

Curriculum and Instruction

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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 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 should 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. 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. Op-

tion 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 (1-6)

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 (1-6)

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 (1-6)
 - 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 (1-6)

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 (1-6)

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 (1-6 hours)

ETE 699 Thesis (1-3 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 (1-6)

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 (1-6) or

ETE 699 Thesis (1-3)

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 (1-6) or

ETE 699 Thesis (1-3)

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 overall GPA of 2.5 and a 2.75 in their major field from their bachelor's degree program.

For conditional admission, the applicant must have a minimum overall GPA of 2.25 and a 2.4 in their major field from their bachelors degree program.

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, and 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, and 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, and Technology (3)
ETE 698 Creative Research Contribution (3)
SCI 501 Interdisciplinary Science (3)*

* *Requires co-requisite 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 education. 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, Emo- tional & 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 de-

velopment 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

1-6 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

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.

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.

Annual Institutional Title II Report Card: 2005-2006

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 graduate-level certification programs in Educational Administration, Special Education, and School Counseling.

Student Characteristics:

Most undergraduates (93.8 percent) are of traditional college age, 94 percent attend full-time, and 87.9 percent are Illinois residents. Ten point five percent of all students are minority students. The average ACT score for fall 2005 freshmen was 24. Undergraduate enrollment is 5369. Graduate enrollment is 785. Total enrollment is 6154.

Admissions Requirements:

Candidates must have earned a minimum grade point average of 2.5 overall, 2.5 in education courses, and a 2.5 in their content major or concentration. Candidates must have earned grades of not less than a C in COM 103, ENG 101, and a mathematics course that meets university general education requirements. They must have completed a prescribed group of education courses for each major with the appropriate GPA and no Ds, passed the Illinois Certification Test of Basic Skills, demonstrated appropriate pre-professional behaviors and dispositions, been cleared on a check of criminal history, and received a satisfactory vote of the faculty.

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

Best Practices:

- Practicum experiences in the schools begin the freshman year and continue each year of the program, increasing in responsibility.
- Each candidate will have clinical experiences in the full range of his or her certification and in a diverse setting.
- The University has Professional Development School partners at each level from early childhood through high school.

Notable Features and Accomplishments:

- Placement of graduates was 99 percent for this year.
- Whittier Primary School, our newest professional development schools (PDS) partner, was recognized as a Blue Ribbon School nationally and received federal recognition. The principal, an alumna of Bradley, also received a national award from the U.S. Department of Education.
- In four of the last eight 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 thirteen-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.

Program Profile:

- Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006: **724**
- Number of students in supervised student teaching in academic year 2005-2006: **163**
- 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 **2**
 - Part-time faculty in professional education, not otherwise employed by the institution **14**
- Total faculty student teaching supervisors: **19**
- Student teacher/faculty ratio: **8.57:1**
- Average number of student teaching hours per week: **35**
- Total number of weeks of supervised student teaching required: **14.77 ave.**
- Average total number of hours required: **516.9**

**Illinois Certification Testing System
2002-2003 Third Year Cohort Update**

Bradley University • Program Completers: 151

Test Field/ Category	Institution			State- wide Pass Rate
	Number Tested	Number Passed	Pass Rate	
Basic Skills				
Basic Skills Test	151	151	100%	100%
Aggregate	151	151	100%	100%
Academic Content Areas				
002 Early Child	11	11	100%	99%
003 Elementary/Middle Grades (K-9)	96	95	99%	100%
023 History	4	--	--	96%
024 Social Science	3	--	--	96%
025 English	4	--	--	99%
026 Spanish	1	--	--	99%
035 Biological Science	3	--	--	99%
048 Art (K-12)	5	--	--	100%
049 Music (K-12)	6	--	--	97%
Aggregate	133	130	98%	99%
Other Content Areas				
044 Family & Consumer Sciences	3	--	--	100%
Aggregate	3	--	--	99%
Teaching Special Populations				
004 Educable Mentally Handicapped	8	--	--	95%
006 Learning Disabilities	8	--	--	91%
007 Social/Emotional Disorders	4	--	--	99%
Aggregate	20	20	100%	96%
Summary Totals and Pass Rate	151	148	98%	99%

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

**Illinois Certification Testing System
Annual Institution Report 2005-2006**

Bradley University • Program Completers 165

Test Field/ Category	Institution			State- wide Pass Rate
	Number Tested	Number Passed	Pass Rate	
Basic Skills				
Basic Skills Test	165	165	100%	100%
Aggregate	165	165	100%	100%
Professional Knowledge/Pedagogy				
101 APT: Birth to Grade 3	12	12	100%	99
102 APT: Grades K-9	61	60	98%	99%
103 APT: Grades 6-12	44	43	98%	99%
104 APT: Grades K-12	44	43	98%	98%
Aggregate	161	158	98%	99%
Academic Content Areas				
002 Early Child	1	--	--	100%
003 Elem./Middle (K-9)	5	--	--	100%
023 History	2	--	--	100%
024 Social Science	2	--	--	100%
025 English	2	--	--	100%
036 Mathematics	1	--	--	100%
105 Science: Biology	2	--	--	100%
107 Early Childhood Education	11	11	100%	100%
108 Science: Earth & Space Science	2	--	--	100%
110 Elem./Middle Grades	85	85	100%	100%
111 English Language Art	7	--	--	100%
114 Social Science: History	16	16	100%	100%
115 Mathematics	7	--	--	98%
118 Social Science: Psychology	1	--	--	100%
135 Foreign Lang.: Spanish	1	--	--	100%
141 Drama/Theater Arts	3	--	--	100%
143 Music	1	--	--	100%
145 Visual Arts	5	--	--	100%
Aggregate	154	154	100%	100%
Other Content Areas				
172 Family and Con- sumer Sciences	6	--	--	100%
Aggregate	6	--	--	100%
Teaching Special Populations				
155 Learning Behavior Specialist I	31	31	100%	100%
Aggregate	31	31	100%	100%
Summary Totals and Pass Rate	165	162	98%	99%