

# 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 Antole Crowe, Finson, Kasambira, Morrow (chair), Sattler (dean); Associate Professors Chrosniak, Grant, Johnson, Manos, McMullen, Wolfe; Assistant Professors Arquette, Britner, Huffman, Lee, Nugent, Pardieck, Peterson.

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

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

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

The majors in early childhood education and elementary education require an area of concentration in the College of Liberal Arts and Sciences or Slane College of Communications and Fine Arts. *Students must consult with their advisors for details on the area of concentration.*

Although the programs in teacher education are designed to meet State of Illinois requirements, graduates will find that they are eligible for certification in a variety of states in addition to Illinois. Currently 36 states have signed the Interstate Certification Agreement with Illinois and will issue a comparable entry-level certificate for elementary, early childhood, high school, or special education graduates. Students must consult with the certification officer for details. All programs are approved by the Illinois State Board of Education, and the unit is accredited by the National Council for Accreditation of Teacher Education (NCATE).

## Advancement to Degree Candidacy Required

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

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

## Student Teaching

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

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

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

Although students are assigned an academic advisor, the ultimate responsibility for meeting the program 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.

### Illinois Certification Tests Required

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

## Second Teaching Certificates

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

as to whether it meets the requirements of the course. A minimum of 12-16 semester hours, plus student teaching, must be completed at Bradley University. No Ds in education coursework are allowed. Passage of all applicable state certification tests is required for certification. Address questions to the certification officer.

## Early Childhood Education Majors

(birth through grade three)

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

### Professional Education Program Requirements

#### Communication Skills

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

#### Mathematics

+*ETE 107 Conceptualizing Math for Teachers I .....	3
Gen. Ed. Math .....	3

#### Science

A minimum of 12 hours, including coursework in at least three of these disciplines: biology, chemistry, earth science, or physics. Six hours taken below the 300 level are used to meet the General Education requirement in Science. Coursework must include at least one laboratory science.

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

#### Humanities

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

#### Social Studies

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

#### Other

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

Total 48

### Professional Education Requirements

ETE 115 Schools and Schooling in American Society .....	3
ETE 197 Music in the P-8 Schools .....	1
ETE 198 Movement in the P-8 Schools .....	1
ETE 199 Art in the P-8 Schools .....	1
ETE 201 The Early Childhood Education Profession: Roles, Responsibilities, & Experiences .....	4
ETE 205 Effective Teaching Strategies .....	3
ETE 225 Human Development .....	4
ETE 233 Early Intervention .....	3
ETE 234 Language Development .....	3
ETE 260 Children's Literature .....	3

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

†Counts as part of the Education GPA.

ETE 280 Exploring Diversity: Learners, Families, and Communities .....	3
ETE 300 Emergent Literacy: Reading and Writing Across the Curriculum .....	3
ETE 304 Early Childhood Novice Teaching .....	4
ETE 342 Guiding Learners and Developing Classroom Communities .....	3
ETE 343 Early Childhood Methods .....	6
ETE 443 Early Childhood Assessment .....	3
ETE 467 History & Philosophy of Early Childhood Education: An Analysis .....	3
ETE 497 Student Teaching/Early Childhood Internship ..	13
Total	64
Area of Concentration Electives	21
Grand Total	133

## Elementary Education Majors

(Grades K-9)

### Professional Education Program Requirements

#### Communication Skills

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

#### Mathematics

+*ETE 107 Conceptualizing Math for Teachers I .....	3
+*ETE 108 Conceptualizing Math for Teachers II .....	3
Gen. Ed. Math .....	3

#### Science

A minimum of 12 hours, including coursework in at least three of these disciplines: biology, chemistry, earth science, or physics. Six hours taken below the 300 level are used to meet the General Education requirement in Science. Coursework must include at least one laboratory science.

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

#### Humanities

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

#### Social Sciences

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

#### Other

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

Total 51

### Professional Education Requirements

ETE 115 Schools and Schooling in American Society .....	3
ETE 116 Field Experience - Schools and Schooling .....	1
ETE 197 Music in the P-8 Schools .....	1
ETE 198 Movement in the P-8 Schools .....	1
ETE 199 Art in the P-8 Schools .....	1
ETE 205 Effective Teaching Strategies .....	3
ETE 225 Human Development .....	4
ETE 227 Development of Early Adolescent (optional) ..	(3)

ETE 228 Strategies for Middle School Instruction (optional) .....	(3)
ETE 260 Children's Literature.....	3
ETE 280 Exploring Diversity: Learners, Families and Communities .....	3
ETE 306 Novice Teaching K-8.....	4
ETE 325 Methods of Teaching Reading K-8 .....	3
ETE 330 Curricular Adaptations for Learners with Exceptionalities .....	3
ETE 335 Methods of Teaching Social Studies K-8 .....	2
ETE 336 Methods of Teaching Science K-8.....	2
ETE 339 Methods of Teaching Mathematics K-8.....	3
ETE 342 Guiding Learners and Developing Classroom Communities.....	3
ETE 353 Methods of Teaching Language Arts K-8 .....	3
ETE 490 Student Teaching Professional Portfolio .....	1
ETE 498 Student Teaching K-8 .....	13
Total .....	59
Area of Concentration Electives .....	21
Grand Total .....	131

## Special Education Approval

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

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

## Middle School Endorsement

For those 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 Development of the Early Adolescent.....	3
ETE 228 Strategies for Middle School Instruction .....	3
Plus an 18-hour subject concentration.	

