behavior and Organizational Leadership (3)

Educational Technology Component: 3 hours

ETE 551 Technology Applications and Integration (3)

Curriculum and Instruction: 3 hours

ETE 653 Instructional Strategies and Designs (3)

Assessment: 3 hours

ETE 643 Assessment & Evaluation Practicum for Learners with Exceptionalities (3)

Program Core for LBS I: 11 -17 hours

ETE 675 Characteristics of Learners with Special Needs (3)
ETE 676 Methods for Specific Learning Disabilities, Emotional & Other Disorders (3)
ETE 677 Methods for Developmental Disabilities (3)
ETE 697 Advanced Practicum for Students with Exceptionalities (1-5)
ETE 698 Creative/Research Contribution (0-6) or
ETE 699 Thesis (0-3)

Electives: 3 hours

ETE 550 Independent Study (Special Education Focus) (1-3)
ETE 650 Topics in Education (Special Education Topic) (1-3)

Total Program: Minimum of 33 hours

Teacher Certification and Teaching Endorsements

The teacher certification program is separate and distinct from the teacher education graduate C & I program. Students wishing to pursue routes to certification are directed to the appropriate undergraduate courses and/or to the endorsements in Reading or in Special Education (see the following section). Graduate-level courses listed in the endorsement areas and not in the C & I graduate program areas of concentration cannot be used for a master's degree.

Initial to Standard Teacher Certification

Students seeking graduate work to move from initial to standard certification for teaching must take the following courses:

ETE 653 Instructional Strategies and Designs (3)
ETE 659 Curriculum and Instruction Practicum (1-5)
for one semester hour

Endorsements

Endorsement in Reading (Optional)

A minimum of eighteen (18) semester hours must be taken from the courses listed below. At least three (3) semester hours must be acquired in each lettered section.

- A. ETE 325 Introduction to Teaching Reading (3)
ETE 506 Reading in the Content Fields (3)
- B. ETE 544 Remedial Reading (3)
- C. ETE 560 Testing in Reading (3)
- D. ETE 570 Practicum in Reading (1-5)
- E. ETE 260 Children's Literature (3)
ETE 616 Analysis & Evaluation of Children's Literature (3)

Please note that these requirements may be fulfilled by a combination of undergraduate and graduate courses.

Endorsement in Special Education for Learning Behavior Specialist I (LBS I) (Optional)

A minimum of twenty-three (23) semester hours must be taken from the courses listed below.

Prerequisites to Program: 6 hours

ETE 525 Including Learners With Exceptionalities (3)
ETE 543 Assessment and Evaluation for Learners With Exceptionalities (3)

Program Core for LBS I: 14-20 hours

ETE 643 Assessment and Evaluation Practicum for Learners With Exceptionalities (3)
ETE 675 Characteristics of Learners With Special Needs (3)
ETE 676 Methods for Specific Learning Disabilities, Emotional & Other Disorders (3)
ETE 677 Methods for Developmental Disabilities (3)
ETE 697 Advanced Practicum for Students With Exceptionalities (1-5)
ETE 698 Creative/Research Contribution (0-6) or
ETE 699 Thesis (0-3)

Electives: 3 hours

Endorsement in Middle Level Education (Optional)

ETE 650 Topics in Curriculum, Instruction, and Technology (6)

Please note that these requirements may be fulfilled by a combination of undergraduate and graduate courses. To gain the Illinois LBSI endorsement, the student must meet the number of hours required by the state of Illinois.

Certificate Program in Curriculum and Instruction

The Curriculum and Instruction Graduate Certificate is a declaration indicating an individual has completed a prescribed set of graduate courses in teacher education. It is not a master's degree, nor is it the same as state teacher certification. The Graduate Certificate is awarded by the university, whereas, teacher certification is licensure awarded by the state. One does not necessarily lead to the other. The objectives of the Graduate Certificate program in Curriculum and Instruction are to provide (1) opportunities for educators to expand their learning beyond that of their bachelors or other master's degree, (2) a basic core of learning focusing on cultural diversity and instructional strategies and designs, and (3) an area of concentration of coursework that will strengthen one's pedagogical and/or pedagogical content knowledge.

College/Department Admissions Requirements

Applicants for admission to the C & I Graduate Certificate Program must hold a bachelor's degree from an institution that is accredited by the appropriate regional accrediting agency or that is recognized by the board of education of the state in which the institution is located. Students must apply for acceptance to the Graduate School, and take either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

For unconditional admission, the applicant must have a minimum undergraduate last-60-hour grade point average of 3.0 based on a 4.0 scale.

For conditional admission, the applicant must have a minimum undergraduate last-60-hour grade point average of 2.5 on a 4.0 scale.

