

COLLEGE OF EDUCATION AND HEALTH SCIENCES

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

Employing a comprehensive, integrated services model, the College blends the education and health care disciplines in the curriculum and provides collaborative opportunities for students and professionals in teaching, learning, and applied research.

The College strives to make its coursework and experiences relevant by emphasizing strong content knowledge with laboratory practice of professional skills — and ultimately through practical field-based experiences. From the beginning of each student's program, there is exposure to practicing professionals in the career world. The College faculty and cooperating regional educators and health care personnel share their expertise regarding career problems and rewards, with expectations for professional improvements.

The College prides itself in its student-oriented philosophy, in which there is the belief that each student deserves individual personal attention combined with academic rigor. The College does not expect to prepare a large number of graduates, but instead, a small number of tomorrow's professional leaders. The faculty expects that its graduates demonstrate high quality professional skills, and the College expresses pride in the identifiable professional attitudes of its graduates.

Students who maintain continuous enrollment and who complete work toward the baccalaureate degree within five years from the date of entry may graduate under either the catalog in effect at the time of entrance or under the catalog in effect at the time of graduation. A change in major could mean meeting new requirements in force at the time of the change as a condition for acceptance into that major. Students whose work has been interrupted for one or more semesters may be held to requirements in effect at the time of their re-enrollment.

General Education Requirements

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

English Composition

6 semester hours, including English 101 and a 3-semester-hour 300-level advanced writing course approved by the student's major department.

Communication 103

3 semester hours

Mathematics

3 semester hours. Every student must demonstrate proficiency in mathematics. Depending upon the major, each student will choose an appropriate course from an approved list.

Computer Usage

Bradley University requires its graduates to possess sufficient computer and technological skills to identify, access, and process the data and the networked information resources appropriate to the individual discipline. Each student should check with his/her advisor to determine the way in which this requirement will be met.

Western Civilization

3 semester hours

Non-Western Civilization

3 semester hours. Each student must choose one course from an approved list.

Human Values

3 semester hours. Each student must choose one course from an approved list.

Fine Arts

3 semester hours. Each student must choose one course from an approved list.

Social Forces and Institutions

6 semester hours. Courses must be selected from an approved list.

Science and Technology

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

Each general studies course selection must be selected in consultation with the student's academic advisor.

Minor in Health

The minor in health is designed to provide students with a broad base of knowledge for healthful living. Courses required in the minor include aspects of health from a variety of disciplines that assist the individual in health promotion and maintenance and disease prevention. The interdisciplinary approach outlined in the health minor provides students with a wide selection of courses and a maximum degree of interaction among the disciplines.

Students who elect to minor in health may declare their intention by completing the appropriate forms in the Associate Dean's Office of the College (Westlake Hall, Room 210). Such students must meet the requirements in force at the time they declare the minor.

A minimum of 18 semester hours is required for the minor: nine hours of required courses and nine hours of electives. A minimum of 3 semester hours at the 300 level or above is required. Students must achieve a minimum GPA of 2.0 in courses in the minor for official designation as a minor. The requirements for the minor are outlined below.

*Required courses	9
FCS 303 Nutrition	3
NUR 263 Introduction to Personal and Community Health	3
PSY 245 Personality and Adjustment or PSY 445 Abnormal Psychology	3
Electives (choose 3-4)	9
BIO 202 Microbiology and Immunology	4
BIO 300 Population, Resources and Environment	3
BIO 301 Biotechnology and Society	3
CHM 300 Chemistry and Civilization	3
FCS 403 Advanced Nutrition	4
FCS 404 Medical Nutritional Therapy	4
NUR 163 Health of the School Age Child	3
NUR 219 Women and Health	3
NUR 220 Alcohol: Use and Abuse	3
NUR 221 Substance Abuse	3
NUR 233 Sexually Transmitted Diseases	1
NUR 353 Aging: A Life Experience	3
NUR 372 Safety and Emergency Care	3
NUR 376 Advanced Concepts in Health	3
PSY 304 Developmental Psychology	3
PSY 314 Adult Development and Aging	3
SOC 341 Medical Sociology	3
ELH 540 Human Growth and Development	3

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

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

Group A. School-Aged Child Area of Interest

Select a minimum of 9 hours from the following courses:

BIO 202 Microbiology and Immunology	4
** NUR 163 The School Age Child	3
NUR 220 Alcohol: Use and Abuse	3
NUR 221 Substance Abuse	3
NUR 233 Sexually Transmitted Diseases	1
NUR 372 Safety and Emergency Care	3
NUR 376 Advanced Concepts in Health	3
PSY 304 Developmental Psychology	3
SOC 341 Medical Sociology	3

Group B. Adult and/or Aging Area of Interest

Select a minimum of 9 hours from the following courses:

FCS 403 Advanced Nutrition	4
FCS 404 Medical Nutritional Therapy	4
NUR 219 Women and Health	3
*** NUR 353 Aging: A Life Experience	3
NUR 372 Safety and Emergency Care	3
*** PSY 314 Adult Development and Aging	3
SOC 341 Medical Sociology	3
NUR 376 Advanced Concepts in Health	3

Group C. Community Health Area of Interest

Select a minimum of 9 hours from the following courses:

BIO 300 Population, Resources and Environment	3
CHM 300 Chemistry and Civilization	3
FCS 403 Advanced Nutrition	4
FCS 404 Medical Nutritional Therapy	4
NUR 219 Women and Health	3
** NUR 376 Advanced Concepts in Health	3
SOC 341 Medical Sociology	3

Cooperative Education/ Internship Program

The College participates with employers in an optional Cooperative Education/Internship Program. Students either alternate periods of full-time study with full-time employment or have part-time employment while attending classes. The program provides academic- or career-related work experiences. To be eligible, the student must have sophomore standing and a 2.0 minimum overall gradepoint average at Bradley and in the College of Education and Health Sciences; a nursing student must have senior standing and a 2.5 minimum overall gradepoint average at Bradley. (See Cooperative Education/Internship in EHS or Cooperative Education in Nursing.)

EHS 301 Cooperative Education or Internship in EHS 0-9 hrs.

Cooperative education or internship experience. May be repeated to a combined total of 9 credit hours. Pass/Fail. Prerequisites: sophomore standing in the College of Education and Health Sciences, 2.0 Bradley overall gradepoint average and EHS cumulative gradepoint average, consent of EHS Co-op and Internship coordinator and Co-op and Internship faculty advisor.

NUR 405, 406 Cooperative Education in Nursing (Theory)

0-1 hrs. each

Theory for nursing care of clients in a variety of health care settings. Prerequisites: senior standing; majors only; 2.5 GPA; consent of Co-op Nursing Advisor; and

* Prerequisite for FCS 303 is BIO 121 or 122 or CHM 149; prerequisite for PSY 245 is PSY 103 or 104; prerequisite for PSY 445 is 6 hrs. in psychology.

** Required for the group.

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

successful completion of Co-op interview. Corequisites for NUR 405: NUR 401, 411, 415. Corequisites for NUR 406: NUR 402, 412, 416.

NUR 415, 416 Cooperative Education in Nursing (Practicum)

0-2 hrs. each

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

The University Experience

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

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

EHS 120 The University Experience

1 hr.

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

Professional Teaching Programs

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

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

Early Childhood (birth to grade 3)

Elementary (K-9)

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

Secondary (6-12)

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

* These programs require a second teaching field.

Students must check with advisors regarding requirements for the second teaching fields.

Special (K-12)

Art
Music
Educable Mentally Handicapped — EMH
Socially Emotionally Disordered — SED
Learning Disabilities — LD

Administration

General Administrative

School Service Personnel

Guidance

Graduate

For other graduate programs see the graduate catalog.

Graduate Programs

Information on graduate programs is included in the graduate catalog. General inquiries about graduate studies in the College can be made of chairs of degree program departments or the coordinator of graduate studies, the associate dean.

Graduate programs are offered in the following areas:

- Curriculum and Instruction
- Special Education (Learning Disabilities)
- Leadership in Educational Administration
- Leadership in Human Service Administration
- Human Development Counseling
- Nursing Administration
- Nurse Administered Anesthesia
- Physical Therapy

The Department of Teacher Education offers M.A. degrees in curriculum and instruction and special education—learning disabilities. The curriculum and instruction major may be designed to include early childhood certification and/or a reading endorsement.

The Department of Educational Leadership and Human Development offers M.A. degrees in leadership in educational administration, leadership in human service administration, and human development counseling. Individuals not seeking certification may develop a program that fulfills their needs.

The Department of Nursing offers a Master of Science in Nursing degree (MSN). One area of emphasis is nursing administration. The purpose of this 36-semester-hour graduate program is to educate professional nurses for managerial or administrative positions in adult health settings in hospitals, community health agencies, nursing homes and other agencies. The graduate is prepared for specialized nursing practice as a leader of the interdisciplinary health team, a manager of nursing personnel, a provider of health care, a client advocate, a consultant, a colleague, and a researcher.

Also, Bradley University and Decatur Memorial Hospital offer a 48-semester-hour Master of Science in Nursing degree in nurse administered anesthesia. Graduates of this program are eligible to take the national examination leading to certification as a certified registered nurse anesthetist (CRNA). Students will be scheduled for classes on the Bradley University campus in Peoria and for classes and internship at the Decatur Memorial Hospital campus in Decatur, Illinois. For more information, consult the graduate catalog.

For more information concerning the Master of Science in Nursing degree program or an individualized program plan, contact the chair, Department of Nursing.

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

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

Department of Educational Leadership and Human Development

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

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

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

The Department of Educational Leadership and Human Development has as its primary mission the preparation of human development counselors and administrators at the graduate level. The counseling programs prepare students for work in a variety of settings such as school counseling and agency counseling settings. The administration graduates will be prepared to assume entry-level administrative positions in schools and human resource service agencies.

The following courses are support courses for undergraduates offered by the department.

Course Descriptions

ELH 276 Theory and Practice of Career and Life Planning
3 hrs.

Current theory and practice of career and life planning; personal applications. Prerequisite: sophomore standing or permission of instructor.

ELH 301 Planning Employment Strategy
1 hr.

Prepares students for problems of finding employment after graduation; job career strategies; systematic evaluation and control procedure for employment strategy. Pass/fail. Prerequisite: junior standing.

ELH 310 Statistical Procedures in Health Sciences
3 hrs.

Principles and procedures for statistical interpretation of data. Study of measures and control tendency, variability, correlation, and introductory predictive and inferential statistics.

ELH 370 Human Relations Development – Techniques
2 hrs.

Basic literature, research findings, and techniques of the lay and professional helper; effect of the lay helper on human relations. Cross listed as PSY 370. Prerequisite: PSY 103 or ETE 225, or consent of instructor.

ELH 375 Human Relations Development Laboratory
1 hr.

Supplemental practice sessions and exercises in skills of ELH 370. To be taken concurrently with ELH/PSY 370.

ELH 440 Interpersonal Relations and Communications in Education
2 hrs.

Principles and procedures for building effective relationships and communications among teachers, students, parents, school personnel, and others. Emphasis on practical concepts and skill building. Opportunities for extensive practice and evaluation of skills. Simulated experience in staffings, parent conferences, and other important interactions. Prerequisite: senior standing.

ELH 510 Statistical Procedures
3 hrs.

Principles and procedures for statistical interpretation of data. Study of measures and control tendency, variability, correlation, and introductory predictive and inferential statistics.

ELH 540 Human Growth and Development
3 hrs.

Cognitive and experiential learning in human growth and development. Cognitive learning through reading and research into developmental patterns of humans through the developmental stages: birth; infancy; early childhood; primary, middle, and high school years; adulthood; geriatrics. Experiential activities emphasize personal contact and on-site work with people at different ages and stages of physical and psychological development.

ELH 550 Independent Study
Master's Level 1-6 hrs.; Post Master's 1-9 hrs.