## Change of College and Curriculum

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

\*One of these must satisfy FS requirement.

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

†Counts as part of the Education GPA.

## Areas of Concentration

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

### English

Foundational English (12 hours selected from these options):

- Creative Writing (ENG 207)
- Surveys of American/British Literature (ENG 233, 235, 237, 239)
- Introduction to Literary Studies (ENG 270)
- Language Study (3 hours)
- Introduction to Language (ENG 311)
- Grammar (ENG 312)
- Adolescent Literature (3 hours)
- Young Adult Literature (ENG 320)
- Writing (3 hours)

One additional course in creative writing or an advanced writing course beyond General Education Requirements.

Nine hours of this course of study must be upper division hours in addition to any 300-level course taken to meet the General Education Requirements.

### Foreign Language (French, German or Spanish)

Minimum 21 hours with at least 9 hours at the 300 level or above.

The appropriate foreign language courses numbered 201, 202, 303, 304

Nine hours of electives, which may include the appropriate language course numbered 102.

### General Science

A minimum of 12 hours must be at the 300 level or above.

One 300-level course each beyond the general education requirement in biology, physics, chemistry and earth science.

The concentration must include the equivalent of at least 3 hours of labs.

The major program, including general education and other program requirements, must include a minimum of 32 hours of science.

A minimum of 12 hours of the hours taken in the concentration, beyond the general education requirement, will be from one of the four areas: biology, physics, chemistry or earth science.

## Math

Minimum 21 hours with at least 9 hours at the 300 level or above.

MTH 111 (may be used for general education requirement)

MTH 190

Three courses from: MTH 105 (or 207), MTH 109 (or 112), MTH 115 (or 121), MTH 116 (or 122), MTH 120, or a second topic in MTH 190.

MTH 300 (Topics course rotating among geometry, algebra and number theory, and history of mathematics) repeated for 9 hours in 3 different areas.

## General Social Studies

Minimum 21 hours with at least 9 hours at the 300 level or above.

One course each from the following areas:

- Political Science (PLS 202, 205 or 208)
- US History (HIS 203, 204 or 300)
- World History
- Economics (ECO 100 or 313)
- Sociology (SOC 300, 312, 313, 314 or 315)

Plus 6 hours of electives in one of these four disciplines: political science, history, sociology or economics.

The 21 hours required for this concentration are in addition to the General Education requirements of PLS 105 and Non-Western studies (HIS 336 or 337) to meet General Education requirements.

## Fine Arts

Minimum 21 hours with at least 9 hours at the 300 level or above.

Appreciation (6 hours) two from list beyond Fine Arts  
General Education requirement: ART 131, MUS 109, THE 121, THE 131

History (6 hours) one course from two of the following areas:

- Art (ART 140, 142, 243, 245, 250, 260, 270, 280, 290, 350, 360, 470)
- Music (MUS 203, 235, 236, 335, 336)
- Theater (THE 336, 337, 338)

Six hours of performance or production courses from studio arts, music performance and theater performance and production, including but not limited to THE 115 and THE 125.

CFA 421 Art and the Creative Imagination (3 hours)

## Secondary Education

(grades 6-12)

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

### Secondary (6-12):

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

### Special K-12

Art  
Music  
French  
German  
Spanish

## Requirements for Secondary Teaching Certificates

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

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

To satisfy the State of Illinois mandates, which add clinical field experiences prior to student teaching for programs leading to certification, students will be required to enroll in pre-clinical experience courses.

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

### General Education Requirements

#### Communication Skills

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

#### Mathematics

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

#### Science

Electives ..... 6-8  
Science or math elective (if B.S.) ..... (3-6)  
[hours counted above]

#### Humanities

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

#### Social Science

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

\* One of these must satisfy FS requirement.

†Counts as part of the Education GPA.

