

COLLEGE OF EDUCATION AND HEALTH SCIENCES

Joan L. Sattler,
Dean

Rita Jensen, 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 professionals who are uniquely qualified for useful and productive service that promotes the intelligent use of human resources and fosters individual development over the life span. 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: Lori A. Russell-Chapin.
2. Teacher Education, offering programs in curriculum and instruction and learning disabilities. Chair: Barbara Penelton.
3. Nursing, offering a Master of Science in Nursing (M.S.N.) in nursing administration and in nurse administered anesthesia and supportive courses in nursing. Chair: Francesca Armmmer.
4. Physical Therapy, offering a Master of Physical Therapy (M.P.T.) beginning in the year 2000. Chair: Mary Jo Mays.

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 learning disabilities; 36 graduate semester hours in leadership in educational administration or leadership

in human service administration; 48 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 will change significantly in 1997 and this change will affect the graduate admissions requirements for the departments in the College of Education and Health Sciences. Our current requirement is that all applicants submit scores from the GRE general test. However, once the new GRE is introduced, applicants have the option of taking the package of general test measures containing **either** the mathematical reasoning **or** quantitative reasoning test. Questions about requirements for admission should be directed to the respective department.

The candidate is urged to make necessary testing arrangements with the Graduate School, 118 Bradley Hall, 677-2371, for the MAT. Contact the Center for Orientation, Testing and Advisement, 133 Bradley Hall, 677-2409, to make arrangements to take the GRE. This will expedite the application process.

An applicant must possess a Miller Analogies raw score of 37 (50 percentile) or a GRE combined score of 1440 (50 percentile) to be accepted **unconditionally**.

For **conditional** admission a candidate must possess a minimal MAT score of 27 (25 percentile) or a GRE combined score of 1200 (25 percentile). The MAT may be retaken one time.

In addition to the MAT requirements the candidate must have a bachelor's degree overall grade point average of 2.50 and a 2.75 grade point average in the major field of concentration for **unconditional** admission.

For **conditional** admission into a graduate program the candidate must have a bachelor's degree overall grade point average of 2.25 and a 2.40 grade point average in the major field of concentration. The conditional student must maintain a 3.0 grade point average during the first 9 to 18 semester hours of graduate work in order to gain unconditional status.

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

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.

ELH 604 is strongly recommended as the first course taken by all degree candidates. Other core courses that are mandated in all professional education and counseling programs within the College of Education and Health Sciences are ELH 605 and ELH 606. It is recommended that the three 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.

All professional education programs requiring certification at Bradley University have been approved by the Illinois State Board of Education and accredited by the National Council for the Accreditation of Teacher Education.

Master of Science in Nursing (M.S.N.)

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.

Admission to the M.S.N. program is based on a thorough review of each applicant's documents. Requirements include:

1. B.S.N. from an NLN 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 cumulative grade point average of 3.0 or higher 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. have completed the Graduate Record Examination Aptitude Test (GRE) or Miller Analogies Test (MAT) within five years prior to admission.
 - a. for unconditional admission, an applicant must possess a GRE combined score (verbal & quantitative) of 1000 or a MAT score of 37.
 - b. for conditional admission, an applicant must possess a GRE combined score (verbal & quantitative) of 850 or a MAT score of 27.
11. have completed the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (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.

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.

Educational Leadership and Human Development

Lori A. Russell-Chapin,
Chair

Administration Programs

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

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

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.

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, available from the department chair in Westlake Hall, each student’s transcript is evaluated and required courses established.

Graduate Core 9 hrs.

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

Departmental Required Courses 21 hrs.

ELH 673 Leadership Perspectives 3 hrs.

ELH 611 Principles and Problems of Curriculum Planning 3 hrs.
ELH 670 Supervision and Evaluation of Instruction 3 hrs.
ELH 677 Educational Finance 3 hrs.
ELH 678 Educational Law 3 hrs.
ELH 676 The School Principalship 3 hrs.
ELH 686 Field Experiences in Administration 3 hrs.

Suggested Electives 6 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 662 Community Relations 3 hrs.
ELH 661 Couples and Family Counseling 3 hrs.
ELH 669 Supervision and Administration in Special Education 3 hrs.
ELH 681 Seminar in Educational Administration 3 hrs.
ELH 699 Thesis 3-6 hrs.