The conditional student must maintain a 3.0 GPA during the first nine semester hours of Bradley University graduate work in order to gain unconditional status. All students must earn a mean GPA of 3.0 (on a 4.0 scale) throughout the program in order to successfully complete the certificate program. As with graduate program requirements, the student may receive a maximum of one "C" in one course and continue in the program.

All applicants must complete the prescribed application forms of the College of Education and Health Sciences and Graduate School.

Certificate Program Completion Requirements

The courses included in the certificate program are the same as some of those offered in the master's degree program, allowing students to apply their certificate program courses toward a full master's degree upon completion of the certificate program, if they desire to do so. The total number of certificate program courses equals 15 semester hours (compared to the master's degree minimum of 33). All students pursuing the certificate program will be required to take two core courses (for a total of six semester

hours) and those courses identified as an area of concentration within the C & I Graduate Program (nine semester hours). All students must take the following courses:

Core Courses:

ETE 553 Cultural Diversity and Schooling (3)
ETE 653 Instructional Strategies and Designs (3)

One Area of Concentration (three courses) totaling 9 semester hours:

Assessment

ETE 552 Assessment Alternatives (3)
ETE 560 Testing in Reading (3)
ETE 643 Assessment and Evaluation Practicum for Learners With Exceptionalities (3)
ETE 650 Topics in Curriculum, Instruction, and Technology (3)
ETE 654 Program Evaluation (3)
ETE 698 Creative Research Contribution (3)
ELH 670 Human Resource Management (3)

Early Childhood Education

ETE 650 Topics in Curriculum, Instruction, and Technology (3)
ETE 661 Child Growth and Development (3)
ETE 662 Family Intervention (3)
ETE 698 Creative Research Contribution (3)

Educational Technology

ETE 513 Educational Software Design (3)
ETE 650 Topics in Curriculum, Instruction, and Technology (3)
ETE 698 Creative Research Contribution (3)
ART 500 Advanced Studio (3) *
ENG 508 Composing Hypertext (3)

* Students may select either ETE 650 or ETE 698, but not both. Students selecting ART 500 must interview with the Department of Art for approval (including portfolio) and placement.

Gifted Education

ETE 543 Assessment and Evaluation Procedures for Learners With Exceptionalities (3)
ETE 554 Characteristics of and Curriculum Development for Learners Who Are Gifted (3)
ETE 650 Topics in Curriculum, Instruction, and Technology (3)
ETE 698 Creative Research Contribution (3)

Literacy and Reading

ETE 506 Reading in the Content Fields (3)
ETE 544 Remedial Reading (3)
ETE 560 Testing in Reading (3)
ETE 570 Practicum in Reading (3)
ETE 616 Analysis & Evaluation of Children's Literature (3)
ETE 620 Writing Across the Curriculum (3)
ETE 650 Topics in Curriculum, Instruction, & Technology (3)
ETE 698 Creative Research Contribution (3)

Middle School Education

- ETE 506 Reading in the Content Fields (3)
- ETE 515 Mathematics Methods for the Middle School (3)
- ETE 610 Young Adolescent Development (3) *
- ETE 611 Middle School Instructional Strategies (3) *
- ETE 618 Science: An inquiry Approach (3)
- ETE 620 Writing Across the Curriculum (3)
- ETE 650 Topics in Curriculum, Instruction, & Technology (3)
- ETE 698 Creative Research Contribution (3)
- * *Needed for the State of Illinois Middle School Endorsement*

Science Education

- ETE 618 Science: An inquiry Approach (3)
- ETE 650 Topics in Curriculum, Instruction, & Technology (3)
- ETE 698 Creative Research Contribution (3)
- SCI 501 Interdisciplinary Science (3)*
- * *Requires corequisite of ETE 550 (Independent Study) for 1 hour*

Special Education*

- ETE 643 Assessment and Evaluation Practicum for Learners With Exceptionalities (3) REQUIRED
- ETE 650 Topics in Curriculum, Instruction, and Technology (3)
- ETE 673 Self-Determination for Individuals With Disabilities (3)
- ETE 674 Issues, Trends, and Research in Special Education (3)
- ETE 698 Creative Research Contribution (3)
- * *If needed, students must also take prerequisite courses ETE 525 Including Learners with Exceptionalities (3) and ETE 543 Assessment and Evaluation for Learners with Exceptionalities (3).*

Multidisciplinary

Two courses from one area of concentration and one course from a second area of concentration

Special Education Approval

Students may choose to add a special education approval to any teaching certificate, which will entitle them to teach special education classes in the grades of their teaching certificate. This approval would be good for three years while the student pursued an LBS I certificate. The following courses are needed for this approval.

ETE 525 Including Learners with Exceptionalities.....	3
ETE 543 Assessment and Evaluation for Learners with Exceptionalities.....	3
ETE 675 Characteristics of Learners with Special Needs	3
ETE 676 Methods for Specific Learning Disabilities, Emotional & Other Disorders.....	3
ETE 677 Methods for Developmental Disabilities	3
Total	15

Course Descriptions

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 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 that 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.