**Other**

+ETE 100 Technology Applications.....	1
Health/Physical Development .....	3
(FCS 203; NUR 163, 220, 221, 263, 376)	
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Total	52-54

## 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 Development of the Early Adolescent (optional).....	3
ETE 228 Strategies for Middle School Instruction (optional) .....	3
ETE 280 Exploring Diversity: Learners, Families, and Communities .....	3
ETE 342 Guiding Learners and Developing Classroom Communities.....	3
ETE 350 Topics: Methods of Teaching Middle School Math (optional).....	3
ETE 360 Teaching Reading in the Content Field .....	3
ETE 370 General Secondary Methods I.....	3
ETE 371 General Secondary Methods II.....	3

**Special Methods:**

**Choose course appropriate to student's major.**

ETE 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 490 Student Teaching Professional Portfolio .....	1
ETE 499 Student Teaching in the Secondary School.....	10 or 13
—	
Total	38-48
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**

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

Total General Education	46
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+Counts as part of the Education GPA.

**Professional Education Requirements**

ETE 115 Schools and Schooling in American Society.....	3
ETE 116 Field Experience—Schools and Schooling in America .....	1
ETE 225 Human Development .....	4
ETE 280 Exploring Diversity: Learners, Families and Communities .....	3
ETE 342 Guiding Learners and Developing Classroom Communities.....	3
ETE 351 Elementary School Music for Music Majors.....	3
ETE 352 Secondary School Music.....	3
ETE 360 Teaching Reading in the Content Field .....	3
ETE 381 Field Experience in Elementary Music Teaching .....	1
ETE 382 Field Experience in Secondary Music Teaching .....	1
ETE 490 Student Teaching Professional Portfolio .....	1
ETE 498 Student Teaching K-8 .....	7
ETE 499 Student Teaching in the Secondary School .....	7
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Total Professional Education	40

**Other:**

ETE 100 Technology Applications .....	1
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## Art Education

(K-12)

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

**General Education Requirements**

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

Total General Education	46
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**Professional Education Requirements**

ETE 100 Technology Applications .....	1
ETE 115 Schools and Schooling in American Society.....	3
ETE 116 Field Experience—Schools and Schooling in American Society .....	1
ETE 205 Effective Teaching Strategies .....	3
ETE 225 Human Development .....	4
ETE 280 Exploring Diversity: Learners, Families, and Communities .....	3
ETE 342 Guiding Learners and Developing Classroom Communities.....	3
ETE 360 Teaching Reading in the Content Field .....	3
ETE 371 General Secondary Methods II.....	3
ETE 380 Novice Teaching in a K-12 School.....	2
ETE 386 Methods of Teaching K-12 Art .....	3
ETE 490 Student Teaching Professional Portfolio .....	1
ETE 499 Student Teaching in Secondary School.....	10-13
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Total	40-43
Major hours (minimum)	32

## Foreign Languages Education

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

### General Education Requirements

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

Total General Education 44-47

### Professional Education Requirements

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

Total 40-43

### Other:

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

### ACTFL Test Required for Foreign Language Majors

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

## Special Education Approval

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

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

Total 18

## Special Education

(ages 3-21)

Students in special education have the option of majoring in the Learning Behavior Specialist I (LBS I) program or the Learning Behavior Specialist I - Elementary Education (LBS I - ELED) program.

Upon graduation the special education major is eligible for State of Illinois teacher certification as a special

education teacher (Ages 3-21) with an endorsement in LBS I. Students majoring in special education and elementary education will be eligible for State of Illinois teacher certification as a special and elementary educator.

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

1. To act as an advocate for exceptional children and youth and programs designed to educate them.
2. To understand the philosophical, historical, and legal foundations of special education.
3. To comprehend how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provide opportunities that support the intellectual, social, and personal development of all students (ages 3-21).
4. To know the educational assessment process and use various assessment strategies to support the continuous development of all students, ages 3-21.
5. To create instructional opportunities that are adapted to diverse learners and learning styles and are based on knowledge of the discipline, student, community, and curriculum goals.
6. To motivate individuals and groups to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. To understand the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).
8. To use knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students.
9. To conceive teaching as a profession, maintain standards of professional conduct, and provide leadership to improve students' learning and well-being.
10. To become reflective practitioners who continually evaluate how choices and actions affect students, parents, and other professionals in the learning community and actively seek opportunities to grow professionally.

### Communication Skills

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

### Mathematics

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

### Science

Biology .....	3-4
Physical Science .....	3-4
Science lab course (if needed) .....	1
300-level Science .....	3
Science or math elective .....	3

### Humanities

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

<b>Social Science</b>	
American Government (PLS 105).....	3
Western Civilization (CIV 100) .....	3
PSY 104.....	3
<b>Other</b>	
+ETE 100 Technology Applications.....	1
Health/Physical Development .....	3
(FCS 203; NUR 163, 220, 221, 263, 376)	
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Total	50

**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 Methods of Teaching Reading K-8 .....	3
ETE 335 Methods of Teaching Social Studies K-8 .....	3
ETE 336 Methods of Teaching Science K-8.....	3
ETE 339 Methods of Teaching Mathematics K-8.....	3
ETE 353 Methods of Teaching Language Arts K-8.....	3
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Total	29

