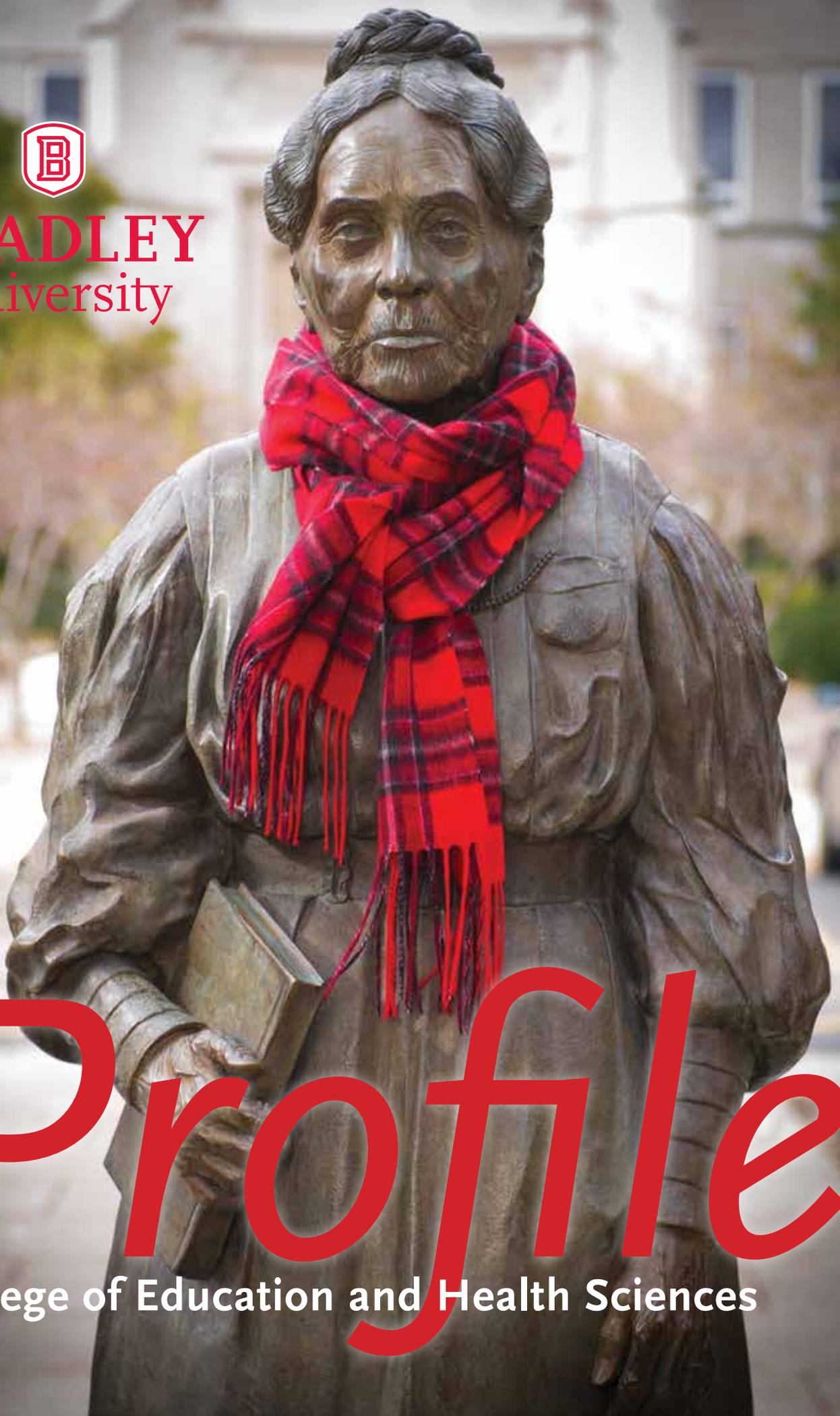


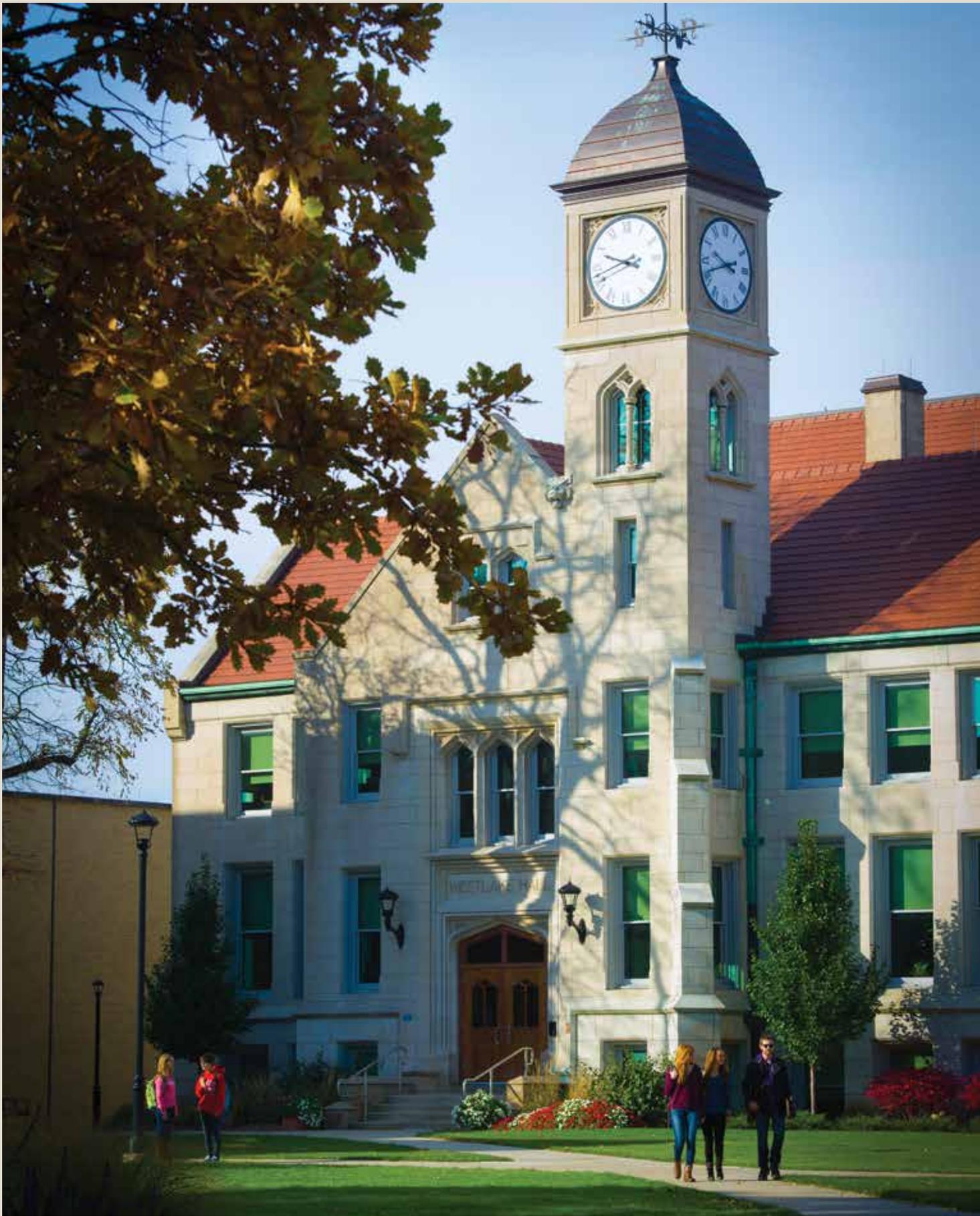


BRADLEY
University



Profile

College of Education and Health Sciences



THE COLLEGE OF EDUCATION AND HEALTH SCIENCES

has students from 44 states and several foreign countries.



Enrollment
up
36%

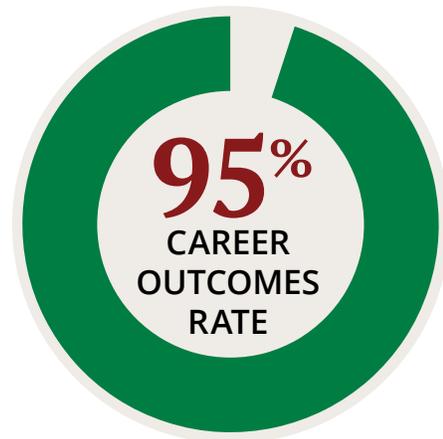
Fall '15
1,313
Summer '17
1,784

In the last two years (since launching online programs).

Experiential Learning
91%
participation rate

CAREER OUTCOMES

TEN YEAR AVERAGE 2007-16
EHS BACCALAUREATE GRADUATES



DEAN'S WELCOME

The College of Education and Health Sciences (EHS) is advancing with the times and technology. When Bradley Polytechnic Institute opened its doors in 1897, Westlake Hall was home to the horology program, where students learned the art of making clocks and watches. Now, Westlake Hall and our other college buildings have mediated classrooms and advanced technology. For example, nursing faculty use technology to help students practice techniques with lifelike human simulators. These modern facilities and technologies have allowed the college to expand into online programs for graduate students in nursing and counseling.

With students hailing from 44 states and several foreign countries, the college of EHS has grown in terms of the number of departments, programs, and students. Online programs have seen exponential growth since their inception, leading to a 36 percent jump in our enrollment in two years. The future of the college will include an expansion of graduate programs and online courses to meet the demands of today's students and workforce.

Experiential learning also is a significant focus in our college, with 91 percent of our students gaining exposure to their fields of interest through internships, clinicals, study abroad opportunities, student teaching, and more.