ETE 610 Young Adolescent Development 3 hrs.
Examines the theories and research surrounding young adolescents as they move through puberty and middle school. Physical, cognitive, social, moral, and emotional development are studied with concern for the psychological implications and educational ramifications. Students will develop a deep understanding of national and state standards. Prerequisite: Graduate standing and teacher certification or permission of instructor.

ETE 611 Middle School Instructional Strategies 3 hrs.
Presents curriculum, teaching strategies, and assessment for instructing youth in fifth through eighth grades. School organization, professional collaboration, active classroom environment, brain-based teaching and learning, high expectations for all students, and student progress are topics for the course. Students will develop a deep understanding of national and state standards. Prerequisite: Graduate standing and teacher certification or permission of instructor.

ETE 616 Analysis & Evaluation of Children's Literature 3 hrs.
Selection and evaluation of children's literature; emphasis

on recent material. Individual in-depth study of a specific topic required. Current trends, controversies, and problems.

ETE 618 Science: An Inquiry Approach 3 hrs.
This course is designed to help educators learn and better understand inquiry as an instructional approach. Topics include what inquiry is, how to conduct inquiry, and ways to teach inquiry processes and skills to students. The course will involve identifying and conducting an inquiry investigation into some science topic and how it can best be taught to students. Prerequisite: Admission to the C & I Program.

ETE 620 Writing Across the Curriculum 3 hrs.
This course is designed to increase teacher understanding and application of writing across content areas for primary through secondary grade levels. Writing, an essential communication skill, has many foci, which are not limited to creative writing. Expository, persuasive, and narrative writing formats will be examined, including their respective formats and how to best teach them and apply them in a clinical practice, classroom settings, and community leadership. Research skills as they pertain will also be included. Prerequisite: Admission to the C & I Program.

ETE 643 Assessment and Evaluation Practicum for Learners with Exceptionalities 3 hrs.
Practicum: use of psycho-educational tests and diagnostic teaching techniques. Preparation of a complete formal and informal educational assessment of a learner including a professional report written in a specified format.

ETE 650 Topics In Education 1-3 hrs.
Topics of special interest which may vary each time course is offered. Multiple sections may be taken concurrently. Maximum of 6 semester hours may be applied to a degree program. Prerequisite: Consent of instructor and department chair.

ETE 651 Curriculum Theory and Development 3 hrs.
Curriculum models and theories. Curriculum development processes and the teacher's role.

ETE 653 Instructional Strategies and Designs 3 hrs.
PreK-12 instructional strategies and designs. Emphasis on developmentally appropriate educational opportunities that actively engage the learner.

ETE 654 Program Evaluation 3 hrs.
Qualitative and quantitative models and techniques for evaluating educational programs. Prerequisite: ELH 604 or consent of instructor.

ETE 655 Instructional Theory 3 hrs.
Investigation and development of a theory of instruction for practitioners built upon the research based on existing strategies, models, methods, assessment, skills, improvement techniques, movements in education, theorists, curriculum, and the learner.

ETE 659 Curriculum & Instruction Practicum 1-5 hrs.
Supervised field experience. Application of knowledge and skills to contexts and environment selected by the student and advisor. May be repeated for a maximum of 6 hours credit. Prerequisite: curriculum and instruction course or consent of instructor.

ETE 661 Child Growth and Development 3 hrs.
Interaction of learning and developmental processes from birth through age 8. Influence of sociocultural and ecological factors.

ETE 662 Family Intervention 3 hrs.
The role of the family and community in the education of infants, toddlers, pre-primary, and primary-aged children. Analysis of family systems including resource development and family program development.

ETE 669 Clinical Experience 1-6 hrs.
Supervised clinical experience in p-12 setting. Provides opportunities to synthesize knowledge and skills and to demonstrate competencies as a professional teacher. May be repeated for a maximum of 6 hours credit. Prerequisite: curriculum and instruction course or consent of instructor.

ETE 673 Self-determination for Individuals with Disabilities 3 hrs.
Focuses on instructional practices that can be utilized by the student to teach self-determination skills to individuals with disabilities. The student will explore self-determination concepts, theories, assessment, instructional strategies, and issues of implementation that can in turn be taught to individuals with disabilities in order to facilitate goal-directed, self-regulated, autonomous behavior.

ETE 674 Issues, Trends, and Research in Special Education 3 hrs.
Addresses critical analysis of current issues, trends, and research in special education with attention to legislation, litigation, definitions, identification, eligibility, inclusion, placement, collaboration, and professional advocacy. Research design and methodology in special education.