**Special Education**

ETE 234 Language Development .....	3
ETE 342 Guiding Learners and Developing Classroom Communities.....	3
ETE 241 American Sign Language I (optional).....	3
ETE 401 Secondary Special Education .....	3
ETE 525 Including Learners with Exceptionalities .....	3
ETE 543 Assessment and Evaluation Procedures for Learners with Exceptionalities .....	3
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Total	15

**Learning Behavior Specialist I**

ETE 327 Characteristics of Emotional and Learning Disabilities .....	3
ETE 329 Methods for Emotional and Learning Disabilities .3	
ETE 330 Curriculum Adaptations for Learners with Exceptionalities .....	3
ETE 331 Assistive Technology .....	3
ETE 390 Characteristics of Developmental Disabilities .3	
ETE 391 Methods for Students with Developmental Disabilities .....	3
ETE 392 Novice Teaching for LBS I.....	4
ETE 496 Student Teaching for LBS I K-8 .....	13
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Total	79

Grand total for LBS I major 129

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

Students can choose to take either Humanities-Lit (HL) or Humanities-Phil (HP)

Science Elective .....	3
EFE 260 Children's Literature .....	3
ETE 392 or ETE 306 Novice Teaching for LBS I or PreK-8 .....	4

**Special Requirement:** For students who choose ETE 306 Novice Teaching PreK-8, field experiences in ETE 116 and ETE 225 must be completed in special education

settings. For students who choose ETE 392 Novice Teaching for LBS I, field experiences in ETE 116 and ETE 225 must be completed in elementary education settings.

ETE 496 Student Teaching for LBS I & PreK-8.....	13
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Grand total for LBS I - ELED major	130

**Early Childhood Special Education Approval**

For those special education students interested in obtaining the State of Illinois early childhood special education approval, which would enable the graduate to teach in preschool handicapped programs with children up to six years of age, the following courses are required in addition to the major. (These course are built into the Early Childhood Education program, so these students will be entitled to this approval upon graduation.)

ETE 233 Early Intervention.....	3
ETE 443 Early Childhood Assessment .....	3
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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 Conceptualizing Math for Teachers I 3 hrs.**  
Basic principles, concepts, and relationships of primary through middle school mathematics. Emphasis on conceptual understanding of mathematical principles. Focus on problem solving, analysis, and representation of concepts, communicating understanding and reasoning related to mathematics commonly taught from elementary through middle school curriculum including: set theory, patterns, variables, functions, numeration systems, whole number operations, measurements, and basic geometric concepts.

**ETE 108 Conceptualizing Math for Teachers II 3 hrs.**  
Basic principles, concepts, and relationships of primary through middle school mathematics. Emphasis on conceptual understanding of mathematical principles. Focus on problem solving, analysis, and representation of concepts, communicating understanding and reasoning related to mathematics commonly taught from elementary through middle school curriculum including: integers, rational numbers, ratios, proportions, percents, probability, statistics, geometric relationships, and algebraic relationships. Prerequisites: ETE 107.

**ETE 115 Schools & Schooling in American Society 3 hrs. (Gen. Ed. SF)**  
American system of schools and schooling. How the system evolves from and impinges upon society, within historic and theoretical constructs. How the system inter-relates with other social institutions and forces.

**ETE 116 Field Experience – Schools and Schooling in American Society 1 hr.**  
25 hours of directed observations in the school setting. Weekly seminar. Pass/Fail. Prerequisite: ETE 115 or concurrent enrollment.