Total Program Semester Hours 36 hrs.

Leadership in Human Service Administration Master’s Degree Program

The leadership in human service administration program also requires 36 hours and is an option 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 future responsibility and desired 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.

Graduate Core 9 hrs.

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

Departmental Required Courses 21-24 hrs.

ELH 673 Leadership Perspectives 3 hrs.
ELH 612 Institutional Planning and Evaluation 3 hrs.
ELH 620 Human Development Counseling 3 hrs.
ELH 662 Community Relations 3 hrs.
ELH 681 Seminar on Issues in Human Service Administration 2 hrs.
ATG 505 Accounting Principles-Financial 2 hrs.
ATG 506 Accounting Principles-Managerial 2 hrs.
ELH 686 Field Experiences in Administration 3-6 hrs.

Suggested Electives 3-6 hrs.

ELH 540 Human Growth and Development 3 hrs.
BMA 542 Legal Environment of Business 2 hrs.
ELH 550 Independent Study 3 hrs.

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ELH 586 Counseling Diverse Populations	3 hrs.
ELH 641 Appraisal of the Individual	3 hrs.
ELH 651 Community Counseling	3 hrs.
ELH 678 Educational Law	3 hrs.
ELH 681 Seminar in Educational Administration ...	3 hrs.
ELH 699 Thesis	3-6 hrs.
Total Program Semester Hours	36 hrs.

Course Descriptions

ELH 611 Principles and Problems of Curriculum Planning

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.

ELH 662 Community Relations

3 hrs.

Developing effective community relations through a four-step process involving two-way communication and researching, planning, communicating, and evaluating.

ELH 669 Supervision and Administration in Special Education

3 hrs.

Administrative, legal, and operational considerations in special education: personnel, programs, evaluation, interagency involvement, new trends. Interrelationships of special education and regular education.

ELH 670 Supervision and Evaluation of Instruction

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

3 hrs.

Theory and practice; historical and present sources of revenue and allocation of funds.

ELH 678 Educational 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 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.

Human Development Counseling

Accredited by the Council for Accreditation of Counseling and Related Educational Program (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 eventually 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.

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 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 their 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 27 semester hours of study required of all candidates. In addition, students take an additional 15 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 Core	9 hrs.
ELH 604 Research Methodology and Applications	3 hrs.
ELH 605 Legal and Social Change	3 hrs.
ELH 606 Interpersonal and Organizational Behavior	3 hrs.

Program Core	27 hrs.
ELH 540 Human Growth and Development	3 hrs.
ELH 620 Human Development Counseling	3 hrs.
ELH 621 Vocational Guidance and Career Development	3 hrs.
ELH 623 Pre-Practicum	3 hrs.
ELH 624 Theories and Techniques of Counseling	3 hrs.
ELH 625 Principles of Group Counseling	3 hrs.
ELH 641 Appraisal of the Individual	3 hrs.
ELH 690 Practicum (appropriate to specialty)	3 hrs.
ELH 691 Internship (appropriate to specialty)	3 hrs.

Specialty Area 15 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 15 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.

Required 9 hrs.

ELH 586 Counseling Diverse Populations	3 hrs.
ELH 652 Foundations of School Guidance	3 hrs.
ELH 654 Consultation in the Helping Professions	3 hrs.

Electives 6 hrs.

For students seeking certification as Guidance Specialists in Illinois public schools, the State Board of Education requires the following:

- Guidance specialists must hold or be qualified for a standard teaching certificate.
- Guidance specialists must hold a master's degree.
- Guidance specialists must have completed an approved program in guidance from a recognized college or university consisting of 32 semester hours of coursework. An approved program shall include a supervised practicum experience. Coursework should be from the eight areas of competency listed below. Appropriate courses in areas a, b, c, d, e, f, and h are a minimum requirement. Not more than 6 semester hours shall be acceptable at the undergraduate level (for certification only).
 - Principles and techniques of guidance.
 - Appraisal techniques.
 - Human growth and development.
 - Principles and practices in counseling.
 - Occupational, educational, personal, and social information.
 - Mental hygiene and/or personality dynamics.
 - Organization of guidance services.
 - Research.