Independent study in a selected area related to educational goals. Prerequisite: Approval of appropriate department chair and the Dean of the College of Education and Health Sciences.

ELH 551 Substance Abuse Counseling
3 hrs.

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

ELH 580 Financial Leadership in Human Service Administration
3 hrs.

Provides students with a comprehensive overview of financial management related to human service organizations. Topics include various budgeting systems and other financial management tools; service costing and the linking of costs to performance measures; fee setting; and government contracting.

ELH 582 Grant Writing in Human Service Administration
2 hrs.

This course is designed to provide an introduction to grant writing and methods for writing grant proposals. Students will learn to critique, research, and write grant proposals. Emphasis will be placed upon organization of a grant writing campaign and preparation of a complete proposal package.

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

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

ELH 586 Counseling Diverse Populations
3 hrs.

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

Department of Teacher Education

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

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

FACULTY Professors Finson (chair), Kasambira, Sattler (dean); Associate Professors Graham, Grant, Johnson, Manos, McMullen, Penelton, Robinson, Templeton, Westfall, Wolffe; Assistant Professors Lee, Pardieck, Sloan, Wan.

The preparation of excellent teachers is the primary mission of the department. At Bradley, students are expected to become human resource specialists. The College believes that the productive educator must be an educational leader and informed decision-maker. The smaller class size at Bradley, the caring attitude of the faculty, and the excellent placement record of teacher education graduates make the College an exceptional place from which to launch a teaching career.

As a result of classroom instruction and field experiences in education, it is intended that students will:

1. acquire knowledge and skills to differentiate instruction for students to account for individual differences;
2. gain competence in planning and presenting subject matter and evaluating the learning of students;
3. gain competence in structuring learning experiences compatible with developmental levels of students;
4. acquire the understanding and knowledge to analyze learning processes of students;
5. gain competence in the skills of classroom structure and organization;
6. develop an understanding of their responsibility as professional educators; and
7. develop the desire to continue professional growth and study.

The majors in early childhood education and elementary education require a *second major* in the College of Liberal Arts and Sciences. There are several options for the liberal arts and sciences dual major (see "second majors" later in this section for a listing of those options). These majors are available only for students whose first major is in education. *Students must consult with their advisors for details on the double major.*

Although the programs in teacher education are designed to meet State of Illinois requirements, graduates will find that they are eligible for certification in a variety of states in addition to Illinois. Currently 24 states have signed the Interstate Certification Agreement with Illinois and will issue a comparable entry-level certificate for elementary, early childhood, high school, or special education graduates. Students must consult with their

advisors for details. All programs are approved by the Illinois State Board of Education, and the unit is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Advancement to Degree Candidacy Required

Students uncertain about a career in education may take introductory education courses. Admission to most upper-level courses requires department advancement to degree candidacy status or special permission of the department chair or the departmental academic review committee. Through the freshman and sophomore years, students may remain in teacher education courses if their overall gradepoint average is not below a 2.0 or "C." To be advanced to degree candidacy, however, the gradepoint averages required are a 2.50 overall and a 2.50 in professional education. In addition, secondary education students must also achieve a 2.50 in the courses which comprise the teaching field(s). If students are to be considered for advancement and candidacy, they must have earned grades of not less than 2.0 (C) in ENG 101, COM 103 (or equivalents) and a mathematics course that meets University general education requirements. There are additional requirements for advancement to candidacy beyond these minimum gradepoint averages, including demonstration of appropriate preprofessional behaviors. Students should consult with their advisors regarding these additional requirements. Under extraordinary circumstances, probationary advancement to candidacy may be requested for the period of one semester only.

Ordinarily, students make application to candidacy in the spring semester of their sophomore year. At the end of the semester, department faculty evaluate students on their academic achievements and professional growth. Continuance in the program is reviewed if at any time after advancement to candidacy a student's overall grade point average falls below 2.50; education grade point average falls below 2.50; for secondary education students, the grade point average in the teaching field(s) falls below 2.50; the student fails to demonstrate appropriate preprofessional behaviors; or other circumstances occur which would make a teacher candidate uncertifiable. Students with questions about advancement to degree candidacy and maintenance of candidacy status should see their advisors in the college or the chair of the Department of Teacher Education.

Student Teaching

Student teaching and internships are important culminating experiences for each teacher education program. It is the policy of the department that all student teaching and internship assignments be in or immediately near Peoria, Illinois. Exceptions may be considered on a case-by-case petition when there are extenuating circumstances. Students with questions about internships and student teaching should see the director of clinical and field experiences or the chair of the Department of Teacher Education. Student teaching, internships, and all other field and clinical experiences must be taken for a pass/fail grade.

General Education, Degree, and Certification Requirements for Teacher Education Students

Brief outlines of programs are presented for the benefit of prospective students interested in preparing for the teaching profession. Both University degree requirements and Illinois teacher certification requirements are included. Degree and certification requirements differ. Programs and class schedules are to be planned each semester in consultation with the student's academic advisor. While a student ordinarily may graduate and be certified under the University catalog requirements in effect at the time the student becomes a teacher education candidate, the Illinois State Teacher Certification Board may mandate changes in standards of approved teacher education programs, requiring students to modify or add to their original degree programs in order to be eligible for certification upon completion of graduation requirements. As in any good program, revisions are being made continually; students should consult the department chair about current program requirements.

Although students are assigned an academic advisor, the ultimate responsibility for meeting the program requirements for graduation is that of the student. Students are responsible for their programs. Students should request a copy of the departmental handbook from their advisor or from the departmental office. A minimum of 124 hours is needed for graduation.

The requirements and standards for each of the areas in Teacher Education are for students graduating before July 2003.

Early Childhood Education Majors

(birth through grade three)

The State of Illinois early childhood special education approval is included as part of the early childhood education major. This Approval qualifies the graduate to teach in early childhood special education programs for students age three through six.

General Education Requirements

Communication Skills

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

Mathematics

ETE 107 Mathematics for Teachers	3
Gen. Ed. Math	3

Science

Biology	3-4
Physical Science	3-4
Science lab course (if needed)	1
Science elective (restricted)	3
Science elective (at Jr.-Sr. level; restricted)	3

Humanities

American History (HIS 201, 203, 204, 300-308, 311, 312)	3
Fine Arts (ART, MUS, or THE)	3
Human Values-Literature	3
*Non-Western Civilization	3
*Human Values - Philosophical	3

*One of these at junior-senior level.

Social Sciences

American Government (PLS 105)	3
Western Civilization (CIV 100)	3
PSY 103 or 104 Principles of Psychology	3

Other

ETE 100 Technology Applications	1
FCS 203 Health, Safety, & Nutrition	3

TOTAL	56-58
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Professional Education Requirements

ETE 115 Schools and Schooling in American Society ...	3
ETE 201 The Early Childhood Education Profession: Roles, Responsibilities, & Experiences	4
ETE 205 Effective Teaching Strategies	3
ETE 225 Human Development	4
ETE 233 Early Intervention	3
ETE 234 Language Development	3
ETE 260 Children's Literature	3
ETE 280 Exploring Diversity: Learners, Families, and Communities	3
ETE 300 Emergent Literacy: Reading and Writing Across the Curriculum	3
ETE 304 Early Childhood Novice Teaching	4
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 343 Early Childhood Methods	6
ETE 443 Early Childhood Assessment	3
ETE 467 History & Philosophy of Early Childhood Education: An Analysis	3
ETE 497 Early Childhood Internship	13

TOTAL	61
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Double-Major Electives	18
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GRAND TOTAL	135-137
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Elementary Education Majors

(Grades K-9)

General Education Requirements

Communication Skills

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

Mathematics

ETE 107 Mathematics for Teachers	3
Gen. Ed. Math	3

Science

Biology	3-4
Physical Science	3-4
Science lab course (if needed)	1
Science elective (restricted)	3
Science elective (at Jr.-Sr. level; restricted)	3

Humanities

American History (HIS 201, 203, 204, 300-308, 311, 312)	3
Fine Arts (ART, MUS, or THE)	3
Human Values - Literature	3
*Non-Western Civilization	3
*Human Values - Philosophical	3

Social Science

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

Other

ETE 100 Technology Applications 1	
Health/Physical Development (FCS 203; NUR 163, 220, 221, 263, 376)	3
TOTAL	<u>56</u>

Professional Education Requirements

ETE 115 Schools and Schooling in American Society ...	3
ETE 116 Field Experience - Schools and Schooling	1
ETE 205 Effective Teaching Strategies	3
ETE 225 Human Development	4
ETE 227 Psycho-Social Development of the Transescent (optional)	3
ETE 228 Strategies for Middle School Instruction (optional)	3
ETE 260 Children's Literature	3
ETE 280 Exploring Diversity: Learners, Families and Communities	3
ETE 325 Introduction to Teaching Reading	3
ETE 306 Novice Teaching	4
ETE 335 Teaching Social Studies in the Elementary Grades	2
ETE 336 Teaching Science in the Elementary Grades ...	2
ETE 339 Methods of Teaching Mathematics	2-3
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 350 Topics: Methods of Teaching Middle School Math (optional)	1-3
ETE 353 Teaching Language Arts in the Elementary Grades	3
ETE 498 Student Teaching in the Elementary School	10 or 13
TOTAL	<u>49-53</u>
Double Major Electives	18
Additional Elective (if needed)	1
GRAND TOTAL	<u>124-127</u>

Middle School Endorsement

For those students interested in obtaining the State of Illinois middle school endorsement, which would enable them to teach grades 6-9, the following courses are required in addition to the major.

ETE 227 Psycho-Social Development of the Transescent	3
ETE 228 Strategies for Middle School Instruction	3

Change of College and Curriculum

Students who enter the University in the AEP program or another major may change their major to any of the teacher education programs only if their overall gradepoint average is a minimum of 2.50. Students wishing to enter one of the secondary education programs must also have a minimum gradepoint average of 2.50 in their major and 2.5 in education courses.

*one of these at Jr.-Sr. level

Second Majors

Students majoring in elementary education or early childhood education are required to complete one of the following LAS majors.

LAS Major — Social Studies

PLS 105 Intro. to American Government	3
PSY 104 Principles of Psychology	3
CIV 100 Western Civilization	3
American history	3
Non-Western Civilization	3
Electives in one content area	18
(at least 9 s.h. at Jr.-Sr. level)	
	<u>33</u>

Content area choices:

History
Political Science
Psychology
Sociology

LAS Major — Humanities

American history	3
Fine arts	3
Non-Western Civilization	3
Human Values-Literature	3
Human Values-Philosophical	3
Electives in one content area	18
(at least 9 s.h. at Jr.-Sr. level)	
	<u>33</u>

Content area choices:

English
History
Philosophy

**LAS Major — Humanities
(Foreign Language)**

American history	3
Fine arts	3
Non-Western Civilization	3
Human Values-Literature	3
Human Values-Philosophical	3

Language level 101 is prerequisite to the following courses:

FLX 201	3
FLX 202	3
FLX 303 Composition	3
FLX 304 Conversation	3
Electives	6-7
(at least 3 s.h. at Jr.-Sr. level: may include FLX 102)	
	<u>33-34</u>

Content area choices:

French
German
Spanish

LAS Major — General Science

Biological science (BIO 121, 125 or BIO 122, 126)	4
Geological science (GES 101, 102 or GES 110, 111)	4
Physical science (CHM 149, PHY 100, or PHY 123, 200)	4
Electives	21
(at least 12 s.h. must be at Jr.-Sr. level.)	

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33

Content area choices:

Astronomy
Biology
Chemistry
Geological sciences
Physics

LAS Major — Middle School Mathematics

The middle school mathematics major is available for elementary education majors but not for early childhood education majors. Students must maintain at least a 2.5 grade point average in math courses to advance in the middle school math major. This GPA requirement in math is in addition to other GPA requirements for students in elementary education.