- ETE 197 Music in the P-8 Schools** 1 hr.  
Content and pedagogy for music in grades P-8 to meet the needs of diverse learners. Introduction to including music in the regular classroom using traditional methods and newer technologies.
- ETE 198 Movement in the P-8 Schools** 1 hr.  
Content and pedagogy for movement in grades P-8 to meet the needs of diverse learners. Introduction to including movement in the regular classroom to enhance teaching of the curriculum and to promote physical well-being.
- ETE 199 Art in the P-8 Schools** 1 hr.  
Content and pedagogy for art in grades P-8 to meet the needs of diverse learners. Introduction to including art in the regular classroom using traditional methods and newer technologies.
- ETE 201 The Early Childhood Profession: Roles, Responsibilities, and Experiences** 4 hrs.  
Meeting the care and education needs of children from birth through age 8. Career opportunities, roles, and responsibilities. Participants complete a 25-hour clinical experience in a variety of settings, which includes child observation techniques and documentation.
- ETE 205 Effective Teaching Strategies** 3 hrs.  
Lesson and unit planning; models of teaching instructional management, including grouping and assessment; teachers' roles in leadership, decision making, and change processes. Prerequisite: ETE 115 and ETE 225 or concurrent enrollment.
- ETE 220 Field Experiences** 1-4 hrs.  
25 clock hours of directed observations per semester hour. These field experiences may be used to meet the requirements for students majoring in early childhood, elementary, special or secondary education. Pass/Fail. May be repeated for a maximum of 4 hours. Prerequisites: Consent of instructor and department chair.
- ETE 222 Gifted Education in American Schools: Foundations and Future** 3 hrs.  
Philosophy, concepts and testing procedures in gifted education. Students will investigate legal issues and programmatic evaluation for gifted education programs. Additionally, materials, curriculum design, and classroom methods will be introduced. The gifted learner's cognitive, socio-emotional, and talent development will be explored.
- ETE 223 Gifted Education Strategies & Practicum** 3 hrs.  
Field experience in gifted education grades K-9; 20 clock hours in Bradley University Gifted and Talented Summer Institute. In addition 16 hours of in-class instruction of materials and strategies unique to gifted learners will be required. Prerequisite: ETE 222
- ETE 225 Human Development** 4 hrs.  
Development and growth of the whole individual from conception to adulthood, with emphasis on young children. Physiology of learning and the interactive nature of the teaching/learning process. Developmental and cultural appropriateness in meeting individual needs, with an emphasis on acknowledging and accommodating exceptional ability and diversity. Cultural, ethnic, socioeconomic, individual, and social contexts of development. Parent-child interaction. Socio-cultural issues affecting development (e.g., divorce, maltreatment, drug abuse). In-depth study of an individual learner, that includes a 25-hour clinical experience.
- ETE 227 Development of the Early Adolescent** 3 hrs.  
Physiological, psychological, and social/emotional characteristics and needs of the early adolescent (ages 11-15). Implications for the middle school teacher. Issues-based, problem-solving format. Prerequisite: ETE 225 or consent of instructor. For Elementary Education Majors: ETE 205 and 225 or consent of instructor.
- ETE 228 Strategies for Middle School Instruction** 3 hrs.  
Philosophy, concepts, and procedure related to organizational structure, curriculum, teaching strategies, and assessment in the middle school. Prerequisite: ETE 225 or consent of instructor. For Elementary Education majors: ETE 205 and 225 or consent of instructor.
- ETE 233 Early Intervention** 3 hrs.  
Providing developmentally and culturally appropriate activities to infants and young children with special needs. History and evolution of early intervention services, teaming, collaboration, service coordination, development of Individualized Family Service Plans and Individualized Educational Plans, adaptation of curriculum, instructional models that promote interaction and independence, inclusionary programs, transitional planning. Prerequisites: ETE 225
- ETE 234 Language Development** 3 hrs.  
Language acquisition theory and processes, stages of language development, verbal and non-verbal communication. Emphasis on language differences and diversity, including minority groups, language disorders, and English as a second language. Planning opportunities supporting language use in its various forms to enrich further development. Prerequisites: ETE 225.
- ETE 245 American Sign Language I** 3 hrs.  
General introduction to sign language of the deaf; information regarding the culture of the deaf. Finger spelling and signing skills, which enable signing at a conversational level both receptively (seeing and understanding) and expressively (signing). Available to students from any major throughout the university.
- ETE 246 American Sign Language II** 3 hrs.  
Provides an intermediate level of American Sign Language skills; further information regarding the culture of the deaf. Students will refine finger spelling and signing skills with an emphasis on the comprehension and expression of real-life events. Available to students from any major throughout the university. Prerequisite: ETE 245 or equivalent.
- ETE 250 Independent Study** 1-3 hrs.  
Student selects subject of study with consent of instructor. May be repeated for a maximum of 6 hours credit. Prerequisites: consent of department chair and dean of College of Education & Health Sciences.
- ETE 260 Children's Literature** 3 hrs.  
Types, genres, authors, and illustrators of books for children from birth through middle school. Emphasis on literature response activities; planning and assessing a literature-based curriculum. Analysis of current trends, issues, and the impact of children's literature.
- ETE 280 Exploring Diversity: Learners, Families, and Communities (Gen. Ed. CD)** 3 hrs.  
The socialization and enculturation of learners in the context of their families, communities, and cultures. Awareness, acceptance, and appreciation of diversity, whether resulting from cultural or ability differences. Emphasis on the teacher's role in involving, educating, and commu-

nicating 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 343

**ETE 306 Novice Teaching K-8** 4 hrs.

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

**ETE 320 Practicum in Education** 1-4 hrs.

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

**ETE 325 Methods of Teaching Reading K-8** 3 hrs.

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

**ETE 327 Characteristics of Emotional and Learning Disabilities** 3 hrs.

Characteristics of learners with emotional and learning disabilities. Theorists and models used in the field of emotional and learning disabilities. Current literature: DMS IV TR, identification and placement, educational programming, and available resources for learners with mild to moderate emotional and learning disabilities. Current legislation and new perspectives on mental well-being of learners. Prerequisites: ETE 205 or concurrent enrollment; ETE 225; PSY 104 or equivalent.