ETE 675 Characteristics of Learners with Special Needs 3 hrs.
Interdisciplinary study of literature and research in specific learning disabilities, social emotional disorders, developmental disabilities, autism, traumatic brain injury, orthopedic and other health impairments. Social, educational, psychological, and legal implications are explored.

ETE 676 Methods for Specific Learning Disabilities, Emotional and Other Disorders 3 hrs.
Practical applications of educational and psychological strategies that promote learning for children and youth with learning disabilities, emotional and other disorders. The process of assessment, planning for instruction, creating positive learning environments, instructional delivery, developing collaborative relationships will be examined. Prerequisite: ETE 675.

ETE 677 Methods for Developmental Disabilities 3 hrs.
Practical applications of educational strategies that promote learning for children and youth with a spectrum of special needs (i.e., developmental disabilities, autism, traumatic brain injury, orthopedic, and other health impairments). The process of assessment, planning, program implementation, and evaluating the learning of individuals will be emphasized. Prerequisites: ETE 675

ETE 697 Advanced Practicum for Students with Exceptionalities 1-5 hrs.
Supervised field experience with students who have exceptional learning needs. Tailored to meet the learning and professional growth needs of graduate student.

ETE 698 Creative/Research Contribution 0-6 hrs.
Individual study on a topic selected by student with advisor approval. Integration and application of research. Student must produce a product such as a software program, journal article, or program portfolio. May be repeated for a maximum of 6 hours credit. Student may not receive credit for both ETE 698 and ETE 699.

ETE 699 Thesis 0-3 hrs.
Design and implement a research proposal which has implications for preK-12 education. May be repeated for a maximum of 6 hours credit. Student may not receive credit for both ETE 698 and ETE 699. Prerequisite: consent of department chair.

Supportive Courses

Family and Consumer Sciences

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 6 hours. Prerequisite: 10 hours in clothing and textiles; or consent of instructor.

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

SCI 501 Topics in Investigative Science for Educators 3 hrs.
Laboratory-based biological and physical science. Content developed along interdisciplinary themes. Course taught in an inquiry/investigative format, and includes application to Pre K-12 classroom settings. Course may be repeated under different topic. NOTE: Credit will not be given for SCI 501 students who have obtained credit for SCI 101 under the same theme. Registration is not open to undergraduate or graduate students enrolled in a natural science degree program. Prerequisites: Concurrent enrollment in ETE 550.

Nursing

Francesca A. Armmer,
Chair, Department of Nursing

Bradley University offers a Master of Science in Nursing (M.S.N.). Students may choose one of three majors: nursing administration, nurse administered anesthesia, or MSN-General. The nurse administered anesthesia major is offered in cooperation with Decatur Memorial Hospital.

Degree requirements can be met on a full-time or part-time basis. Enrollment in the nurse administered anesthesia internship must be on a full-time basis. Graduation requirements must be fulfilled within five years of enrollment.

Graduates with a major in nursing administration are prepared for first line management as executives in a variety of health care settings.

Graduates with a major in nurse administered anesthesia will be eligible to write the certification examination.

The MSN-General major addresses the needs of advanced practice nurses who hold certificates/diplomas of advanced practice, but who do not have a master's degree.

The student must maintain an academic average of 3.0 (4.0 scale), achieve a "B" or better in each required nursing course, and earn a "C" or better in each course applied to graduation requirements.

The curriculum is subject to continuous review and evaluation which may necessitate revision of courses and requirements.

Thesis/Directed Research

Students may meet program requirements by completing either a thesis (4 semester hours) or directed research (2 semester hours).

Comprehensive Assessment

Nursing Administration Major: A written comprehensive examination is administered during the last semester of administration theory.

Nurse Administered Anesthesia Major: Written comprehensive examinations are administered at the end of the second and third year of the course of study.

MSN-General Major: A comprehensive assessment, as determined by the department must be completed by all students in this major.

Master of Science in Nursing

Core Component.....8 hrs.

NUR 600 Nursing Theories: Analysis and Development.....3 hrs.
NUR 605 Leadership in the Health Care System3 hrs.
NUR 610 Legal Issues in Nursing.....2 hrs.

Research Component 7-9 hrs.

NUR 620 Research Methods in Nursing3 hrs.
NUR 625 Nursing Research Seminar.....2 hrs.
NUR 699 Thesis.....4 hrs.

or

NUR 698 Directed Research in Nursing.....2 hrs.

Nursing Administration Major 19-21 hrs.

NUR 630 Nursing Administration I, Theory3 hrs.
NUR 631 Nursing Administration I, Practicum.....4 hrs.
NUR 632 Nursing Administration II, Theory.....3 hrs.
NUR 633 Nursing Administration II, Practicum.....4 hrs.
Electives5-7 hrs.

Total Program Semester Hours 36 hrs.

Nurse Administered Anesthesia Major 31-33 hrs.