MTH 111 Elementary Statistics	3
ETE 107 Math for Teachers	3
ETE 227 Psycho-Social Development of the Transescent	3
ETE 228 Strategies for Middle School	3
ETE 339 Methods of Teaching Mathematics	2
ETE 350 Topics: Methods of Teaching Middle School Math	2

Select two:

CS 106, ECO 221, PHL 102, PHY 100, PHY 107, BIO 300, BIO 301, CHM 300, AST 300, GES 300	6-7
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Additional math courses

(at least 9 hours at the Jr.-Sr. level)

MTH 105 Finite Mathematics	3
MTH 109 or 112	3-4
MTH 115 or 121	4
MTH 120 Discrete Mathematics	3
MTH 190 Topics in Mathematics for Middle School Teachers	3
MTH 300 Topics: Geometry	3
MTH 300 Topics: History of Mathematics	3
MTH 300 Topics: Algebra/Number Theory	3

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A minimum 2.50 GPA is required in all mathematics courses.

Additional LAS Requirements

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

1. A minimum of 64 semesters hours of credit (toward the 124 required for graduation) in courses offered in

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

2. A minimum of 18 semester hours credit (toward the 40 required for graduation) in courses numbered 300 or above offered by the College of Liberal Arts and Sciences.
3. A second course in the human values category of the University general education requirements. Thus, each CLAS major must have credit for two human values courses — one in philosophical analysis and the other in literary analysis.
4. Students must have a grade point average exceeding 2.00 in all courses numbered 200 or above in the content area.

Secondary Education

(grades 6-12)

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

Secondary (6-12):

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

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

Special K-12

Art
Music

Special Education K-12

Educable Mentally Handicapped (EMH)
Learning Disabilities (LD)
Social-Emotional Disorders (SED)

Requirements for Secondary Teaching Certificates

Bradley's requirements for a secondary teaching certificate meet the requirements of the Illinois State Board of Education. These requirements comprise the following:

1. The bachelor's degree
2. General education
3. Professional education
4. Subject matter preparation (as outlined in the catalog under the respective departments, 32 semester hours minimum).

To satisfy the State of Illinois mandates, which add clinical field experiences prior to student teaching for programs leading to certification, students will be

required to enroll in appropriate sections of pre-clinical experience courses.

NOTE: The candidate for the secondary teacher's certificate maintains registration in the college offering the selected subject matter preparation. Usually the student's academic major will provide the core of the teaching area preparation. Candidates will have an advisor in both their major area of preparation and in the Department of Teacher Education.

General Education Requirements

Communication Skills

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

Mathematics

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

Science

*Biology	3-4
*Physical Science	3-4
Science lab course (if needed)	1
Science elective (restricted)	3
Science or math elective (if B.S.)	(3)

[hours counted above]

Humanities

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

Social Science

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

Other

ETE 100 Technology Applications	1
Health/Physical Development	3

(FCS 203; NUR 163, 220, 221, 263, 376)

TOTAL	50-53
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Secondary Education

Professional Education Requirements

ETE 115 Schools and Schooling in American Society ...	3
ETE 116 Field Experience	1
ETE 225 Human Development	4
ETE 227 Psycho-Social Development of the Transescent (optional)	3
ETE 228 Strategies for Middle School Instruction (optional)	3
ETE 280 Exploring Diversity: Learners, Families, and Communities	3
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 350 Topics: Methods of Teaching Middle School Math (optional)	3
ETE 370 General Secondary Methods I	3
ETE 371 General Secondary Methods II	3

*One of these must satisfy FS requirement.

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

Special Methods:

Choose course appropriate to student's major.

ETE 372 Methods of Teaching Secondary Language Arts	2
ETE 373 Methods of Teaching Secondary Mathematics ..	3
ETE 374 Methods of Teaching Secondary Science	2
ETE 375 Methods of Teaching Secondary Social Studies	2
ETE 376 Methods of Teaching Secondary Art	2
ETE 377 Methods of Teaching Secondary Foreign Language	2
ETE 378 Methods of Teaching Family and Consumer Sciences	2
ETE 379 Novice Teaching in Secondary School	2
ETE 499 Student Teaching in the Secondary School	10 or 13
TOTAL	34-44
Major (minimum)	32
Additional Electives	8
GRAND TOTAL	124

Music Education

(K-12)

The candidate for the music teacher's certificate maintains registration in the Slane College of Communications & Fine Arts. The Department of Music will provide the core of the teaching area preparation (see Department of Music). Candidates will have an advisor in both the Department of Music and in the Department of Teacher Education. Students should consult their music advisors for major requirements.

General Education Requirements

Communication Skills

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

Mathematics

Gen. Ed. Math	3
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Science

*Biological Science	3
*Physical Science	3
Science lab course (if needed)	1
Science elective	3

Humanities

American History (HIS 201, 203, 204, 300-308, 311, 312)	3
Fine Arts (ART, MUS, or THE)	3
English (Gen. Ed. literature course)	3
Non-Western Civilization	3
Elective	3

Social Science

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

Other

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

Total General Education	50
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Professional Education Requirements

ETE 115 Schools and Schooling in American Society	3
ETE 116 Field Experience	1
ETE 225 Human Development	4
ETE 280 Exploring Diversity: Learners, Families and Communities	3
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 351 Elementary School Music for Music Majors	3
ETE 352 Secondary School Music	3
ETE 381 Field Experience in Elementary Music Teaching	1
ETE 382 Field Experience in Secondary Music Teaching	1
ETE 498 Student Teaching in the Elementary School	7
ETE 499 Student Teaching in the Secondary School	7
Total Professional Education	36

Art Education*(K-12)*

The candidate for the art teacher's certificate maintains registration in the Slane College of Communications & Fine Arts. The Department of Art will provide the core of the teaching area preparation. Candidates will have an advisor in both the Department of Art and in the Department of Teacher Education. Candidates should contact their advisors for specific course requirements.

General Education Requirements**Communication Skills**

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

Mathematics

Gen. Ed. Math	3
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Science

*Biological Science	3
*Physical Science	3
Science lab course (if needed)	1
Science elective	3

Humanities

American History (HIS 201, 203, 204, 300-308)	3
Fine Arts (ART, MUS, or THE)	3
English (Gen.Ed. literature course)	3
Non-Western Civilization	3
Elective	3

Social Science

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

Other

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

Total General Education	50
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* One of these must satisfy FS requirement.

Professional Education Requirements

ETE 115 Schools and Schooling in American Society ...	3
ETE 116 Field Experience	1
ETE 225 Human Development	4
ETE 280 Exploring Diversity: Learners, Families, and Communities	3
ETE 340 Elementary Art Methods	3
ETE 341 Novice Teaching in Elementary Art	1
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 376 Methods of Teaching Secondary Art	2
ETE 379 Novice Teaching in Secondary School	2
ETE 498 Student Teaching in Elementary School	7
ETE 499 Student Teaching in Secondary School	7
TOTAL	36
Major (minimum)	32
Additional Electives	8
GRAND TOTAL	126

Special Education*(K-12)*

Students in special education have the option of majoring in the learning disabilities and educable mentally handicapped (LD-EMH) program or the learning disabilities and socially-emotionally disordered (LD-SED) program.

Upon graduation the special education major is eligible for State of Illinois teacher certification as a special education teacher (K-12) with endorsement in the program areas completed, learning disabilities and educable mentally handicapped or learning disabilities and socially-emotionally disordered.

It is the department's philosophy that all children have the potential for successful learning experiences. The special education programs at Bradley University are designed to provide students with the following competencies:

1. To act as an advocate for exceptional children and youth and programs designed to educate them.
2. To know the theoretical background and literature in special education.
3. To know current issues and trends in special education and the laws and regulations governing the education of exceptional students.
4. To identify a child or adolescent with learning and social-emotional 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 analyze the child, task, setting, and appropriately teach the necessary academic and social skills.
7. To communicate and consult with parents, other educators, administrators, and non-school personnel concerning education of exceptional students.

General Education Requirements**Communication Skills**

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

Mathematics	
ETE 107 Mathematics for Teachers	3
Gen. Ed. Math	3
Approved Math or Science Elective	3
Science	
Biology	3-4
Physical Science	3-4
Science lab course (if needed)	1
Science elective (at Jr.-Sr. level: restricted)	3
Math or Science elective	(counted above)
Humanities	
American History (HIS 201, 203, 204, 311, 312, 300-308)	3
Fine Arts (ART, MUS, or THE)	3
Human Values-Literature	3
Non-Western Civilization	3
Human Values-Philosophical	3
Social Science	
American Government (PLS 105)	3
Western Civilization (CIV 100)	3
PSY 104	3
Other	
ETE 100 Technology Applications	1
Health/Physical Development	3
(FCS 203; NUR 163, 220, 221, 263, 376)	
TOTAL	56
Professional Education Requirements	
Professional Education Component	
ETE 115 Schools and Schooling in American Society ...	3
ETE 116 Field Experience - Schools & Schooling in American Society	1
ETE 205 Effective Teaching Strategies	3
ETE 225 Human Development	4
ETE 280 Exploring Diversity: Learners, Families, and Communities	3
ETE 325 Introduction to Teaching Reading	3
ETE 335 Teaching of Social Studies in the Elementary Grades	2
ETE 336 Teaching of Science in the Elementary Grades .	2
ETE 339 Methods of Teaching Mathematics	2
	23
Special Education Component	
ETE 234 Language Development	3
ETE 342 Guiding Learners and Developing Classroom Communities	3
ETE 401 Secondary Special Education	2
ETE 525 Including Exceptional Learners	3
ETE 543 Assessment and Evaluation Procedures for Exceptional Learners	3
	14
Learning Disability Component	
ETE 307 Characteristics of the Learning Disabled	3
ETE 308 Methods for the Learning Disabled Student	3
ETE 392 Novice Teaching in Special Education	4
ETE 496 Preservice Teaching Internship in Special Education	10
	20

Social-Emotional Disorders Component (for LD-SED major)	
ETE 327 Characteristics of Troubled Learners	3
ETE 329 Creating Learning Environments for Troubled Learners	3
ETE 392 Novice Teaching in Special Education	4
ETE 496 Preservice Teaching Internship in Special Education	10
	20
Grand total for LD-SED major	133
Mental Retardation Developmental Disabilities Component (for LD-EMH Major)	
ETE 390 Characteristics of Mental Retardation	3
ETE 391 Teaching Techniques and Materials for the Mentally Retarded	3
ETE 392 Novice Teaching in Special Education	4
ETE 496 Preservice Teaching Internship in Special Education	10
Grand total for LD-EMH major	133

Early Childhood Special Education Approval

For those students interested in obtaining the State of Illinois early childhood special education approval, which would enable the graduate to teach in preschool handicapped programs with children up to six years of age, the following courses are required in addition to the major.

ETE 233 Early Intervention	3
ETE 443 Early Childhood Assessment	3
Total	6

Course Descriptions

ETE 100 Technology Applications

1 hr.

Application of technology concepts and skills to human service professionals. Database construction; linear and nonlinear multimedia projects. Using graphics, text, sound, animation, and other media resources.

ETE 107 Mathematics for Teachers

3 hrs.

Basic principles and concepts of elementary school mathematics. Emphasis on understanding mathematical principles. Analysis of all mathematics commonly included in or related to the elementary curriculum.

ETE 115 Schools and Schooling in American Society

3 hrs. (Gen Ed SF)

American system of schools and schooling. How the system evolves from and impinges upon society, within historic and theoretical constructs. How the system interrelates with other social institutions and forces.

ETE 116 Field Experience – Schools and Schooling in American Society

1 hr.

25 hours of directed observations in the school setting. Weekly seminar. Pass/Fail. Prerequisite: ETE 115 or concurrent enrollment.

ETE 201 The Early Childhood Profession: Roles, Responsibilities, and Experiences

4 hrs.