**ETE 329 Methods for Students with Emotional and Learning Disabilities** 3 hrs.

Methods and techniques for use with children and adolescents with emotional and learning disabilities in elementary, secondary and special education classrooms (ages 3-21). Helping process, communication skills, and interpersonal skills are covered. Emphasis on analysis of classroom situations and application of theories and educational techniques to create positive learning environments for learners with mild to moderate emotional and learning disabilities. To ensure that students will become educational leaders and informed decision makers, teaching strategies in basic skills, metacognition, study skills, and social skills will be addressed. Prerequisites: ETE 327; advancement to degree candidacy in the department.

**ETE 330 Curricular Adaptations for Learners with Exceptionalities** 3 hrs.

The purpose of this course is to facilitate student knowledge and performance as they relate to developing and adapting curriculum materials for learners with various exceptionalities. These exceptionalities include, but are not limited to, issues associated with learning disabilities, developmental disabilities, emotional/behavioral disorders, physical and health impairments, traumatic brain injury, and cultural barriers. Prerequisites: ETE 205 or concurrent enrollment; ETE 225.

**ETE 331 Assistive Technology for Individuals with Special Needs** 3 hrs.

This course addresses the assistive technology evaluation, selection, and application process for individuals with disabilities in school, the workplace, and the community. Emphasis is placed on assessment of the individual, environment, and tasks required of the individual prior to evaluation of technologies and adaptations that enable the individual to function as fully as possible in daily life. Prerequisites: ETE 205 or concurrent enrollment; ETE 225.

**ETE 335 Methods of Teaching Social Studies K-8** 3 hrs.

Content and methods of teaching social studies in the elementary grades. Prerequisite: advancement to degree candidacy in the department.

**ETE 336 Methods of Teaching Science K-8** 3 hrs.

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

**ETE 339 Methods of Teaching Mathematics K-8** 3 hrs.

Emphasis on teaching strategies, materials, and organizational plans related to the K-8 mathematics curriculum. Focus on active involvement of students in the learning process. Prerequisites: advancement to degree candidacy in the department. For elementary education majors: ETE 108 or concurrent enrollment.

**ETE 342 Guiding Learners and Developing Classroom Communities** 3 hrs.

Facilitation of a learner-centered curriculum that features developmentally and culturally appropriate practices that nourish learners' natural curiosity, develop problem-solving skills, acknowledge and accommodate exceptionality and diversity, and support a sense of community. Theories of guidance examined relative to establishing a caring and trusting environment where learners feel valued and respected and can be productive. Prerequisite: advancement to degree candidacy in the department.

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

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

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

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

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

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

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

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

**ETE 353 Methods of Teaching Language Arts K-8 3 hrs.**

Content and methods of teaching language arts in the elementary grades. Emphasis on curriculum integration and interdisciplinary teaching. Prerequisite: advancement to degree candidacy in the department.

**ETE 360 Teaching Reading in the Content Field 3 hrs.**

Teaching strategies to address diverse learning needs that enhance understanding in the content field. Prerequisite: advancement to degree candidacy.

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

Introduction to the secondary teaching profession. Historical, philosophical, and curricular variants unique to the secondary school. Prerequisite: 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 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 380 Novice Teaching in a K-12 School 2 hrs.**

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

**ETE 381 Field Experience in Elementary Music Teaching** 1 hr.

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

**ETE 382 Field Experience in Secondary Music Teaching** 1 hr.

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

**ETE 386 Methods of Teaching K-12 Art** 3 hrs.

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

**ETE 387 Methods of Teaching K-12 Foreign Language** 3 hrs.

Content and pedagogy of K-12 foreign language. Designing and implementing foreign language instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodation of exceptionality and diversity, and developmentally and culturally appropriate practice. Prerequisites: advancement to degree candidacy in the department; ETE 371. Corequisite: ETE 380.

**ETE 390 Characteristics of Developmental Disabilities** 3 hrs.

Mental retardation and developmental disabilities, autism, traumatic brain injury, orthopedic, or other health impairments from educational, medical, and sociological perspectives. Continuum from mild to severe/profound; impact of degree of disability on all aspects of learning and life adjustment. Prerequisites: ETE 205 or concurrent enrollment; ETE 225.

**ETE 391 Methods for Students with Developmental Disabilities** 3 hrs.

Strategies for planning and teaching groups or individual students with exceptionalities (i.e. mental retardation, autism, traumatic brain injury, orthopedic, or other health impairments). Emphasis on development of Individualized Education Programs, assessment, curriculum in the psychomotor, cognitive, and affective domains, transition planning, and adaptations for inclusion. Prerequisites: advancement to degree candidacy in the department; ETE 390.

**ETE 392 Novice Teaching for LBS I** 4 hrs.

Supervised teaching experience in special education setting. Majors required to spend 5 days per week for 5 weeks in a Learning Behavior Specialist I classroom. Pass/Fail. Prerequisite: Advancement to degree candidacy

in the department. One of ETE 329, 391, or 401 or concurrent enrollment.