PHY 541 Physics Basics2 hrs.
CHM 500 Chemical Topics.....2 hrs.
BIO 570 Seminar: Contemporary Physiology3 hrs.
BIO 525 Advanced Physiology.....3 hrs.
NUR 500 Health Assessment4 hrs.
Electives3-5 hrs.
NUR 670 Nurse Administered Anesthesia Principles I.....3 hrs.
NUR 671 Nurse Administered Anesthesia Principles II.....3 hrs.
NUR 672 Pharmacology I.....4 hrs.
NUR 673 Pharmacology II.....4 hrs.
NUR 675 Nurse Administered Anesthesia Internship 0 hrs.

Total Program Semester Hours 48 hrs.

MSN-General 13-15 hrs.

NUR 683 Advance Practice Nurse Internship6 hrs.
Electives7-9 hrs.
(Nine hours required if NUR 698 is taken; seven are required if NUR 699 is taken.)

Total Program Semester Hours 30 hrs.

Certificate Program in Nurse-Administered Anesthesia

The certificate program in Nurse-Administered Anesthesia (NRAN) is a 2-year program that has developed to respond to the need for certified registered nurse anesthetists. Registered nurses who currently have a master's degree or higher will be given an opportunity to earn a certificate in nurse-administered anesthesia. By earning the certificate, the individual will be eligible to take the certification examination that would result in the designation of Certified Registered Nurse Anesthetist (CRNA). Because certificate students and NRAN majors will take the same selected courses, enrollment in the certificate program will be very limited.

Required Courses

BIO 525 Advanced Physiology	3 hrs.
BIO 570 Seminar: Contemporary Physiology	3 hrs.
NUR 670 Nurse Administered Anesthesia Principles I.....	3 hrs.
NUR 671 Nurse Administered Anesthesia Principles II.....	3 hrs.
NUR 672 Pharmacology I.....	4 hrs.
NUR 673 Pharmacology II.....	4 hrs.
NUR 675 Nurse Administered Anesthesia Internship.....	0 hrs.
	20 hrs.

Course Descriptions

NUR 600 Nursing Theories: Analysis and Development

3 hrs.

Analysis of theoretical models. Emphasis on assessment and implications of models for advanced professional nursing practice and research. Prerequisite: nursing majors only.

NUR 605 Leadership in the Health Care System

3 hrs.

Leadership theory: role of the nurse as a leader, colleague, and consultant in health care systems. Prerequisite: nursing majors only.

NUR 610 Legal Issues in Nursing

2 hrs.

Legal and ethical issues that influence the practice of advanced nursing and leadership in health care systems. Critical assessment of the ethical implications of law and public policy in health care. Case studies. Prerequisite: nursing majors only, or consent of instructor or department chair.

NUR 620 Research Methods in Nursing

3 hrs.

In-depth study of the research process; the significance of nursing theory as a basis for nursing research. Various research designs. Development of a testable hypothesis applicable to advanced nursing practice. Prerequisite: undergraduate statistics course or ELH 510; nursing majors only.

NUR 625 Nursing Research Seminar

2 hrs.

Trends in nursing and society that influence the direction of nursing research. Problems from clinical practice. Identification and refinement of specific researchable questions through a hypothetico-deductive process. Prerequisites: NUR 600, 605, 620; or consent of instructor.

NUR 630 Nursing Administration I (Theory)

3 hrs.

Theories, concepts, and principles from nursing and related disciplines as a foundation for nursing administration. Theories of change, role, adaptation, need, and leadership as related to nursing management. Prerequisites: NUR 600, 605. Corequisite: NUR 631 or consent of department chair.

NUR 631 Nursing Administration I (Practicum)

4 hrs.

Practicum applying concepts, theories, and principles from NUR 630. Use of relevant research findings. Advanced practice in management. Prerequisites: NUR 600, 605. Corequisite: NUR 630 or consent of department chair.

NUR 632 Nursing Administration II (Theory)

3 hrs.

Advanced concepts and principles relevant to external and internal nursing organizational situations including power, authority, and politics. Review of various organizational patterns and their relationship to nursing personnel management, budgeting, public relations, leadership style, and research. Prerequisites: NUR 630, 631. Corequisite: NUR 633 or consent of department chair.

NUR 633 Nursing Administration II (Practicum)

4 hrs.

Practicum applying advanced concepts, theories, and principles from NUR 632. Use of management skills such as staffing, budgeting, and developing positive public relations. Prerequisites: NUR 630, 631. Corequisite: NUR 632 or consent of department chair.

NUR 660 Seminar in Nursing Education

3 hrs.

Application of educational theories and techniques for the nurse educator. Prerequisite: ETE 655.

NUR 670 Nurse Administered Anesthesia Principles I

3 hrs.