Meeting the care and education needs of children from birth through age 8. Career opportunities, roles, and responsibilities. Participants complete a 25-hour clinical experience in a variety of settings, which includes child observation techniques and documentation.

ETE 205 Effective Teaching Strategies

3 hrs.

Lesson and unit planning; models of teaching instructional management, including grouping and assessment; teachers' roles in leadership, decision making, and change processes. Prerequisite: ETE 225 or concurrent enrollment.

ETE 220 Field Experiences

1-4 hrs.

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

ETE 225 Human Development

4 hrs.

Development and growth of the whole individual from conception to adulthood, with emphasis on young children. Physiology of learning and the interactive nature of the teaching/learning process. Developmental and cultural appropriateness in meeting individual needs, with an emphasis on acknowledging and accommodating exceptionality and diversity. Cultural, ethnic, socioeconomic, individual, and social contexts of development. Parent-child interaction. Socio-cultural issues affecting development (e.g., divorce, maltreatment, drug abuse). In-depth study of an individual learner, that includes a 25-hour clinical experience.

ETE 227 Psycho-Social Development of the Transescent

3 hrs.

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

ETE 228 Strategies for Middle School Instruction

3 hrs.

Philosophy, concepts, and procedure related to organizational structure, curriculum, teaching strategies, and assessment in the middle school. Prerequisite: ETE 225.

ETE 233 Early Intervention

3 hrs.

Providing developmentally and culturally appropriate activities to infants and young children with special needs. History and evolution of early intervention services, teaming, collaboration, service coordination, development of Individualized Family Service Plans and Individualized Educational Plans, adaptation of curriculum, instructional models that promote interaction and independence, inclusionary programs, transitional planning. Prerequisites: ETE 225 Corequisite: ETE 234 for special education majors seeking Early Childhood Special Education approval and for early childhood majors.

ETE 234 Language Development

3 hrs.

Language acquisition theory and processes, stages of language development, verbal and non-verbal communication. Emphasis on language differences and diversity, including minority groups, language disorders, and English as a Second Language. Planning opportunities supporting language use in its various forms to enrich further development. Prerequisites: ETE 225. Corequisites: ETE 233 for special education majors seeking early childhood special education approval and for early childhood majors.

ETE 250 Independent Study

1-3 hrs.

Student selects subject of study with consent of instructor. May be repeated for a maximum of 6 hours credit. Prerequisites: consent of department chair and dean of College of Education & Health Sciences.

ETE 260 Children's Literature

3 hrs.

Types, genres, authors, and illustrators of books for children from birth through middle school. Emphasis on literature response activities; planning and assessing a literature-based curriculum. Analysis of current trends, issues, and the impact of children's literature.

ETE 280 Exploring Diversity: Learners, Families, and Communities

3 hrs.

The socialization and enculturation of learners in the context of their families, communities, and cultures. Awareness, acceptance, and appreciation of diversity, whether resulting from cultural or ability differences. Emphasis on the teacher's role in involving, educating, and communicating with parents as partners in the educational process. Professional advocacy that supports an inclusionary, multicultural, antiracist, democratic, non-sexist, and global curriculum. Prerequisite: ETE 115.

ETE 300 Emergent Literacy: Reading and Writing Across the Curriculum
3 hrs.

Processes, themes, and practices that support the development of reading, writing, speaking, listening, and thinking in children from birth through age 8. A continuum of instructional practices, including contextualized application of phonemic, graphemic, morphemic, and syntactical concepts, that facilitate the emergence of literacy. Prerequisite: advancement to degree candidacy in the department.

ETE 304 Early Childhood Novice Teaching
4 hrs.

Supervised teaching experience in preprimary and primary settings. Planning and implementing instruction and creating teaching materials for an integrated unit. Developing a plan for home-school interaction. Weekly seminar. Pass/Fail. Prerequisites: Advancement to degree candidacy in the department. Corequisites: ETE 342, 343, 443.

ETE 306 Novice Teaching
4 hrs.

The professional semester field experience: planning and teaching lessons. Weekly seminar. Pass/Fail. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 335, 336, 339, 342, 353.

ETE 307 Characteristics of the Learning Disabled
3 hrs.

Major theoretical bases, characteristic behaviors, field practices, delivery systems, and current issues, over the lifespan of learning disabled individuals. Prerequisites: advancement to degree candidacy in the department.

ETE 308 Methods for the Learning Disabled Student
3 hrs.

Clinical teaching models. Selected theories, research-based teaching principles, and assessment. Teaching strategies in basic skills, metacognition, study skills, and social skills for pre-kindergarten through high school. Prerequisites: advancement to degree candidacy in the department; ETE 307 or consent of instructor.

ETE 320 Practicum in Education
1-4 hrs.

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

ETE 325 Introduction to Teaching Reading
3 hrs.

Emphasis on emergent literacy, word-attack strategies, comprehension skills, and evaluation. Prerequisite: advancement to degree candidacy in the department.

ETE 327 Characteristics of Troubled Learners
3 hrs.

Characteristics of various types of troubled learners. Models used and theorists known in the field of social-emotional disorders. Current literature: DSM IV, identification, placement, educational programming, and available supplemental resources for learners with mild to severe emotional disorders. Current legislation and new perspectives on mental health of learners. Observations through field trips and media presentations. Prerequisites: PSY 103 or PSY 104; advancement to degree candidacy in the department.

ETE 329 Creating Learning Environments for Troubled Learners
3 hrs.

Methods and techniques for use with troubled children and adolescents in elementary, secondary, and special education classrooms (K-12). Helping process, communication skills, and interpersonal skills covered. Emphasis on analysis of classroom situations and application of educational techniques to create positive learning environments for learners with mild to severe emotional disorders. Prerequisites: PSY 103 or PSY 104; advancement to degree candidacy in the department.

ETE 335 Teaching of Social Studies in the Elementary Grades
2 hrs.

Content and methods of teaching social studies in the elementary grades. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 306, 336, 339, 342, 353.

ETE 336 Teaching of Science in the Elementary Grades
2 hrs.

How to plan, implement, and evaluate a science program for elementary school children. Emphasis on the nature of school science, students' misconceptions, and meaningful science activities. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 306, 335, 339, 342, 353.

ETE 339 Methods of Teaching Mathematics
1-3 hrs.

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

ETE 340 Elementary Art Methods
3 hrs.

Methods and materials appropriate for teaching art in elementary schools. Studio experience with a variety of materials and procedures designed to facilitate artistic and perceptual awareness in elementary and middle-school learners. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 341.

ETE 341 Novice Teaching in Elementary Art
1 hr.

Field experience in an elementary-school art classroom; 25 clock hours. Application of materials and strategies from ETE 340. Pass/Fail. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 340.

ETE 342 Guiding Learners and Developing Classroom Communities
3 hrs.

Facilitation of a learner-centered curriculum that features developmentally and culturally appropriate practices that nourish learners' natural curiosity, develop problem-solving skills, acknowledge and accommodate exceptionality and diversity, and support a sense of community. Theories of guidance examined relative to establishing a caring and trusting environment where learners feel valued and respected and can be productive. Prerequisite: advancement to degree candidacy in the department. Corequisites: for early childhood majors, ETE 304, 343, 443; for elementary majors, ETE 306, 335, 336, 339, 353.

ETE 343 Early Childhood Methods**6 hrs.**

Strategies for teaching language arts, science, mathematics, social studies, art, music, and movement in preprimary and primary grades within an integrated, thematic curriculum. Emphasis on the role of play, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, transitions, horizontal relevance, and developmentally and culturally appropriate practices. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 304, 342, 443.

ETE 350 Topics in Teacher Education**1-6 hrs.**

Topics of special interest which may vary each time course is offered. Topic stated in current Schedule of Classes. May be repeated under different topics for a maximum of 6 hours credit. Prerequisites: consent of instructor and department chair.

ETE 351 Elementary School Music for Music Majors**3 hrs.**

Methods and materials appropriate for teaching music in elementary schools. Observations in the public schools; planning the elementary music curriculum; experience teaching lessons in all areas of classroom music. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 381.

ETE 352 Secondary School Music**3 hrs.**

Methods of teaching music in the secondary schools; administration of a music department. Instrumental and choral programs, general music, and high school music theory. Emphasis on development of a philosophy of music education. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 382.

ETE 353 Teaching Language Arts in the Elementary Grades**3 hrs.**

Content and methods of teaching language arts in the elementary grades. Emphasis on curriculum integration and interdisciplinary teaching. Prerequisite: advancement to degree candidacy in the department. Corequisites: ETE 306, 335, 336, 339, 342.

ETE 370 General Secondary Methods I**3 hrs.**

Introduction to the secondary teaching profession. Historical, philosophical, and curricular variants unique to the secondary school. Prerequisite: advancement to degree candidacy in the department.

ETE 371 General Secondary Methods II**3 hrs.**

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

ETE 372 Methods of Teaching Secondary Language Arts**2 hrs.**

Content and pedagogy of secondary-school language arts. Integrated language arts instruction including literature-based instruction, oral communication, reading, writing, and performing arts. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 373 Methods of Teaching Secondary Mathematics**3 hrs.**

Content and pedagogy of secondary-school mathematics. Designing and implementing mathematics instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 374 Methods of Teaching Secondary Science**2 hrs.**

Content and pedagogy of secondary-school science. Designing and implementing science instruction and curriculum using a variety of approaches including project-based science. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 375 Methods of Teaching Secondary Social Studies**2 hrs.**

Content and pedagogy of secondary-school social studies, including family and consumer sciences, history, psychology, and general social science. Designing and implementing social studies instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, motivational strategies, microteaching, reading diagnostic techniques, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 376 Methods of Teaching Secondary Art
2 hrs.

Content and pedagogy of secondary-school art. Designing and implementing art instruction and curriculum using a variety of approaches. Emphasis on media and techniques suitable for the secondary level, sequential development of media and techniques in relation to the maturity and growth of the adolescent, instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 377 Methods of Teaching Foreign Language
2 hrs.

Content and pedagogy of secondary-school foreign language. Designing and implementing foreign language instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 379.

ETE 378 Methods of Teaching Family and Consumer Sciences
2 hrs.

Content and pedagogy of secondary-school family and consumer sciences. Designing and implementing instruction and curriculum using a variety of approaches including project-based family and consumer sciences. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Prerequisites: Advancement to degree candidacy in the department; ETE 371. Corequisite: 379.

ETE 379 Novice Teaching in the Secondary School
2 hrs.

Supervised teaching experience in secondary-school or middle-school settings. Planning and implementing instruction in the student's teaching area. Pass/Fail. Prerequisites: advancement to degree candidacy in the department; ETE 370, 371; ETE 342 or concurrent enrollment. Corequisite: content-specific methods course appropriate to the student's teaching area (ETE 372, 373, 374, 375, 376, or 377).

ETE 381 Field Experience in Elementary Music Teaching
1 hr.

25 clock hour field experience of observation and participation in an elementary school classroom. Application of material from ETE 351. Pass/Fail. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 351.

ETE 382 Field Experience in Secondary Music Teaching
1 hr.

25 clock hour field experience of observation and participation in a secondary school classroom. Application of material from ETE 352. Pass/Fail. Prerequisite: advancement to degree candidacy in the department. Corequisite: ETE 352.

ETE 390 Characteristics of the Mentally Retarded
3 hrs.

Mental retardation from medical, educational, and sociological perspectives. Continuum of mild to profound; impact of degree of retardation on all aspects of learning and life adjustment. Observation through field trips and media presentations. Prerequisite: advancement to degree candidacy in the department.

ETE 391 Teaching Techniques and Materials for the Mentally Retarded
3 hrs.

Knowledge and practice to plan, implement, and evaluate teaching strategies for exceptional individuals in a class or subgroup, or individualized programmed instruction. Emphasis on curriculum areas: oral and written language, sensor-motor, reading, arithmetic, and social-personal skills. Lecture, discussion, and supervised 25-clock-hour laboratory to demonstrate competency teaching children with learning and behavioral problems, including the retarded. Video-taped segments jointly critiqued by students and instructor. Prerequisite: advancement to degree candidacy in the department.