- II. Community and Agency Counseling 15 hrs.**
 Instruction 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.
- Required 12 hrs.**
 ELH 651 Community Counseling
 ELH 663 Counseling and Dynamics of Aging
 ELH 661 Couples & Family Counseling
 ELH 586 Counseling Diverse Populations
- Electives 3 hrs.**

Course Descriptions

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 551 Substance Abuse Counseling 3 hrs.

Basic counseling interventions for prevention, remediation, and treatment of substance abuse.

ELH 584 Topics in Human Development Counseling 1-6 hrs.

Topics of special interest which may vary each time course is offered. Topic stated in current Academic Handbook. May be repeated under different topics for a maximum of six hours credit.

ELH 586 Counseling Diverse Populations 3 hrs.

Value systems in diverse groups; the use of philosophies and models of diversity in establishing an effective, helping relationship.

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 and 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; emerging roles of women entering the work force; physically handicapped 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; field trips to industrial sites; 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 623 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 Foundations of School Guidance 3 hrs.

Elementary and secondary school guidance programs; cognitive and experiential skills. History and development of school guidance; elementary and secondary school guidance 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 and foundational concentration course (ELH 651 or 652); 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 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 684 Seminar in Personnel Services
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 690 Practicum
3 hrs.

Supervised counseling experience with individuals and groups in student's area of interest. (Area d)
Prerequisite: ELH 625; consent of instructor.

ELH 691, 692 Internship
3 hrs. each

Individually supervised post-practicum work experience appropriate to student's career goals.
Prerequisite: ELH 690; consent of instructor.

ELH 699 Thesis
3-6 hrs.

Curriculum and Instruction

Barbara Penelton
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 prekindergarten through twelfth-grade teachers as educational leaders and informed decision makers. 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 informed decision makers 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), educational research (ELH 604), legal and social issues (ELH 605), interpersonal and organizational behavior (ELH 606), curriculum theory (ETE 651), instructional design (ETE 653), and assessment strategies (ETE 552, ETE 654). 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 reading, early childhood education, and gifted education within the program of study.

The goal of the curriculum and instruction master's program is to prepare prekindergarten through twelfth-grade teachers to accept greater responsibility in their roles as educational leaders and informed decision makers 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 educational leaders and informed decision makers.
3. Assist teachers in remaining current with regard to educational issues 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 decision makers, who are capable of informing their instructional practices through appropriate application of research results.

College/Department Admissions Requirements

An applicant must earn a Miller Analogies raw score of 37 (50th percentile) or a GRE combined general test score of 1440 (50th percentile) to be accepted unconditionally.

For conditional admission a candidate must earn a minimal MAT score of 27 (25th percentile) or GRE combined general test score of 1200 (25th percentile). The MAT may be retaken one time.

In addition to the MAT requirements, for unconditional admission the candidate must have a bachelor's degree overall grade point average of 2.5 and a 2.75 grade point average in the major field of concentration.

For conditional admission into a graduate program, the candidate must have a bachelor's degree overall grade point average of 2.25 and 2.4 grade point average in the major field of concentration. The conditional student must maintain a 3.0 grade point average during the first 9 to 18 semester 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.

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 for the thesis and non-thesis options have in common the following components: a nine-hour professional core (ELH 604, ELH 605, ELH 606), a three-hour educational technology course (ETE 551), a six-hour curriculum and instruction core (ETE 651, ETE 653), a three-hour assessment course (ETE 552 or ETE 654), and six hours of approved graduate level electives which may be taken within or outside the department.

Those graduate students electing the non-thesis option also must complete six additional hours of curriculum and instruction electives. They will be encouraged to build research opportunities into their curriculum and instruction elective hours with the Creative/Research Contribution (ETE 698) option. In addition, those electing the non-thesis option will complete a written comprehensive examination which is tailored to their programs of study.

In addition to the requirements already outlined, those graduate students electing the thesis option must complete six hours of thesis (ETE 699), in which they 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

Professional Core: 9 hours

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

Educational Technology Component: 3 hours

ETE 551 Technology Applications and Integration (3)

Curriculum and Instruction: 6 hours

ETE 651 Curriculum Theory and Development (3)
ETE 653 Instructional Strategies and Designs (3)

Assessment: 3 hours

A minimum of 3 semester hours taken from the following selections.