**ETE 401 Secondary Special Education** 3 hrs.

Skills to plan, implement, and evaluate educational programs for early and later adolescent students needing special education services in middle, junior, or high school situations. Emphasis on a developmentally sequenced planned curriculum, including basic academic skills, prevocational and vocational skills, as well as work study programs. Current issues and trends: inclusion of the middle, junior, or high school student in the least restrictive environment, life planning, consumer education, personal and social adjustment, appropriate individualized instruction, secondary group instruction, and independent living skills. Prerequisite: Advancement to degree candidacy in the department.

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

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

**ETE 430 Readings in Elementary Education** 1-3 hrs.

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

**ETE 443 Early Childhood Assessment** 3 hrs.

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

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

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

**ETE 490 Student Teaching Professional Portfolio** 1 hr.

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

**ETE 496 Student Teaching for LBS I and K-8** 10-13 hrs.

Teaching experience in a Learning Behavior Specialist I classroom. Teacher responsibilities: long-term planning, facilitating small and large group learning. Self-reflection with a focus on professional growth and completion of professional teaching portfolio. Weekly seminar. Pass/Fail. Prerequisites: Advancement to degree candidacy in the department; ETE 325, 327, 329, 330, 331, 335, 336, 339, 342, 353, 390, 391, 392, 401; grade point average of 2.50 overall and 2.50 in professional education courses; current certification of freedom from TB; approval of department chair. Corequisite: ETE 490.

**ETE 497 Student Teaching in Early Childhood 13 hrs.**

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

**ETE 498 Student Teaching K-8 7-13 hrs.**

Placement in Peoria-area classrooms, schools, and learning centers for a full semester. Instructional planning and implementation in elementary or middle school learning environments. Teacher responsibilities: long-term planning, implementing an integrated curriculum, facilitating small- and large-group learning, developing an informal assessment plan. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Repeatable to a maximum of 20 hours for those students seeking LBSI/ELED certification. Prerequisites: advancement to degree candidacy in the department; ETE 306, 325, 330, 335, 336, 339, 342, 353; gradepoint average of 2.50 overall, 2.50 in area of concentration, and 2.50 in professional education courses; current certification of freedom from TB; approval of Department Chair. Corequisite: ETE 490

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

Placement in Peoria-area classrooms. Instructional planning and implementation in secondary or middle school learning environments. Teacher responsibilities: long-term planning, facilitating small- and large-group learning. Weekly seminar. Pass/Fail. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, completed prerequisites, and evidenced fitness for entering the teaching profession. Enrollment is for 10 credit hours with a 10-week experience or 13 credit hours with a 16-week experience. Students should consult subject area advisors for subject area pre-student teaching requirements. Prerequisites: advancement to degree candidacy in the department; completion of 2/3 of hours in teaching field; ETE 342, 360, 370, 371, 379, and the methods course appropriate to the student teacher's teaching area (or for music education majors only, ETE 351, 352, 381, 382); gradepoint averages of 2.50 overall, in professional education courses, and in the teaching field(s); current certification of freedom from TB; approval of Department Chair. Corequisite: ETE 490.

**ETE 506 Reading in the Content Fields 3 hrs.**

Instructional and reading strategies to enhance students' comprehension.

**ETE 513 Educational Software Design 3 hrs.**

The design and construction of educational software that is based upon sound educational theory and

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

**ETE 525 Including Learners with Exceptionalities 3 hrs.**

Legal, psychological, and social impact of various disabilities, including learning disabilities, for education and life planning of included learners with exceptionalities. Psychological and educational characteristics, needs, services, regulations, and laws discussed. Includes needs of learners who are intellectually gifted and talented and have other special needs. Prerequisite: advancement to degree candidacy in the department.

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

Diagnostic processes for learners with exceptionalities, pre-school through high school. Screening, formal and informal assessment, and evaluation techniques. Practice in test administration, scoring, evaluation, individualized educational programs (IEPs).

**ETE 544 Remedial Reading 3 hrs.**

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

**ETE 550 Independent Study 1-3 hrs.**

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

**ETE 551 Technology Applications 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 554 Characteristics of and Curricular Development for Learners who are Gifted 3-6 hrs.**

Class will focus on all aspects of the gifted learner: cognition, psycho-social, affective, and talent development. Field placement requires curriculum design, testing procedures, identification, and direct instruction of gifted learners. Additionally, National Board Certification methodology will be utilized. Repeatable for a maximum of six hours.

**ETE 560 Testing in Reading 3 hrs.**

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

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

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

## Annual Institutional Title II Report: Program Year 2003-2004

Congress has 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 enclosed report was prepared in compliance with the Title II requirement and is being distributed to interested parties. We are very proud of our graduates' performance on the certification tests.