ETE 392 Novice Teaching in Special Education
4 hrs.

100-150 clock hours supervised participation in an appropriate special education setting. Majors required to spend 5 days per week for 5 weeks in each major area. Pass/Fail. Repeatable up to 8 hours. Prerequisites: advancement to degree candidacy in the department in the area of special education, LD/MHT or LD/ED.

ETE 401 Secondary Special Education
2 hrs.

Skills to plan, implement, and evaluate education programs for the junior high and high school student needing special education services. Emphasis on a developmental, sequentially-planned curriculum, including basic academic skills, pre-vocational and vocational skills, and work-study programs. Current issues and trends: life planning, consumer education, personal and social adjustment, appropriate individualized instructional modes, independent living skills, and the least restrictive environment for the secondary student. Prerequisite: ETE 390 and ETE 391, or consent of the instructor; advancement to degree candidacy in the department.

ETE 402 Educational Methods, Strategies, and Evaluation Techniques
3 hrs.

Designed to increase theoretical knowledge and practical skill for teaching persons with different learning styles. Classroom experiences include a focus on methods, strategies, and evaluation techniques to meet different learning styles. Cross listed as HS 402. Prerequisite: consent of PT or ETE Department Chair.

ETE 430 Readings in Elementary Education
1-3 hrs.

Individual study and investigation for seniors. Prerequisite: approval of the Dean of the College and advancement to degree candidacy in the department.

ETE 443 Early Childhood Assessment
3 hrs.

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

ETE 467 History and Philosophy of Early Childhood Education: An Analysis
3 hrs.

Historical foundations, theories, and philosophies. Analysis and synthesis of teaching philosophies; current professional issues and trends. Prerequisites: advancement to degree candidacy in the department; ETE 300, 304, 342, 343, 443. Corequisite: ETE 497.

ETE 496 Preservice Teaching Internship in Special Education
10 hrs.

Internship in an appropriate special education setting in Peoria area for internship in schools and other educational learning settings. Teacher responsibilities: Long-term planning, facilitating small and large group learning. Self-reflection with focus on professional growth and completion of a professional teaching portfolio. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession in special education. Repeatable up to 20 hours. Prerequisites: Advancement to degree candidacy in the department; ETE 205, 307, 308, 325, 339, 342, and 392; grade point average of 2.50 overall and 2.50 in professional education courses; current certification of freedom from TB; approval of departmental chair. Additional prerequisites for LD/MHT majors: ETE 390, 391. Additional prerequisites for LD/SED majors: ETE 327, 328, 329.

ETE 497 Early Childhood Internship
13 hrs.

Internship in Peoria-area classrooms, schools, and learning centers. Instructional planning and implementation in preprimary and primary learning environments. Teacher responsibilities: long-term planning, implementing an integrated curriculum, facilitating small- and large-group learning, developing an informal assessment plan. Self-reflection with focus on professional growth and completion of a professional teaching portfolio. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Prerequisites: advancement to degree candidacy in the department; ETE 300, 304, 342, 343, 443; grade point average of 2.50 overall and 2.50 in professional education courses; current certification of freedom from TB; approval of Department Chair. Corequisite: ETE 467.

ETE 498 Student Teaching in the Elementary School
7-13 hrs.

Placement in Peoria-area classrooms, schools, and learning centers. Instructional planning and implementation in elementary or middle school learning environments. Teacher responsibilities: long-term planning, implementing an integrated curriculum, facilitating small- and large-group learning, developing an informal assessment plan. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Prerequisites: advancement to degree candidacy in the department; ETE 306, 325, 335, 336, 339, 342, 353; grade point average of 2.50 overall and 2.50 in professional education courses; current certification of freedom from TB; approval of Department Chair.

ETE 499 Student Teaching in the Secondary School
7-13 hrs.

Placement in Peoria-area classrooms. Instructional planning and implementation in secondary or middle school learning environments. Teacher responsibilities: long-term planning, facilitating small- and large-group learning. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Enrollment is for 10 credit hours with a 10-week experience or 13 credit hours with a 16-week experience. Students should consult subject area advisors for subject area pre-student teaching requirements. Prerequisites: advancement to degree candidacy in the department; completion of 2/3 of hours in teaching field; ETE 342, 370, 371, 379, and the methods course appropriate to the student teacher's teaching area (or for music education majors only, ETE 351, 352, 381, 382); grade point averages of 2.50 overall, in professional education, and in the teaching field(s); current certification of freedom from TB; approval of Department Chair.

ETE 506 Reading in the Content Fields
3 hrs.

Instructional and reading strategies to enhance students' comprehension.

ETE 513 Educational Software Design
3 hrs.

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

ETE 525 Including Exceptional Learners
3 hrs.

Legal, psychological, and social impact of various disabilities, including learning disabilities, for education and life planning of included exceptional learners. Psychological and educational characteristics, needs, services, regulations, and laws discussed. Includes needs of intellectually gifted and talented learners.

ETE 543 Assessment and Evaluation Procedures for Exceptional Learners**3 hrs.**

Diagnostic processes for exceptional learners, preprimary through high school. Screening; formal and informal assessment and evaluation techniques. Administration, scoring, interpretation, individualized educational programs (IEP's). Prerequisite: advancement to degree candidacy in the department.

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 which identify students' reading strengths and difficulties prior to diagnostic prescriptive teaching. For teachers of grades 1-9. Prerequisites: a basic reading course; ETE 544.

ETE 570 Practicum in Reading**1-5 hrs.**

Field experience in elementary reading. Focuses on current research to guide reading practice. Emphasizes alternative methods of reading instruction, other than basal approaches. May be repeated for a maximum of 6 hours credit. Prerequisite: a basic reading course.

Annual Institutional Title II Report: Program Year 1999-2000

Recently, Congress asked the U.S. Department of Education to require all colleges with a teacher education program to release the certification test pass rate of their program completers. The following report was prepared in compliance with the Title II requirement.

Undergraduate Teacher Preparation

Teacher Preparation Programs: Bradley University offers 23 baccalaureate programs leading to state teacher certification and one graduate-level certification program leading to teaching.

Student Characteristics: Most undergraduates (67%) are of traditional college age, 84% attend full-time, and 81.4% are Illinois residents. Minority students comprise 7.8% of the student body. The average ACT score for fall 1999 freshmen was 25.

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

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

Best Practices:

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

Notable Features and Accomplishments

- Placement of graduates nearly 100% in recent years.
- Alumnus named "First-Year Teacher of the Year" in the state of Georgia in 1997.
- In 4 of the last 5 years a student teacher has been named one of ten "PDK Outstanding Student Teachers" in the nation.
- A teacher education professor received the NBPTS (National Board for Professional Teaching Standards) certificate.

Illinois Certification Testing System—Annual Institutional Report

Number of Program Completers: 123

Test Field/Category	Institution			State-wide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Basic Skills Test	122	121	99%	99%
Aggregate	122	121	99%	99%
Academic Content Areas				
02 Early Childhood	9	—	—	97%
03 Elementary	68	67	99%	99%
23 History	6	—	—	92%
25 English	6	—	—	98%
26 Spanish	1	—	—	97%
34 Speech	1	—	—	97%
35 Biological Science	2	—	—	96%
36 Mathematics	6	—	—	100%
37 Chemistry	1	—	—	100%
48 Art (K-12)	1	—	—	97%
49 Music (K-12)	3	—	—	94%
51 Art (6-12)	1	—	—	91%
Aggregate	105	102	97%	98%
Other Content Areas				
44 Family & Consumer Sciences	1	—	—	100%
Aggregate	1	—	—	98%
Teaching to Special Populations				
04 Educable Mentally Handicapped	6	—	—	97%
06 Learning Disabilities	15	15	100%	93%
07 Social/Emotional Disorders	8	—	—	98%
Aggregate	29	29	100%	96%
Summary Totals and Pass Rate	122	119	98%	97%

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

Program Profile

Total number of students enrolled in teacher preparation, all specializations, in academic year 1999-2000: **599**

Number of students in supervised student teaching in academic year 1999-2000: **147**

Number of faculty members who supervised student teachers:

- Full-time faculty in professional education: **8**
- Part-time faculty in professional education but full-time in the institution: **1**
- Part-time faculty in professional education, not otherwise employed by the institution: **6**

Total faculty student teaching supervisors: **15**

Student teacher/faculty ratio: **4.9:1**

The average number of student teaching hours per week required: **35**

The total number of weeks of supervised student teaching required: **14.1**

Average total number of hours required: **493.5**

Student teaching varies by program, with a range from one semester to a full academic year.

Department of Family and Consumer Sciences

FACULTY Professor Collins (Chair); Associate Professors Choi, Davidson; Assistant Professor Devlin; Instructor Church.

The Department of Family and Consumer Sciences offers majors in *retail merchandising; foods, nutrition, and dietetics*; and *family and consumer sciences education*. Students may also choose to major in *general family and consumer sciences*, which allows flexibility.

Career opportunities continue to expand in this fast-growing field. Careers in teaching, family and consumer sciences related business, social welfare, nutrition and dietetics, family and consumer sciences extension, and fashion and retail merchandising can all result from degree programs in the Department of Family and Consumer Sciences.

Departmental Requirements

All family and consumer sciences students must meet the *family and consumer sciences core requirements* plus the required courses for their chosen major.

Family and Consumer Sciences Core

FCS 140 Introduction to Family and Consumer Sciences	2
FCS 246 Family Systems and Applications	3
FCS 300 Consumer Issues in America	3
FCS elective to be chosen from the following:	
FCS 340 Child in the Family	
FCS 342 Child Development Laboratory	
FCS 440 Family Relations	3
FCS 400 Senior Seminar in Family and Consumer Sciences	1
Total	12

A minimum of 38 hours in FCS must be taken (except for teacher education students).

Each major requires a professional work experience chosen from the following courses:

Professional Work Experience (choose one)

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

Major Requirements

Retail Merchandising

The retailing industry is expected to continue its rapid growth rate. Graduates in this area are prepared for careers in buying and sales and related areas in the fashion industry. A minor in business management or marketing is required with this major.

General Education Requirements	9
MTH 111 Elementary Statistics	3
ECO 100 or ECO 221 Economics	3
PSY 104 Principles of Psychology	3

Family and Consumer Sciences Core

Additional Required FCS Courses

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

FCS 130 Clothing and Human Behavior	3
FCS 133 Apparel Product Analysis	3
FCS 233 Consumer Textiles	4
FCS 330 Fashion Merchandising	3
FCS 331 Fashion Merchandising Laboratory	1
FCS 336 History of Fashion	3
FCS 433 Issues and Trends in Apparel and Textiles	3
FCS 460 Family and Consumer Sciences Internship	3
FCS electives (FCS 338, 357, or 409)	3

Supporting Courses

MTG 381 Integrated Marketing Communications or COM 220 Advertising as Communication	3
ART 227 Basic Graphic Design	3
A course in computer usage	1

Choose Option I or Option II

Option I

A management minor described under the business management and administration department, Foster College of Business Administration, in this catalog.

Option II

A marketing minor described under the marketing department, Foster College of Business Administration, in this catalog. If COM 220 is taken under "Supporting Courses," 15 hours of marketing courses will be required.