ETE 552 Assessment Alternatives (3)
ETE 654 Program Evaluation (3)

Curriculum and Instruction Electives: 6 hours

A minimum of 6 semester hours must be taken from the following selections.

ETE 506 Reading in the Content Fields (3)
ETE 544 Remedial Reading (3)
ETE 553 Cultural Diversity and Schooling (3)
ETE 560 Testing in Reading (3)
ETE 570 Practicum in Reading (1-5)
ETE 616 Analysis and Evaluation of Children's Literature (3)
ETE 644 Practicum in Remedial Reading (3)
ETE 650 Topics in Curriculum, Instruction, and Technology (1-3)
ETE 652 Instructional Leadership in PreK-12 Education (3)
ETE 659 Curriculum and Instruction Practicum (1-5)
ETE 661 Child Growth and Development (3)
ETE 662 Family Intervention (3)
ETE 668 PreKindergarten Practicum (1-5)
ETE 669 Primary Practicum (1-5)
ETE 698 Creative/Research Contribution (1-5)
ETE 699 Thesis (1-3)
ELH 670 Supervision and Evaluation of Instruction (3)

Approved Electives: Minimum of 6 hours

At least six hours must be acquired from any graduate level ETE, ELH, or other graduate courses which have been approved by the student's advisor and the Graduate School.

Total Program: Minimum of 33 hours

Reading Endorsement (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 hrs.
ETE 506 Reading in the Content Fields 3 hrs.
- B. ETE 544 Remedial Reading 3 hrs.
- C. ETE 560 Testing in Reading 3 hrs.

- D. ETE 570 Practicum in Reading 1-5 hrs.
 ETE 644 Practicum in Remedial Reading 3 hrs.
 E. ETE 260 Children's Literature 3 hrs.
 ETE 616 Analysis and Evaluation of
 Children's Literature 3 hrs.

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

Course Descriptions

ETE 506 Reading in the Content Fields

3 hrs.

Instructional and reading strategies to enhance students' comprehension.

ETE 544 Remedial Reading

3 hrs.

Methods and procedures for diagnosis and correction of reading difficulties; interpretation and use of reading tests for diagnosis. Prerequisite: a basic reading course.

ETE 550 Independent Study

1-3 hrs.

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

ETE 551 Technology Applications and Integration

3 hrs.

Integrating technology into PreK-12 curriculum. Emphasizes computer as tutor, tool, and tutee; multimedia; HyperCard; telecommunications and networking; and future impact.

ETE 552 Assessment Alternatives

3 hrs.

Qualitative and quantitative student assessment methods. Creative alternatives to traditional techniques.

ETE 553 Cultural Diversity and Schooling

3 hrs.

Multicultural issues, perspectives, and current trends. Role of the teacher as decision-maker and change agent. Evaluation of materials, methods, and programs.

ETE 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 616 Analysis and 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 644 Practicum in Remedial Reading

3 hrs.

Practicum in diagnosing and treating reading difficulties. Prerequisite: ETE 544; consent of instructor.

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 652 Instructional Leadership in PreK-12 Education

3 hrs.

Instructional leadership styles and behaviors. Teacher's role as decision-maker, instructional innovator, and change agent.

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 659 Curriculum and 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 668 PreKindergarten Practicum

1-5 hrs.

Supervised field experience in prekindergarten setting. Provides opportunities to synthesize knowledge and skills and to demonstrate competencies as an early childhood professional. May be repeated for a maximum of 6 hours credit. Prerequisite: curriculum and instruction course or consent of instructor.

ETE 669 Primary Practicum

1-5 hrs.

Supervised field experience in primary setting. Provides opportunities to synthesize knowledge and skills and to demonstrate professional competencies as an early childhood professional. May be repeated for a

maximum of 6 hours credit. Prerequisite: curriculum and instruction course or consent of instructor.

ETE 698 Creative/Research Contribution

1-3 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 or journal article. 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

1-3 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.

Learning Disabilities

Barbara Penelton

Chair, Department of Teacher Education

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

The learning disabilities master's degree program allows teachers to continue development as educational leaders and informed decision-makers. This program meets the needs of teachers who wish to improve skills in individualizing instruction for all children, including the exceptional child in their classrooms, as well as teachers who wish to teach in special educational settings, such as self-contained learning disabilities classes and resource programs.