### Teacher Preparation Programs

Bradley University offers 17 baccalaureate programs leading to state teacher certification and one graduate-level certification program.

### Student Characteristics

Most undergraduates (84.4 percent) are of traditional college age, 93.0 percent attend full-time and 84.1 percent are Illinois residents. Nine percent of all students are minority students. The average ACT score for fall 2003 freshmen was 25.1. Undergraduate enrollment is 5305. Graduate enrollment is 832. Total enrollment is 6137.

### Admission Requirements

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

**Continuance in Teacher Education:** Candidates must maintain all the 2.5 GPAs (overall, in education courses, and in their major), maintain Cs or better in all education courses and demonstrate appropriate preprofessional behaviors and dispositions.

### Best Practices

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

Illinois Certification Testing System Annual Institution Report • Number of Program Completers: 145				
Test Field/Category	Institution			State-wide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Basic Skills Test	144	144	100%	100%
Aggregate	144	144	100%	100%
Professional Knowledge/Pedagogy				
101 APT: Birth to Grade 3	9	--	--	98%
102 APT: Grades K-9	57	57	100%	99%
103 APT: Grades 6-12	37	37	100%	99%
104 APT: Grades K-12	23	23	100%	97%
Aggregate	126	126	100%	99%
Academic Content Areas				
002 Early Childhood	11	10	91%	100%
003 Elementary/Middle Grades (K-9)	71	70	99%	99%
023 History	6	--	--	97%
024 Social Science	9	--	--	99%
025 English	7	--	--	99%
026 Spanish	2	--	--	99%
027 French	2	--	--	97%
034 Speech	1	--	--	100%
035 Biological Science	3	--	--	99%
036 Mathematics	5	--	--	99%
048 Art (K-12)	2	--	--	99%
049 Music (K-12)	3	--	--	98%
054 Theatre Arts	2	--	--	92%
Aggregate	124	120	97%	99%
Other Content Areas				
044 Family & Consumer Sciences	5	--	--	100%
Aggregate	5	--	--	100%
Teaching Special Populations				
006 Learning Disabilities	1	--	--	88%
007 Social/Emotional Disorders	2	--	--	100%
155 Learning Behavior Specialist I	16	16	100%	100%
Aggregate	19	19	100%	96%
Summary Totals and Pass Rate	144	140	97%	98%

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

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## Annual Title II Report, continued

**Notable Features and Accomplishments**

- Placement of graduates is 89% for this year.
- An alumnus was named “First-Year Teacher of the Year” in the state of Georgia in 1997.
- In 4 of the last 7 years a student teacher has been named one of ten “PDK Outstanding Student Teachers” in the nation.
- Two teacher education professors have received the NBPTS (National Board for Professional Teaching Standards) certificate.
- The College and the local schools have a professional development schools partnership that provides unique opportunities for students and faculty.
- Opportunities exist for students to student teach in Department of Defense Schools in England.
- The college is an nine-year recipient of a William T. Kemper Grant which supports a partnership between Bradley University’s College of Education and Health Sciences and three selected public school sites to foster collaborative leadership and support teaching excellence.

**Program Profile**

Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004: 706

Number of students in supervised student teaching in academic year 2003-2004: 143

Number of faculty members who supervised student teachers:

- Full-time faculty in professional education: 5
- Part-time faculty in professional education but full-time in the institution: 2

• Part-time faculty in professional education, not otherwise employed by the institution: 9

Total faculty student teaching supervisors: 16

Student teacher/faculty ratio : 8.93:1

Average number of student teaching hours per week: 35

Total number of weeks of supervised student teaching required: 14.18 ave.

Average total number of hours required: 496.3

<b>Illinois Certification Testing System 2000-2001 Third Year Cohort Update</b>				
Number of Program Completers: 128				
Test Field/Category	Institution			State-wide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Basic Skills Test	127	126	99%	100%
Aggregate	127	126	99%	100%
Academic Content Areas				
002 Early Childhood	9	--	--	99%
003 Elementary/Middle Grades (K-9)	79	77	97%	99%
023 History	1	--	--	97%
025 English	8	--	--	100%
026 Spanish	1	--	--	100%
034 Speech	1	--	--	96%
035 Biological Science	2	--	--	99%
036 Mathematics	2	--	--	100%
037 Chemistry	1	--	--	100%
048 Art (K-12)	3	--	--	99%
049 Music (K-12)	7	--	--	100%
Aggregate	114	112	98%	99%
Other Content Areas				
044 Family and Consumer Sciences	2	--	--	100%
Aggregate	2	--	--	99%
Teaching Special Populations				
004 Educable Mentally Handicapped	4	--	--	98%
006 Learning Disabilities	9	--	--	96%
007 Social/Emotional Disorders	5	--	--	100%
Aggregate	18	17	94%	98%
Summary Totals and Pass Rate	127	124	98%	99%

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