Foods, Nutrition, and Dietetics

Careers in health care, fitness, food service, product development, food marketing, communication, and business consulting offer many diverse opportunities for graduates in this major. Students in foods, nutrition, and dietetics will be enrolled in the didactic program in dietetics (DPD). The didactic program in dietetics at Bradley University is currently granted approval status by the Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400. CADE is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

General Education Requirements

MTH 111 Elementary Statistics	3
ECO 100 Introduction to Economics or ECO 221 Principles of Microeconomics	3

Family and Consumer Sciences Core

Additional Required FCS Courses

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

FCS 104 Introductory Food Principles	4
FCS 303 Nutrition	3
FCS 306 Applied Nutrition	3
FCS 309 Investigation of Food Topics	3
FCS 403 Advanced Nutrition	4
FCS 404 Medical Nutrition Therapy	4
FCS 405 Food Service Systems	3
FCS 408 Management in Food Service	3
FCS 461 Practicum in Foods and Nutrition	3

Required Supporting Courses	35-41
CHM 149 Fundamentals of General Chemistry	4
CHM 151 Fundamentals of Organic Chemistry	2
CHM 152 Fundamentals of Biochemistry	2
CHM 153 Organic-Biochemistry Laboratory	1
BIO 121 Life Science I	3
BIO 200 Human Anatomy and Physiology	3
BIO 202 Microbiology and Immunology	4
BIO 203 Human Anatomy & Physiology Lab	2
BIO 205 Pathophysiology	3
BMA 352 Management & Organization Theory or PSY 310 Industrial & Organizational Psychology ..	3-6*
MTG 315 Principles of Marketing	3
ETE 225 Human Development or FCS 340 Child in the Family or PSY 302 Psychology of Learning or PSY 304 Developmental Psychology	3-4
ETE 100 Technology Applications or BMA 172 Business Computer Skills & Applications or NUR 303 Research in Nursing or MM 113 Introduction to Multimedia	1-3
CHM 391 Medical Terminology	1

*Prerequisites for PSY 310 are PSY 103 or 104 and PSY 205 or equivalent, which may increase the total hours of required supporting courses.

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

General Family and Consumer Sciences

This flexible curriculum is for students who have special interests in areas such as foods and journalism, interior design, or cooperative extension. A faculty advisor will help a student design his or her own program.

Students who wish to prepare for entrance to a graduate program in human development counseling (HDC) may wish to consider an undergraduate major in family and consumer sciences (FCS). Family and consumer sciences give significant background to undergraduate students in cognate areas important to families today. This undergraduate major is articulated with the graduate major in counseling at Bradley with the Department of Educational Leadership and Human Development.

The major requires a minimum of 38 hours, including the family and consumer sciences core, professional work experience, a course in computer usage, and FCS electives, chosen as follows:

General Education Requirements	6
ECO 100 Introduction to Economics or ECO 221 Principles of Microeconomics	3
PSY 104 Principles of Psychology	3
I: Foods and Nutrition (choose two)	4
FCS 104 Introductory Food Principles	4
FCS 203 Health, Safety, and Nutrition	3
FCS 303 Nutrition	3
FCS 306 Applied Nutrition	3
FCS 309 Investigation of Food Topics	3
FCS 403 Advanced Nutrition	4
FCS 404 Medical Nutrition Therapy	4
††FCS 405 Food Service Systems	3

** Required as part of family and consumer sciences core.

†† Fulfills professional work experience requirement.

FCS 406 Issues and Trends in Foods and Nutrition	3
FCS 408 Management in Food Service	3
FCS 461 Practicum in Foods and Nutrition	3

II: Clothing and Textiles (choose two)

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

III: Human Ecology (choose two)

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

IV: Child/Family (choose two)

**FCS 246 Family Systems and Applications	3
FCS 340 Child in the Family	3
FCS 342 Child Development Laboratory	3
FCS 440 Family Relations	3

Remaining Family and Consumer Sciences Core

**FCS 140 Introduction to Family and Consumer Sciences	2
**FCS 400 Senior Seminar in Family and Consumer Sciences	1

Total for major 38

Family and Consumer Sciences Education

Students who choose the family and consumer sciences education program can meet Illinois certification requirements for teaching family and consumer sciences in junior and senior high schools. Graduates receiving certification have found employment in public schools throughout the United States.

A minimum of 32 semester hours in family and consumer sciences is required, including the family and consumer sciences core and **at least 9 hours** in each specific area in which a teaching endorsement is desired. Student teaching (ETE 499) fulfills the professional work experience requirement.

Secondary teacher candidates should refer to the teacher education department for requirements in professional education courses for secondary education.

These standards are for students graduating before July 2003.

General Education

See specific general education courses in the teacher education department under "Secondary Education."

Teaching Endorsements

Child and Daycare Services

**FCS 140 Introduction to Family and Consumer Sciences	2
FCS 246 Family Systems and Applications	3
FCS 340 Child in the Family	3
FCS 342 Child Development Laboratory	3
FCS 440 Family Relations	3

Interpersonal, Family Relations, Parenting

**FCS 140 Introduction to Family and Consumer Sciences	2
FCS 246 Family Systems and Applications	3
FCS 340 Child in the Family	3
FCS 342 Child Development Laboratory	3
FCS 440 Family Relations	3

Food and Nutrition Services

FCS 104 Introductory Food Principles	4
FCS 203 Health, Safety, and Nutrition	3
FCS 303 Nutrition	3
FCS 306 Applied Nutrition	3
FCS 309 Investigation of Food Topics	3
FCS 403 Advanced Nutrition	4
FCS 406 Issues and Trends in Foods and Nutrition	1-3
FCS 461 Practicum in Foods and Nutrition	3

Consumer Education and Resource Management

FCS 220 Consumer Issues in Health Care	3
FCS 233 Consumer Textiles	4
**FCS 246 Family Systems and Applications	3
**FCS 300 Consumer Issues in America	3

Fashion and Clothing Services

FCS 130 Clothing in Contemporary Society	3
FCS 133 Apparel Product Analysis	3
FCS 231 Pattern Making	3
FCS 233 Consumer Textiles	4
FCS 330 Fashion Merchandising	3
FCS 331 Fashion Merchandising Laboratory	1
FCS 332 Advanced Clothing Construction	3
FCS 336 History of Fashion	3
FCS 433 Issues and Trends in Apparel and Textiles	3
FCS 460 Family and Consumer Sciences Internship	3

Interior Furnishings Services/Living Environments

FCS 357 Housing and Interior Design Concepts	3
FCS 359 Applied Projects in Interior Design	3
FCS 409 Senior Project in Family and Consumer Sciences	3
FCS 460 Family and Consumer Sciences Internship	3

Institutional and Home Management Services

FCS 104 Introductory Food Principles	4
FCS 203 Health, Safety, and Nutrition	3
FCS 303 Nutrition	3
FCS 403 Advanced Nutrition	4
FCS 404 Medical Nutrition Therapy	4
FCS 405 Food Service Systems	3
FCS 408 Management in Food Service	3

Illinois certification requirements for family and consumer sciences will change as of July 1, 2003. Students who intend to graduate after that date should consult the department for those new requirements.

** Required as part of family and consumer sciences core.
 †† Fulfills professional work experience requirement.

International Concentration

Family and consumer sciences majors may wish to elect this option with careful consultation with an academic advisor. Students who elect this emphasis must complete **eighteen hours** fulfilled in the following manner.

CATEGORY A:

Six credit hours chosen from the following courses:

FCS 338 International Fashion Merchandising	3
FCS 406 Issues and Trends in Foods and Nutrition	1-3
FCS 433 Trends in International Textiles	3
FCS 401/402 or 585 Independent Readings, Independent Problems, or Topics in Family and Consumer Sciences with an international focus ...	1-6

CATEGORY B:

Six credit hours chosen from the following courses:

MTG/IB 346 International Marketing	3
IB 306 Introduction to International Business	2
IB 400 Topics in International Business	1-4

or

Two courses chosen from a minor in area studies with an international focus such as Asian studies or Russian and East European studies. This would include any two courses from the required or elective course list, consisting of courses in history, international studies, religious studies, sociology, art, and Japanese, for example.

CATEGORY C:

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

or

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

Family and Consumer Sciences Minor

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

1. A minimum of 18 hours as specified below.
2. Complete FCS 140 Introduction to Family and Consumer Sciences and FCS 300 Consumer Issues in America.
3. Choose the remaining hours from the following options:

Option A: Child and Family Relationships

FCS 220 Consumer Issues in Health Care
FCS 303 Nutrition
FCS 340 Child in the Family
FCS 342 Child Development Laboratory
FCS 440 Family Relations

Option B: Nutrition

FCS 203 Health, Safety, and Nutrition
FCS 303 Nutrition
FCS 306 Applied Nutrition
FCS 403 Advanced Nutrition
FCS 404 Medical Nutrition Therapy

Option C: Food Service Management

FCS 104 Intro. Food Principles
 FCS 303 Nutrition
 FCS 405 Food Service Systems
 FCS 408 Management in Food Service

Option D: Apparel and Textiles

FCS 130 Clothing in Human Behavior
 FCS 233 Consumer Textiles
 FCS 357 Housing and Interior Design Concepts
 FCS 336 History of Fashion
 FCS 433 Issues and Trends in Apparel and Textiles

Course Descriptions

FCS 104 Introductory Food Principles**4 hrs.**

Scientific principles of food preparation and selection. Laboratory experiences demonstrate theoretical concepts.

FCS 130 Clothing and Human Behavior**3 hrs.**

Interdisciplinary study of cultural, social, psychological, economic, and aesthetic relationship of clothing to today's society.

FCS 133 Apparel Product Analysis**4 hrs.**

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

FCS 140 Introduction to Family and Consumer Sciences**2 hrs.**

Family and consumer sciences professions, history, philosophy, theory and foundations.

FCS 203 Health, Safety, and Nutrition**3 hrs.**

Personal health of PreK-12 learners, including nutrition and safety issues. Meeting health needs of learners in group settings. Healthy lifestyle, preventive health, and community health.

FCS 220 Consumer Issues in Health Care**3 hrs.**

Possible care obtained, level of health care, and how to access care for persons from birth to death. Cross listed as HS 220. Prerequisite: HS 110 or consent of a crosslisted Department Chair (PT, FCS).

FCS 231 Pattern Making**3 hrs.**

Principles of flat pattern method; pattern alteration; original pattern design; completed garment. Prerequisite: FCS 133 or consent of instructor.

FCS 233 Consumer Textiles**4 hrs.**

Consumer oriented study of textiles emphasizing fibers, yarns, fabric constructions, and finishes. Includes laboratory.

FCS 246 Family Systems and Applications**3 hrs.**

Study of family systems and management theory with application of concepts in the near environment of family and consumer. Prerequisites: FCS 140.

FCS 300 Consumer Issues in America**3 hrs. (Gen. Ed. SF)**

Personal finance, consumer credit, durable and non-durable goods and services, and consumer protection in the marketplace.

FCS 301 Nutrition Today**3 hrs.**

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

FCS 303 Nutrition**3 hrs.**

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

FCS 306 Applied Nutrition**3 hrs.**

Principles of individual, family, and group nutrition; community nutrition. Prerequisites: FCS 104, 303.

FCS 309 Investigation of Food Topics**3 hrs.**

Group and individual investigation of and experimentation with scientific principles of food and research. Prerequisite: FCS 104.

FCS 330 Fashion Merchandising**3 hrs.**

Merchandising: organization, operation, and interrelationship of major facets of textile and clothing industry. Prerequisites: FCS 130, 233.

FCS 331 Fashion Merchandising Laboratory**1 hr.**

Experimental work related to fashion merchandising. Prerequisites: FCS 130, 233; concurrent enrollment in FCS 330.

FCS 332 Advanced Clothing Construction**3 hrs.**

Tailoring and experimental construction techniques in individual projects. Prerequisite: FCS 133 or consent of instructor.

FCS 336 History of Fashion**3 hrs.**

Historic costume and relationship to contemporary dress; emphasis on design and current fashion.

FCS 338 International Fashion Merchandising**3 hrs.**

Intensified study in major international fashion markets including fashion merchandising, public relations, advertising, and career opportunities. Prerequisite: FCS 233 or consent of instructor.

FCS 340 Child in the Family**3 hrs.**

Physical, mental, emotional, and social behavior of children from birth to adolescence.