The program is designed to prepare educational personnel to meet Illinois State Certification requirements in the area of learning disabilities (Type 10 certificate, K-12). It is structured to develop necessary competencies in the areas of identification, diagnosis, educational strategies, behavior management, and program management.

The learning disabilities program at Bradley University is designed to provide students with the following competencies:

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

For admission to the learning disabilities program, the candidate must: (1) hold a standard elementary, secondary, or special certificate; (2) meet the requirements for admission to the Graduate School; (3) meet the requirements for admission to the department; (4) have an acceptable score on the Miller Analogies Test; and (5) have had ETE 324, The Exceptional Child, or its equivalent.

Master of Arts Degree in Learning Disabilities

Graduate Core	9 hrs.
ELH 604 Research Methodology and Applications	3 hrs.
ELH 605 Legal and Social Change	3 hrs.
ELH 606 Interpersonal and Organizational Behavior	3 hrs.
Department Core	18 hrs.
ETE 543 Assessment and Evaluation Procedures for Exceptional Children	3 hrs.
ETE 627 Characteristics of Children with Learning and Behavior Problems	3 hrs.
ETE 628 Educational Procedures for Teaching Children with Learning Disabilities	3 hrs.
ETE 643 Assessment and Evaluation Practicum	3 hrs.
*ETE 694 Advanced Student Teaching in Special Education	3 hrs.
**ETE 696 Practicum in Special Education	3 hrs.
**ETE 697 Advanced Practicum with Handicapped Children	3 hrs.
Electives	6-7 hrs.
(Must have approval of advisor)	
ETE 687 Seminar in Special Education	3 hrs.
ETE 695 Field Study in Special Education	3 hrs.
(Enrollment is required for those students who have had no previous teaching experience with children identified as "learning disabled.")	
ETE 550 Independent Study	1-3 hrs.
ETE 650 Topics in Education	1-3 hrs.
ELH 669 Supervision and Administration of Special Education	3 hrs.
and other appropriate coursework closely related to Special Education in the College of Education and Health Sciences or the Department of Psychology.	
*Total Semester Hours in Program	33 or 34 hrs.

*34 semester hours are required for students without previous teaching experience. These students must enroll for ETE 694 rather than ETE 696 and ETE 697.

** 33 semester hours are required for students with previous teaching experience (three months minimum), and these students must enroll for ETE 696 and ETE 697, rather than ETE 694.

Course Descriptions

ETE 543 Evaluation Procedures for Exceptional Children 3 hrs.

Diagnostic processes for exceptional children, pre-school through high school. Screening; formal and informal assessment and evaluation techniques. Practice in test administration, scoring, evaluation; individualized educational programs (IEP's).

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 627 Characteristics of Children with Learning and Behavior Problems 3 hrs.

Interdisciplinary study of literature and research in learning disabilities and behavior disorders. Social, educational, psychological, and legal implications.

ETE 628 Educational Procedures for Teaching Children with Learning Disabilities 3 hrs.

Educational strategies and behavior management techniques; practical applications. Developing diagnostic teaching skills and exploring methodologies related to cognitive and effective variables. Prerequisite: ETE 627.

ETE 643 Assessment and Evaluation Practicum with Exceptional Children 3 hrs.

Practicum: Use of psycho-educational tests and diagnostic teaching techniques. Preparation of a complete formal and informal educational assessment of a child including a professional report written in a specified format. Prerequisite: ETE 543.

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 687 Seminar in Special Education 1-6 hrs.

In-depth study of various special education content areas from a "state of the art" perspective. Maximum of 3 semester hours may be taken under a single topic. Prerequisites: graduate standing and consent of instructor.

ETE 694 Advanced Student Teaching in Special Education 6 hrs.

For students who have never been employed as a teacher for three or more months in a single setting. Supervised experience with exceptional children and youth. Assessment, planning, teaching, evaluation, materials selection and use, behavior and classroom management. Appropriate sites determined

individually. Includes a required seminar. Prerequisite: consent of instructor.

ETE 695 Field Study in Special Education
1-3 hrs.