Introduction to clinical nurse administered anesthesia: practice, ethics, professional organizations, psychology, history of anesthesia. Emphasis on nursing process in perioperative and operative patient care; equipment and technology. Laboratory experience included. Prerequisites: BIO 506, 570, 525; CHM 500; PHY 541; nurse-administered anesthesia majors only.

NUR 671 Nurse Administered Anesthesia Principles II

3 hrs.

A progression from Principles I to more advanced anesthesia delivery. Emphasis is on nursing process in perioperative and operative client care, plus the study of equipment and technology. Laboratory experience provided to introduce the student to anesthesia practice. Prerequisites: NUR 670; nurse administered anesthesia majors only.

NUR 672, 673 Pharmacology I, II

4 hrs. each

Pharmacologic principles related to administration of anesthesia and adjunct drugs. Drug receptor theory, biotransformation, structure activity relationships, uptake, distribution, elimination. Systemic pharmacology and drug interactions. Prerequisites: NUR 500; CHM 500; BIO 506, 570, 525; PHY 541; nurse-administered anesthesia majors only. NUR 672 is prerequisite for NUR 673.

NUR 675 Nurse Administered Anesthesia Internship

0 hrs.

Internship under direct supervision of cooperating agency CRNA or anesthesiologist. Use of nursing process (assessment, planning, intervention, and evaluation) to support patient's physiological and emotional status into post-operative period. Regularly-scheduled conferences. Prerequisites: nurse administered anesthesia majors only; completion of Year I and Summer I of required course sequence.

NUR 682 Seminar in Nursing 1-6 hrs.

Seminar on special problems or areas in nursing. A variable credit hour course; may be taken more than once for a maximum of 6 credits total. Prerequisite: consent of instructor or department chair.

NUR 683 Advanced Practice Nurse Internship 6 hrs.

Internship applying advanced practice nursing concepts in selected specialty areas. Regularly scheduled conferences. Prerequisite: certified advance practice nurses only.

NUR 689 Independent Research 1-6 hrs.

Readings, research, or project complementing the student's program of study. May be repeated for a maximum of six hours. Prerequisite: consent of instructor.

NUR 698 Directed Research in Nursing 0-2 hrs.

A research-oriented, student-initiated endeavor that culminates in a scholarly paper suitable for publication or presentation. Required for MSN students who do not select the thesis option. Prerequisites: NUR 620, NUR 625, and consent of instructor.

NUR 699 Thesis 0-4 hrs.

Design and implement a research proposal which has implications for nursing practice. May be repeated for a maximum of four semester hours. Prerequisites: NUR 620, 625; consent of department chair.

Supportive Courses

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 & 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.

Physical Therapy

Steven Tippett,
Chair, Department of Physical Therapy and
Health Science

The curriculum is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

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.

Doctor of Physical Therapy

The Doctor of Physical Therapy program began summer 2005.

Admission Requirements

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

- Completion of a baccalaureate degree with a Health Science major from Bradley University with a "C" or higher in all required courses **OR**
- Completion of a baccalaureate degree with the following courses completed with a "C" or higher:
 1. Chemistry - 1 year chemistry sequence for science majors (eg. 6-8 semester hours) with laboratory experience
 2. Physics - 1 year physics sequence for science majors (eg. 6-8 semester hours) with laboratory experience
 3. Biology/Zoology - 6-8 semester hours with content that includes an introduction to cell biology, biochemistry, and genetics
 4. Anatomy - 3-4 semester hours of vertebrate, mammalian, human, or comparative anatomy that includes a laboratory experience
 5. Physiology - 3-4 semester hours of vertebrate, mammalian, or human physiology (a two-semester sequence of combined anatomy and physiology will meet the anatomy and physiology requirement)
 6. Statistics - 3 semester hours of statistics

The following courses are highly recommended:

1. Kinesiology, biomechanics, or additional courses in human anatomy
2. Exercise physiology, pathophysiology, or additional courses in physiology
3. Upper division psychology and sociology courses
4. Medical Terminology

In addition, an applicant should have:

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

Along with the application, students are expected to submit:

1. An essay to articulate the applicant's perception of the physical therapy profession and examples of professional conduct.
2. Expanded résumé of education, activities, and work experiences.

Other Requirements

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

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

Contact the Department for the most current requirements

Admission is competitive for a limited number of spaces in the class.

Course of Study

Summer I

PT 612 Functional Anatomy I (Five Weeks)	2 hrs.
PT 614 Gross Anatomy I (Five Weeks)	2 hrs.
PT 616 Research I (Five Weeks)	1 hr.
PT 622 Functional Anatomy II (Five Weeks)	2 hrs.
PT 624 Gross Anatomy II (Five Weeks)	2 hrs.
	<hr/>
	9 hrs.

Fall I

PT 630 Foundations of Physical Therapy	4 hrs.
PT 636 Musculoskeletal Physical Therapy I	4 hrs.
PT 640 Clinical Science I	3 hrs.
PT 646 Research II	2 hrs.
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	13 hrs.