FCS 342 Child Development Laboratory
3 hrs.

Practical experience working with 3 year olds.
Prerequisite: FCS 340 or PSY 304 or ETE 225 or equivalent.

FCS 357 Housing and Interior Design Concepts
3 hrs.

Basic concepts of housing and interior design; emphasis on historic periods and their relationship to contemporary housing and furnishings.

FCS 359 Applied Projects in Interior Design
3 hrs.

Interior design with emphasis on cost considerations, room area, and atmosphere. Prerequisite: FCS 357.

FCS 400 Senior Seminar in Family and Consumer Sciences
1 hr.

Personal exploration of interrelated knowledge and professional competencies in family and consumer sciences; factors influencing research. Emphasis on family and consumer sciences as an integrated field of study. Prerequisites: senior standing; family and consumer sciences major or minor.

FCS 401 Readings in Family and Consumer Sciences
1-3 hrs.

Individual readings in specialized areas of family and consumer sciences for qualified students, under faculty supervision. Prerequisite: consent of department chair.

FCS 402 Problems in Family and Consumer Sciences
1-3 hrs.

Independent study in family and consumer sciences for qualified students, under faculty supervision. Prerequisite: consent of department chair.

FCS 403 Advanced Nutrition
4 hrs.

Biochemistry of energy and nutrient utilization in relation to human biological functions. Prerequisites: FCS 303; BIO 200; CHM 151, 152, 153.

FCS 404 Medical Nutrition Therapy
4 hrs.

Dietary modification for specific disease states, treatment modalities, and drug interactions; emphasis on biochemical and pathophysiological rationale. Prerequisite: FCS 403; BIO 200, 205.

FCS 405 Food Service Systems
3 hrs.

Menu planning, food production, and service in food service systems. Prerequisite: FCS 104 or consent of instructor.

FCS 406 Issues and Trends in Foods and Nutrition
1-3 hrs.

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

FCS 408 Management in Food Service
3 hrs.

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

FCS 409 Senior Projects in Family and Consumer Sciences
3 hrs.

Application of family and consumer sciences principles to solution of a real-world problem. Students work as members of a team assigned to an analytical problem in fashion merchandising, textiles, foods, nutrition, or interiors. Prerequisites: 20 hours in FCS courses with a minimum 2.5 grade point; consent of Department Chair.

FCS 433 Issues and Trends in Apparel and Textiles
3 hrs.

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

FCS 440 Family Relations
3 hrs.

Emphasis on man-woman relationship, marriage, and family interactions and reactions.

FCS 460 Family and Consumer Sciences Internship
3 hrs.

Integration of family and consumer sciences theory with applications in the workplace. Prerequisites: family and consumer sciences major; consent of Department Chair.

FCS 461 Practicum in Foods and Nutrition
3 hrs.

Selected practicum experience within a foods and/or nutrition related workplace. Prerequisites: family and consumer sciences major; consent of Department Chair.

FCS 536 The World of Fashion
2-6 hrs.

Intensified study in a major fashion market: merchandising, public relations, advertising, and career opportunities. May be repeated for a total of six hours. Prerequisites: 10 hours in clothing and textiles; or consent of instructor.

FCS 585 Topics in Family and Consumer Sciences
1-6 hrs.

Topics of special interest which may vary each time course is offered. Topic stated in current Schedule of Classes. Prerequisite: senior or graduate standing, and consent of instructor.

Department of Nursing

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

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

FACULTY *Associate Professors Armmer (chair); Assistant Professors Baylor, Brubaker, Bunten, Cluskey (associate chair), Cram, Erickson, Flannigan, Folse, Gard, Hinrichsen, Jackson, Ruthman.*

The Department of Nursing offers an undergraduate curriculum leading to a Bachelor of Science in Nursing (B.S.N.). Graduates of the program are eligible for licensure as a registered nurse (R.N.) upon successful completion of the National Council Licensure Examination (NCLEX-RN).

The purpose of the program is to prepare graduates for the beginning practice of professional nursing in a variety of settings. To achieve this purpose, a four-year educational program is provided which includes foundation, elective, and supporting courses in the humanities, the social sciences, the sciences, mathematics, and the theory and practice of nursing. The nursing major is concentrated at the upper division level. The Department of Nursing faculty believes that professional nursing responds to the needs of society by helping persons, families, and communities through therapeutic nursing care, which encompasses health teaching, health maintenance, and health promotion. The professional nurse uses clinical judgement to assist clients in achieving optimal health and adapting to altered states of health. The nursing courses provide for the acquisition of knowledge and the development of attitudes, skills, and values essential to professional nursing practice.

The objectives of the curriculum are to prepare graduates for (1) professional growth and advancement through acquired knowledge and experience; (2) graduate study in a major field of concentration in nursing; and (3) continuous personal growth and development.

The faculty of the Department of Nursing reserves the right to revise policies and course requirements based upon changes in accreditation, licensure, and nursing practice.

Admission

Applicants must meet the admission requirements of the University and of the Department of Nursing. A personal interview with a member of the faculty of the Department of Nursing is highly desirable before admission.

Instruction and Requirements

Instruction is provided in classrooms and laboratories on the campus and in a variety of health care agencies in the community. Clinical experiences (practicum) are planned and supervised by Department of Nursing faculty members.

In addition to the fees and expenses listed in the University catalog, students majoring in nursing are financially responsible for the purchase and maintenance

of uniforms, for certain practicum and laboratory supplies and materials, and for transportation between the campus and the community agencies where clinical experiences are provided.

Prior to enrollment in the first nursing course that includes a practicum, each student must show proof of

1. Liability insurance.
2. Immunity to rubeola (measles) by one of the following:
 - a. a rubeola (measles) immunization received in 1980 or later, or
 - b. written verification from a physician of having had the disease, or
 - c. a birth date prior to 1957.
3. Immunity to rubella (German measles) by one of the following:
 - a. written verification of having had the immunization, or
 - b. written verification of rubella titer.
4. Immunity to hepatitis B virus.
5. Tuberculin test (renewable annually).
6. Proof of current CPR (healthcare provider or professional rescuer) and first aid certification.

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

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

Graduation requirements include a course in statistics (MTH 111, QM 262, PSY 205, or ELH 510).

Students must maintain a 2.25 cumulative grade point average in order to enroll in nursing courses identified as "majors only."

Students must earn a grade of C or better in every required nursing course.

Students must earn a grade of C or better in BIO 200 and 203 Anatomy and Physiology and lab, BIO 205 Pathophysiology, and BIO 202 Microbiology.

Transfer students are evaluated for admission on an individual basis. A fifteen-year limitation on transfer credit will be imposed on courses in chemistry, physiology, microbiology, and nutrition.

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

Registered nurses may earn up to 31 semester hours of credit for prior learning by successful completion of the NLN Nursing Acceleration Challenge Examination (ACE) II. Following completion of NUR 300 and NUR 310 with a minimum grade of "C," the registered nurse student may enroll in required senior nursing courses.

Licensed practical nurses may earn credit for prior learning following successful completion of selected standardized examinations. Following completion of NUR 300 and NUR 310 with a minimum grade of "C," the licensed practical nurse student may enroll in required junior nursing courses.

Students majoring in nursing will pursue the following recommended curriculum:

Freshman Year

First Semester

COM 103 Oral Comm. Process	3
PSY 104 Principles of Psychology: Social Forces and Individual Behavior	3
CHM 149 Fund. of Gen. Chem.	4
BIO 121 Life Science I	3
General Education	3
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Second Semester

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

First Semester

^{1,2} BIO 200 Anatomy and Physiology	3
^{1,2} BIO 203 Anatomy and Physiology Lab	2
^{1,2} NUR 201 Individuals, Society, Health and Nursing (T)	3
^{1,2} NUR 211 Individuals, Society, Health and Nursing (P)	2
^{1,2} FCS 303 Nutrition	3
PSY 304 Developmental Psychology	3
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Second Semester

^{1,2} BIO 205 Pathophysiology	3
^{1,2} NUR 202 The Nursing Process: Adaptation of the Individual (T)	4
^{1,2} NUR 212 The Nursing Process: Adaptation of the Individual (P)	2
Elective or General Education	6
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Junior Year

First Semester

¹ NUR 301 The Nursing Process: Adaptation of the Family (T)	6
¹ NUR 311 The Nursing Process: Adaptation of the Family (P)	4
PSY 345 Abnormal Psychology	3
NUR 303 Research in Nursing	3
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Second Semester

¹ NUR 302 The Nursing Process: Adaptation of the Expanding Family (T)	6
¹ NUR 312 The Nursing Process: Adaptation of the Expanding Family (P)	4
Jr. English Composition	3
(ENG 300, 301, 304, 305, or 306)	
Elective or General Education	2
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¹ Registered nurses may receive credit by examination for these courses.

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

Senior Year

First Semester

NUR 401 The Nursing Process: Adaptation to Complex Health Situations (T)	5
NUR 411 The Nursing Process: Adaptation to Complex Health Situations (P)	5
Electives or General Education	5
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Second Semester

NUR 402 Nursing: Individuals, Society and Health (T)..	5
NUR 412 Nursing: Individuals, Society and Health (P)..	5
Electives or General Education	2
Statistics Requirement	3
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Course Descriptions

NUR 163 Health of the School Age Child
3 hrs.
 School health services and health education; emphasis on health promotion and prevention of health related problems. Recognition and management of common health problems of the school age child.

NUR 201 Individuals, Society, Health and Nursing (Theory)
3 hrs.
 Introduction to nursing. Concepts and theories of individuals, society and health. Nursing process as the basis for promoting wellness within the health care delivery system. Prerequisites: CHM 149, CHM 150, PSY 104, and SOC 100, or equivalents; majors only; sophomore standing. Corequisite: NUR 211 or consent of department chair.

NUR 202 The Nursing Process: Adaptation of the Individual (Theory)
4 hrs.
 Concepts and theories of individuals, society, health, and nursing, with emphasis on the individual's adaptive process through utilization of nursing process. Assisting the individual's adaptation to maintain health. Prerequisites: BIO 200 (with a minimum grade of C), BIO 203 (with a minimum grade of C), PSY 304, and FCS 303, or equivalents; NUR 201, 211; majors only. Corequisite: NUR 212 or consent of department chair.

NUR 211 Individuals, Society, Health and Nursing (Practicum)
2 hrs.
 Selected pre-practicum experiences correlated with theoretical content of NUR 201. Prerequisites: CHM 149, CHM 150, PSY 104, and SOC 100, or equivalents; majors only; sophomore standing. Corequisite: NUR 201 or consent of department chair.

NUR 212 The Nursing Process: Adaptation of the Individual (Practicum)
2 hrs.
 Selected practicum experiences correlated with theoretical content of NUR 202. Prerequisites: BIO 200 (with a minimum grade of C), BIO 203 (with a minimum grade of C), PSY 304, and FCS 303, or equivalents; NUR 201, 211; majors only. Corequisite: NUR 202 or consent of department chair.

NUR 217 Men's Health Issues**2 hrs.**

Biological, epidemiological, psychological, and sociological aspects of men's health. Specific preventive and health promotion activities for health problems.

NUR 219 Women and Health**3 hrs.**

Basic scientific and sociological knowledge related to women's health: social, emotional, and physiological components of selected health problems of women. Historical development of the health care system and social values as they relate to women and their health: evolution of health care today as it relates to women.

NUR 220 Alcohol: Use and Abuse**3 hrs.**

Development of alcohol as the most widely-used drug. Psychological and physiological effects on the person; effect on the family and society; therapeutic approaches to alcohol abuse.

NUR 221 Substance Abuse**3 hrs.**

Psychosocial and physiological impact of substance abuse on the individual, family, and society: self-awareness, culture, tolerance, withdrawal, and motivation.