Provides appropriate experience with learning disability programs and students in the public schools. Ranges from directed observation to supervised participation, tailored to each individual's needs. May fulfill clock hour requirements for Illinois state teacher certification (25-75 clock hours or more, depending on need).

ETE 696 Practicum in Special Education
3 hrs.

For students with teacher certification and prior teaching experience. Supervised experiences with exceptional children. Advanced experiences in assessment program design and implementation, instructional strategies and materials, behavior and classroom management. Appropriate site determined individually. Prerequisite: consent of instructor.

ETE 697 Advanced Practicum with Handicapped Children
3 hrs.

Supervised experience with exceptional children and youth for further professional growth. Tailored to meet the needs of the individual student. Prerequisite: ETE 696.

Supportive Courses

Education

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 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, research and write research proposals. Prerequisite: graduate standing.

ELH 605 Legal and Social Change
3 hrs.

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

ELH 606 Interpersonal and Organizational Behavior
3 hrs.

Skills related to interpersonal communication, organizational behavior, and educational leadership. Principles for building effective relationships. Extensive opportunities for practicing and evaluating personal communication skills. Prerequisite: graduate standing.

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 and Consumer Sciences
1-6 hrs.

Topic of special interest which may vary each time course is offered. Topic stated in current Academic Handbook. Prerequisites: senior or graduate standing and consent of instructor.

Nursing

Francesca A. Armmmer,
Chair, Department of Nursing

Bradley University offers a Master of Science in Nursing (M.S.N.). Students may choose one of two majors: nursing administration or nurse administered anesthesia. 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 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 Examinations

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.

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 System 3 hrs.

NUR 610 Legal Issues in Nursing 2 hrs.

Research Component 7-9 hrs.

NUR 620 Research Methods in Nursing 3 hrs.

NUR 625 Nursing Research Seminar 2 hrs.

NUR 699 Thesis 4 hrs.

or

NUR 698 Directed Research 2 hrs.

Nursing Administration Major 19-21 hrs.

NUR 630 Nursing Administration I, Theory 3 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.
Electives 5-7 hrs.

36 hrs.

Nurse Administered Anesthesia Major 31-33 hrs.

PHY 555 Independent Study 2 hrs.

CHM 500 Chemical Topics 2 hrs.

BIO 570 Seminar: Contemporary Physiology 3 hrs.

BIO 525 Advanced Physiology 3 hrs.

NUR 500 Health Assessment 4 hrs.

Electives 3-5 hrs.

NUR 670 Nurse Administered Anesthesia

Principles 6 hrs.

NUR 672 Pharmacology I 4 hrs.

NUR 673 Pharmacology II 4 hrs.

NUR 675 Nurse Administered Anesthesia

Internship 0 hrs.

48 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 670 Nurse Administered Anesthesia Principles
6 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 570, 525; CHM 500; PHY 555; nurse-administered anesthesia majors only.

NUR 672, 673 Pharmacology I, II
4 hrs. each

Pharmacology 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 570, 525; PHY 555; 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 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
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
1-4 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 in Nursing

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 533 Seminar in International Nursing
3 hrs.

Study of nursing in a foreign country; selected hospitals and universities. Establishing nursing administration and research networks.

Physical Therapy

Mary Jo Mays,
Chair, Department of Physical Therapy

Mission

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

The Department of Physical Therapy will offer a Master of Physical Therapy degree beginning in the year 2000. The purpose of the program is to prepare graduates for entry into the general practice of physical therapy.

Admission Requirements

In addition to meeting admission requirements for the Graduate School, students must meet the following requirements:

1. A baccalaureate degree.
 2. Completion of the following courses or equivalents*

BUS 100 Contemporary Business	3 hrs.
BIO 123, 124 Principles of Biology I, II	8 hrs.
BIO 200, 203 Human Anatomy and Physiology (with lab)	5 hrs.
BIO 205 Pathophysiology	3 hrs.
CHM 161, 166 General Chemistry I, II	9 hrs.
MTH 115 or 121 Calculus I	4 hrs.
PHY 107, 108 General Physics I, II	8 hrs.
ELH 510 Statistical Procedures OR PSY 205 Quantitative Methods	3 hrs.
FCS 303 Nutrition	3 hrs.
ELH 370, 375 Human Relations Development (with lab)	3 hrs.
HS 110 Introduction to Health Science	1 hr.
HS 320 Integration of Science and Physical Therapy	3 hrs.
HS/ETE 402 Educational Methods, Strategies, and Evaluation Techniques	3 hrs.
HS 410 Motion Analysis	3 hrs.
HS 460 Basic Science of Human Movement ..	3 hrs.
<i>Plus two of the following:</i>	
HS/FCS 220 Consumer Issues in Health Care	3 hrs.
NUR 217 Men's Health Issues	2 hrs.
NUR 219 Women and Health	3 hrs.
- Total 67-68 hrs.

*Similar courses taken at other institutions and documented formal experience will be judged for relevance by the physical therapy faculty. Please refer to the Bradley University Undergraduate Catalog for course descriptions.

3. Minimum 3.1 gradepoint average in mathematics and science courses, with no grade lower than a C. Courses required include the following: two years of college biology/zoology/physiology (the first year at the level required for a major in that area); one year of college physics; one year of college chemistry (at the level required for a major in chemistry). Science courses more than 10 years old will not be accepted.
4. Minimum 3.1 gradepoint average in the last 60 hours of undergraduate education.
5. GRE
6. TOEFL score 600 or higher (for international students only)
7. Application with an essay to articulate nature of profession of physical therapy, including practice, settings, service, and advantages and disadvantages of the profession.
8. Skills in computer literacy (word processing), statistics, kinesiology, communication (written and oral), medical terminology.
9. Portfolio reflecting undergraduate activities in leadership, humanitarian/community service; copies of major papers; resume which includes work and volunteer experiences; awards and scholarships; samples to indicate computer literacy; and a paper which explains the make-up and value of an interdisciplinary health care team.

Additional Requirements

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

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

Student membership in the American Physical Therapy Association is recommended.

Contact the department for the most current additional requirements.

Curriculum

Students in the physical therapy curriculum pursue the following coursework. Full-time enrollment is required, including interim and summer sessions as indicated.

First Year

May 8-Week Interim

PT 506 Functional Anatomy	3 hrs.
PT 508 Gross Anatomy	3 hrs.
	<hr/> 6 hrs.

Fall Semester

PT 512 Patient Problems and Procedures I (Physical Therapy Techniques)	4 hrs.
PT 520 Patient Problems and Procedures II (Functional Neuroanatomy and Neurophysiology)	4 hrs.
PT 516 Research	3 hrs.
	<hr/> 11 hrs.

January Interim

PT 530 Clinical Education I	2 hrs.
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Spring Semester

PT 542 Patient Problems and Procedures III (Neurorehabilitation)	4 hrs.
PT 546 Administration/Health Care Policies and Resources	4 hrs.
PT 554 Research Projects I	2 hrs.
PT 558 Professional Issues	2 hrs.
	<hr/> 12 hrs.

Second Year

Summer

PT 600 Research Projects II	2 hrs.
PT 602 Patient Problems and Procedures IV (Orthopaedics)	4 hrs.
PT 604 Patient Problems and Procedures V (Cardiopulmonary)	4 hrs.
	<hr/> 10 hrs.

Fall Semester

PT 610 Clinical Education II (8 weeks)	4 hrs.
PT 620 Clinical Education III (8 weeks)	4 hrs.
Elective	2-3 hrs.
	<hr/> 10-11 hrs.

Spring Semester

PT 644 Differential Diagnosis in Physical Therapy (8 weeks)	4 hrs.
PT 648 Clinical Education IV (8 weeks)	4 hrs.
Elective	2-3 hrs.
	<hr/> 10-11 hrs.

Summer

PT 660 Clinical Education V (8 weeks)	4 hrs.
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Total	<hr/> 65-67 hrs.
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Course Descriptions

PT 506 Functional Anatomy

3 hrs.

Applied human anatomy along with basic skills of musculoskeletal evaluations and therapeutic interventions will be presented.

PT 508 Gross Anatomy

3 hrs.

Discussion of the gross structures of the upper extremities, head, neck, and back, and spinal cord, with an emphasis on musculoskeletal and neuromuscular structures and their relationship to human movement. Dissection of human cadaver included.