January Interim I

PT 650 Clinical Education I	3 hrs.
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Spring I

PT 662 Neurological Physical Therapy I	4 hrs.
PT 666 Research III	3 hrs.
PT 670 Human Development Throughout the Lifespan	3 hrs.
PT 680 Clinical Science II	2 hrs.
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	12 hrs.

Summer II

PT 700 Musculoskeletal Physical Therapy II (8 Weeks)	4 hrs.
PT 710 Clinical Education II (5 Weeks)	8 hrs.
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	12 hrs.

Fall II

PT 710 Clinical Education II (Continuation - 3 Weeks)	
PT 716 Research IV (13 Weeks)	1 hr.
PT 720 Teaching and Learning Theory in PT (13 Weeks)	3 hrs.
PT 730 Neurological Physical Therapy II (13 Weeks)	4 hrs.
PT 740 Clinical Science III (13 Weeks)	2 hrs.
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	10 hrs.

Spring II

PT 750 Physical Therapy Administration and Management	4 hrs.
PT 766 Research V	1 hr.
PT 770 Applied Exercise Principles	3 hrs.
PT 780 Clinical Science IV (8 Weeks)	2 hrs.
PT 790 Cardiovascular/Pulmonary/Integumentary Physical Therapy (8 Weeks)	2 hrs.
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	12 hrs.

Summer III

PT 800 Clinical Education III (8 Weeks)8 hrs.

Fall III

PT 810 Health and Wellness3 hrs.

PT 820 Professional Issues in Physical Therapy3 hrs.

PT 830 Physical Therapy Differential Diagnosis4 hrs.

PT 840 Independent Study (Optional).....1-6 hrs.

10-16 hrs.

Spring III

PT 850 Clinical Education IV (8 Weeks)8 hrs.

PT 860 Clinical Education V (8 Weeks)8 hrs.

16 hrs.

Elective

PT 760 Independent Study (1-6 hrs.)

Total required 105 hrs.

Course Descriptions

PT 612 Functional Anatomy I 2 hrs.

A lecture and laboratory study of human movement and applied kinesiology along with the introduction of physical therapy techniques to assess components of human movement. Prerequisite: consent of department chair.

PT 614 Gross Anatomy I 2 hrs.

Cadaveric dissection and study of the musculoskeletal, vascular, and peripheral nervous systems of the extremities. Prerequisite: consent of the department chair.

PT 616 Research I 1 hr.

A seminar introducing students to critical analysis of research with special emphasis on levels of evidence and evidence-based practice. Prerequisite: consent of department chair.

PT 622 Functional Anatomy II 2 hrs.

A lecture and laboratory study of human movement and applied kinesiology along with introduction of physical therapy techniques to assess components of human movement. Prerequisites: consent of department chair; PT 612.

PT 624 Gross Anatomy II 2 hrs.

Cadaveric dissection and study of the structures of the nervous, cardiovascular, pulmonary, gastrointestinal, genitourinary, and integumentary systems. Prerequisites: consent of department chair; PT 614.

PT 630 Foundations of Physical Therapy 4 hrs.

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

PT 636 Musculoskeletal Physical Therapy I 4 hrs.

The study and application of orthopaedic basic science in the examination, evaluation, and management of dysfunctions and disabilities of the appendicular skeleton. Prerequisite: consent of department chair.

PT 640 Clinical Science I 3 hrs.

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

PT 646 Research II 2 hrs.

Research design, methods, and principles of basic statistical analysis; exploration of research topics with review of appropriate literature; and introduction to components of the research proposal. Prerequisite: consent of department chair; PT 616.

PT 650 Clinical Education I 2 hrs.

The first of five full-time supervised clinical experiences requiring utilization of communication skills and teaching interpersonal and evaluation skills. This course emphasizes the development of the student's interpersonal skills, professional behaviors, examination techniques, and intervention techniques learned previously in the classroom. Prerequisite: consent of department chair.

PT 662 Neurological Physical Therapy I 4 hrs.

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

PT 666 Research III 3 hrs.

Principles of intermediate statistical analysis and technical/research writing will be provided as the student finalizes methods for research project and prepares research proposal. Prerequisites: consent of department chair; PT 646.

PT 670 Human Development Throughout the Lifespan 3 hrs.

A multi-system analysis of the many facets of individual development from conception to death. Prerequisite: consent of department chair.

PT 680 Clinical Science II 2 hrs.

The anatomical, physiological, and histological basis of the normal and pathological neuromuscular system, and foundations of pharmacology as it relates to intervention strategies for patients with neuromuscular impairments. Prerequisites: consent of department chair; PT 640.

PT 700 Musculoskeletal Physical Therapy II 4 hrs.