NUR 233 Sexually Transmitted Diseases**1 hr.**

Common sexually transmitted diseases: social and physical factors affecting their occurrence; avoidance and treatment.

NUR 263 Introduction to Personal and Community Health**3 hrs.**

Introduction to health concepts and practices which affect individuals and groups in society.

NUR 300 Conceptual Bases for Professional Nursing (Theory)**3 hrs.**

Theories of nursing, professional roles, the nursing process, adaptation theory, nursing research, and societal influences on nursing and health. Prerequisites: Illinois LPN or RN licensure; consent of department chair.

NUR 301 The Nursing Process: Adaptation of the Family (Theory)**6 hrs.**

Impact of multiple internal and external forces affecting the individual's place on the health-illness continuum. Emphasis on application of nursing process to the individual and the family; bio-psycho-social adaptive responses. Prerequisites: BIO 202 or equivalent (with a minimum grade of C), NUR 202, 212; majors only; junior standing. Corequisite: NUR 311 or consent of department chair; PSY 345.

NUR 302 The Nursing Process: Adaptation of the Expanding Family (Theory)**6 hrs.**

Continuation of concepts begun in NUR 301, in relation to the expanding family. Prerequisites: NUR 301, 311; majors only. Corequisite: NUR 312 or consent of department chair.

NUR 303 Research in Nursing**3 hrs.**

Evaluation of published nursing research and its importance to the profession. Student uses steps of the research process in writing a research proposal. Use of the computer in nursing research correlated with study of the research process. Prerequisites: ENG 101; majors only; junior standing.

NUR 310 Conceptual Bases for Professional Nursing (Laboratory)**1 hr.**

Performance of a complete health assessment incorporating a health history, with faculty supervision. Prerequisites: junior standing; CPR certification; Illinois R.N. licensure; consent of department chair.

NUR 311 The Nursing Process: Adaptation of the Family (Practicum)**4 hrs.**

Selected practicum experiences correlated with theoretical content of NUR 301. Prerequisites: BIO 202 or equivalent (with a minimum grade of C); NUR 202, 212; majors only; junior standing. Corequisite: NUR 301 or consent of department chair; PSY 345.

NUR 312 The Nursing Process: Adaptation of the Expanding Family (Practicum)**4 hrs.**

Selected practicum experiences correlated with theoretical content of NUR 302. Prerequisites: NUR 301, 311; majors only. Corequisite: NUR 302 or consent of department chair.

NUR 333 International Nursing**3 hrs.**

Study of nursing in another country: nursing organizations and agencies, education programs, hospitals. Seminars in comparative nursing practices in the United States.

NUR 353 Aging: A Life Experience**3 hrs.**

Attitudes about the aged, historical perspectives, transcultural concepts, health problems and health care, methods of coping with growing old, and prospects for the future. Practical experiences promote examination of students' own attitudes about the aged and growing old. Prerequisite: junior/senior standing.

NUR 372 Safety and Emergency Care**3 hrs.**

Principles and techniques of emergency care for common injuries and illnesses. Environmental needs of individuals at various levels of maturity. Cardiopulmonary Resuscitation and First Aid cards awarded upon satisfactory completion.

NUR 376 Advanced Concepts in Health**3 hrs.**

Complex health problems and issues in contemporary society; various concepts, models, theories, and determinants of health. Multi-disciplinary approach for application to individual and professional situations. Prerequisite: NUR 263 or consent of instructor.

NUR 391 Medical Terminology**1 hr.**

Terminology used in all areas of medical and paramedical specialties. Emphasis on word building, techniques, and understanding typical medical reports. Cross listed as CHM 391. Prerequisites: 1 year college chemistry and 1 year college biology.

NUR 401 The Nursing Process: Adaptation to Complex Health Situations (Theory)**5 hrs.**

Emphasis on adaptation to complex health situations related to the individual, the family, and the community. Relationships of the individual and the family to health care systems, utilizing collaborative nursing roles. Prerequisites: NUR 302, 303, 312; BIO 205 (with a minimum grade of C); majors only; senior standing. Corequisite: NUR 411 or consent of department chair.

NUR 402 Nursing: Individuals, Society and Health (Theory)**5 hrs.**

Professional nursing roles in effecting change. Promoting high-level wellness through health legislation, health planning, and organizations planning health services. Accountable provision of quality health care through the nursing process, research, and leadership. Prerequisites: NUR 401, 411; majors only. Corequisite: NUR 412 or consent of department chair.

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

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

NUR 411 The Nursing Process: Adaptation to Complex Health Situations (Practicum)**5 hrs.**

Selected practicum experiences correlated with theoretical content of NUR 401. Prerequisites: NUR 302, 303, 312; majors only; senior standing. Corequisite: NUR 401 or consent of department chair.

NUR 412 Nursing: Individuals, Society and Health (Practicum)**5 hrs.**

Selected practicum experiences correlated with theoretical content of NUR 402. Prerequisites: NUR 401, 411; majors only. Corequisite: NUR 402 or consent of department chair.

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

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

NUR 419, 420 Independent Studies in Nursing**1-3 hrs.**

Individual study addressing special needs and interests: selected readings, observations, and conferences. Prerequisites: NUR 303; majors only; senior standing; consent of advisor and department chair.

NUR 500 Health Assessment**3-4 hrs.**

Systematic method for collecting data used in holistic health assessment of children and adults. Interviewing techniques for history taking; physical assessment skills. Prerequisites: R.N. with B.S. major in nursing; or R.N. with consent of instructor.

NUR 522 Seminar on Nursing and Public Policy**3 hrs.**

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

NUR 533 Seminar in International Nursing**3 hrs.**

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

Department of Physical Therapy

FACULTY Associate Professors Mays (chair), Strubhar; Assistant Professors S. Bertram, Hall, Neely, Peterson, Tippett; Instructor McGehee.

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

Mission

The mission of the Department of Physical Therapy 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 in the health care industry, and (2) graduate students to serve as physical therapist general practitioners.

Health Science Major

The health science major provides students with an excellent preparation for a master's degree program in physical therapy, as well as with multiple opportunities for entry-level positions in the health care industry. This is an "intercollegiate" program with classes taught by faculty from all five colleges at Bradley: Foster College of Business Administration, Slane College of Communications and Fine Arts, College of Education and Health Sciences, College of Engineering and Technology, and College of Liberal Arts and Sciences. (For course descriptions, see the catalog section for the department offering the course.)

The curriculum is designed to assist students in developing skills in communications and problem solving, acquiring knowledge and experience as health care consumers, as well as future health care industry employees, and accepting responsibility for pursuing learning over a lifetime. These skills are valuable for any position students may hold in the future.

Students also select a minor or concentration related to their interests. Sample areas are biology, business, chemistry, communication, computer science, physics, psychology, and sociology.

Admission Requirements

In addition to University and College of Education and Health Sciences requirements, the following are recommended for students to receive full consideration for admission to the health science major as a freshman:

1. a minimum of three years of high school mathematics and high school science (biology/physiology, chemistry, and physics are recommended);
2. ACT minimum score of 24 composite or SAT minimum score of 1100.

Opportunities

The faculty of the Department of Physical Therapy have worked with several hospitals to determine the qualifications they desire in applicants for certain positions. We have found that hospital administrators would like to have applicants with a general health science background as well as a specific area of concentration or minor. Sample concentrations or minors might include communications (patient manager, insurance case manager); computer science (information systems manager); business (business office, assistant to a development officer); science (research assistant); and engineering (research assistant or biomedical technician). Other minors may also serve health science majors well.

In addition, the health science major can be used as preparation for various graduate programs (e.g., physical therapy, occupational therapy, human service administration, community counseling). Graduate programs in these areas (except for occupational therapy) are offered at Bradley University.

Required Courses

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 310 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 Fundamentals of the Health Sciences	3 hrs.
HS/ETE 402 Educational Methods, Strategies, and Evaluation Techniques	3 hrs.
HS 460 Basic Science of Human Movement	3 hrs.
HS 480 Motion Analysis	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.

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

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

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

Sample Curriculum

Freshman Year

Fall Semester

BIO 123 Principles of Biology I	4 hrs.
CHM 161 General Chemistry I (Gen. Ed. FS)	4 hrs.
MTH 115 or 121 Calculus I (Gen. Ed. MA)	4 hrs.
COM 103 The Oral Communication Process (Gen. Ed. SP)	3 hrs.
HS 110 Introduction to Health Science	1 hr.
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	16 hrs.

Spring Semester

BIO 124 Principles of Biology II	4 hrs.
CHM 166 General Chemistry II	5 hrs.
ENG 101 English Composition (Gen. Ed. C1)	3 hrs.
SOC 100 The Sociological Perspective (Gen. Ed. SF)	3 hrs.
HS/FCS 220 Consumer Issues in Health Care	3 hrs.
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	18 hrs.

Sophomore Year

Fall Semester

BUS 100 Contemporary Business	3 hrs.
PHY 107 General Physics I (Gen. Ed. FS)	4 hrs.
NUR 217 Men's Health Issues or NUR 219 Women and Health	2-3 hrs.
PSY 103 or 104 Principles of Psychology	3 hrs.
Gen Ed (FA)	3 hrs.
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	15-16 hrs.

Spring Semester

PHY 108 General Physics II	4 hrs.
ELH 310 Statistical Procedures or PSY 205 Quantitative Methods	3 hrs.
Gen Ed (SF)	3 hrs.
PHL 102 Logic	3 hrs.
Gen Ed (WC)	3 hrs.
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	16 hrs.

Junior Year

Fall Semester

Minor Courses	5-6 hrs.
HS 320 Fundamentals of the Health Sciences	3 hrs.
Gen Ed (C2)	3 hrs.
BIO 200 Human Anatomy and Physiology	3 hrs.
BIO 203 Human Anatomy and Physiology Lab	2 hrs.
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	16-17 hrs.

Spring Semester

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

Senior Year

Fall Semester

Minor Courses	6 hrs.
HS/ETE 402 Educational Methods, Strategies, and Evaluation Techniques	3 hrs.
HS 480 Motion Analysis	3 hrs.
Elective	3 hrs.
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	15 hrs.

Spring Semester

Minor Course	3 hrs.
ELH 370 Human Relations Development	2 hrs.
ELH 375 Human Relations Development Lab	1 hr.
HS 460 Basic Science of Human Movement	3 hrs.
Elective	3 hrs.
Gen Ed (HL or HP)	3 hrs.
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	15 hrs.

Course Descriptions

HS 110 Introduction to Health Science

1 hr.

Health care professions, terminology, concepts in health science, and basic knowledge and skills of those in health science. Prerequisite: HS major or consent of Department Chair.

HS 220 Consumer Issues in Health Care

3 hrs.

Possible care obtained, level of health care, and how to access care for persons from birth to death. Cross listed as FCS 220. Prerequisite: HS 110 and HS major or consent of a cross-listed Department Chair (PT, FCS).

HS 320 Fundamentals of the Health Sciences

3 hrs.

The practical applications of biology, chemistry, and physics in the health sciences. Prerequisites: BIO 123, 124; CHM 161, 166; PHY 107, 108; HS major or consent of Department Chair.

HS 402 Educational Methods, Strategies, and Evaluation Techniques

3 hrs.

Designed to increase theoretical knowledge and practical skill for teaching persons with different learning styles. Classroom experiences include a focus on methods, strategies, and evaluation techniques to meet different learning styles. Cross listed as ETE 402. Prerequisite: HS or ETE major or consent of instructor.

HS 425 Independent Study

1-3 hrs.

Individual study and investigations through selected readings, discussion, and/or written assignment(s). May be repeated up to a total of three hours. Prerequisite: health science major and/or permission of the Department of Physical Therapy chair.

HS 460 Basic Science of Human Movement

3 hrs.

Basic science principles and functional applications that govern function of normal musculoskeletal system. Prerequisite: HS major or consent of PT Department Chair.

HS 480 Motion Analysis

3 hrs.

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