PT 512 Patient Problems and Procedures I (Physical Therapy Techniques)

4 hrs.

An introduction to clinical applications of the following areas: a. basic physical therapy evaluation procedures including posture, range of motion, joint play, flexibility, muscle strength, gait; b. electrotherapy theory and techniques; and c. soft tissue techniques and thermal agents.

PT 516 Research in Physical Therapy

3 hrs.

Application of research principles, methods, design, and statistical analysis of data.

PT 520 Patient Problems and Procedures II (Functional Neuroanatomy and Neurophysiology)

4 hrs.

In-depth discussion of peripheral and central nervous system anatomy and physiology with an emphasis on the sensory and motor systems as they relate to human movement. The scientific basis of sensory/motor evaluation and treatment will be discussed as well as the basic skills of sensory/motor evaluation and treatment as they relate to persons with neurological involvement.

PT 530 Clinical Education I

2 hrs.

The introductory full-time, supervised clinical experience requiring utilization of communication skills, teaching interpersonal and evaluation skills, and offering an opportunity to apply basic physical therapy procedures and begin professional socialization. Pass/Fail.

PT 542 Patient Problems and Procedures III (Neurorehabilitation)

4 hrs.

Evaluation, treatment planning, and treatment of persons with neurological involvement.

PT 546 Physical Therapy Administration/Health Care Policies and Resources

4 hrs.

Utilization of health care policies, community resources, and administrative principles to provide health care in today's settings. Opportunity to design and utilize community programs for wellness, prevention, maintenance, and rehabilitation of persons in need of health care.

PT 554 Research Project I**2 hrs.**

Beginning of the project designed in PT 516. Setting up subjects, collecting data, and adding to the review of literature. Writing up any revisions in methodology and results.

PT 558 Professional Issues**2 hrs.**

Discussions on current issues affecting composition and design of the health care industry, environmental factors, recruitment and hiring practices, delivery of health care, and education and practice of physical therapists and related health care positions. Reimbursement, legislation, manpower, and other factors will be addressed.

PT 600 Research Project II**2 hrs.**

Continuation of data collection and analysis and completion of research paper.

PT 602 Patient Problems and Procedures IV (Orthopaedics)**4 hrs.**

Acute and long-term diagnoses will be presented, with the student applying appropriate evaluation and treatment applications.

PT 604 Patient Problems and Procedures V (Cardiopulmonary)**4 hrs.**

Acute and long-term diagnoses will be presented, with the student applying appropriate evaluation and treatment applications.

PT 610 Clinical Education II**4 hrs.**

The second of five full-time, supervised clinical experiences requiring utilization of communication skills and teaching interpersonal and evaluation skills. Opportunity to advance physical therapy procedures and continue to develop professional socialization. Pass/Fail.

PT 620 Clinical Education III**4 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. Continued professional socialization and growth. Pass/Fail.

PT 644 Physical Therapy Differential Diagnosis**4 hrs.**

Utilization of previously and currently obtained skills to determine a physical therapy diagnosis and treatment for given patient cases.

PT 648 Clinical Education IV**4 hrs.**

The fourth of five full-time, supervised clinical experiences requiring utilization of advanced communication skills and teaching interpersonal and evaluation skills. Opportunity to further develop clinical management of patients in a different clinical setting. Continued professional socialization and growth. Pass/Fail.

PT 660 Clinical Education V**4 hrs.**

The fifth of five full-time, supervised clinical experiences requiring utilization of advanced communication skills and teaching interpersonal and evaluation skills. Opportunity to further develop clinical management of patients in a different clinical setting. Continued professional socialization and growth. Pass/Fail.

Courses for Bachelor's Degree

*(being phased out)***PT 505 Health Care Policies and Resources****2 hrs.**

Policies and resources in health care as they relate to the physical therapist's practice and patient's needs. Prerequisite: consent of the department.

PT 510 Professional Issues**2 hrs.**

Current professional topics including ethical and legislative issues. Prerequisite: consent of the department.

PT 515 Physical Therapy Differential Diagnosis**3 hrs.**

Comparing physical and subjective findings of several diagnoses identifying the differential characteristics and relating to the evaluations required to make the differential diagnosis. Prerequisite: consent of the department.