The study and application of orthopaedic basic science in the examination, evaluation, and management of dysfunctions and disabilities of the axial skeleton. Prerequisites: consent of department chair; PT 636.

PT 710 Clinical Education II **8 hrs.**
The second of five full-time supervised clinical experiences requiring utilization of communication skills and teaching interpersonal and evaluative skills. This course provides the opportunity to advance physical therapy procedures and to continue to develop professional socialization. Prerequisites: consent of department chair; PT 650.

PT 716 Research IV **1 hr.**
Data collection, statistical analysis, data interpretation, and completion of the Results section of the written student research report. Prerequisites: consent of department chair; PT 666.

PT 720 Teaching and Learning Theory in PT **3 hrs.**
Discussion and application of teaching and learning theories as related to the classroom and clinical setting, including student clinical education, staff inservice, and patient education. Prerequisite: consent of department chair.

PT 730 Neurological Physical Therapy II **4 hrs.**
Applied neurological examination, evaluation, and intervention theories and strategies in physical therapy patient care. Prerequisites: consent of department chair; PT 662.

PT 740 Clinical Science III **2 hrs.**
The management of a variety of disorders resulting in physical, emotional, and cognitive impairments and their physical therapy implications. Prerequisites: consent of department chair; PT 680.

PT 750 Physical Therapy Administration and Management **4 hrs.**
Discussion and practical application of administrative and management issues relative to a variety of physical therapy patient care settings. Prerequisite: consent of department chair.

PT 760 Independent Study **1-6 hrs.**
Individual study and investigations through selected readings, discussions, and/or written assignments. Repeatable up to 6 hours. Prerequisites: Physical Therapy major and/or permission of the Department of Physical Therapy/Health Science Chair.

PT 766 Research V **1 hr.**
Completion of student research project and presentation of research findings to peers and internal and external constituents. Prerequisites: consent of department chair; PT 716.

PT 770 Applied Exercise Principles **3 hrs.**
A course composed of lecture/discussion on the scientific basis and evidence supporting the use of various exercise techniques, as well as practical application and hands-on experience performing and completing these exercise techniques and applications correctly. Therapeutic, training, and performance enhancement approaches to exercise will be addressed. Prerequisite: consent of department chair.

PT 780 Clinical Science IV **2 hrs.**
The anatomical, physiological, and histological basis of the normal and pathological cardiopulmonary, vascular, and integumentary systems. Normal and abnormal metabolic processes and their physical therapy implications. Prerequisites: consent of department chair; PT 740.

PT 790 Cardiovascular, Pulmonary, and Integumentary Physical Therapy **2 hrs.**
Using the gas transport model as a foundation, this lecture and laboratory course provides the student with the skills to apply, analyze, and synthesize the basic science of cardiovascular, pulmonary, and integumentary physical therapy as it relates to disorders of cardiac, vascular, pulmonary, and integumentary systems. The focus of this course is examination and evaluation techniques and program planning. Prerequisite: consent of department chair.

PT 800 Clinical Education III **8 hrs.**
The third of five full-time supervised clinical experiences offering the opportunity for continued development of clinical management of patients in one of a variety of clinical settings. This course allows for continued professional socialization and growth as well as further development of professional behaviors. Prerequisites: consent of department chair; PT 710.

PT 810 Health and Wellness **3 hrs.**
Physical therapy implications of common health issues in a variety of physical therapy clients, and the role of screening and prevention in dealing with these issues. Prerequisite: consent of department chair.

PT 820 Professional Issues in Physical Therapy **3 hrs.**
Presentation and discussion of pertinent issues in the field of physical therapy. Prerequisite: consent of department chair.

PT 830 Physical Therapy Differential Diagnosis **4 hrs.**
The curriculum's capstone course that emphasizes the role of the physical therapist in managing the patient with multi-system dysfunctions. Prerequisite: consent of department chair.

PT 840 Independent Study **1-6 hrs.**
An optional opportunity for the student to focus on a specific area of interest with faculty and/or clinician guidance.

PT 850 Clinical Education IV **8 hrs.**
The fourth of five full-time, supervised clinical experiences or first half of the clinical education experience requiring utilization of advanced communication skills and teaching interpersonal and evaluative skills. Students have the opportunity to further develop clinical management of patients in a different clinical setting. Furthermore, continued professional socialization and growth as well as development of professional behaviors are expected. Prerequisites: consent of department chair; PT 800.

PT 860 Clinical Education V

8 hrs.

The last of five full-time, supervised clinical experiences or second half of the final clinical education experience requiring utilization of advanced communication skills and teaching interpersonal and evaluative skills. Students have the opportunity to further develop clinical management of patients in a different clinical setting. Furthermore, continued professional socialization and growth as well as continued development of professional behaviors are expected. Prerequisites: consent of department chair; PT 850.