This quality education leads to an impressive career outcomes rate for our students of 95 percent over a 10-year average. This includes students employed or continuing their education in graduate school.

I invite you to learn more about our dynamic college at bradley.edu/ehs.



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Undergraduate Admission • (309) 677-1000 • admissions@bradley.edu
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FAMILY AND CONSUMER SCIENCES



Mission

The Department of Family and Consumer Sciences offers both a local and global focus, empowering graduates to respond to diverse and complex family and consumer issues. It is the department of choice for those studying the interaction of family systems, the relationship between individuals and their environment, and the global influence on well-being and the community.

Accreditation

The dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (formerly the Commission on Accreditation for Dietetics Education) of the Academy of Nutrition and Dietetics (formerly the American Dietetic Association), 120 South Riverside Plaza, Suite 2000, Chicago, Ill., 60606-6995; 800-877-1600.

Vision

In alignment with the values of the American Association of Family and Consumer Sciences, the vision of the

Department of Family and Consumer Sciences strives to prepare graduates who:

1. Believe in the family as a fundamental unit of society.
2. Embrace diversity and value all people.
3. Support lifelong learning and diverse scholarship.
4. Exemplify integrity and ethical behavior.
5. Seek new ideas and initiatives and embrace change.
6. Promote an integrative and holistic approach, aligned with the FCS body of knowledge, to support professionals who work with individuals, families, and communities.

About the Department

Family and consumer science (FCS) is an applied field that generates knowledge and applies concepts from other fields for the betterment of all aspects of family life. FCS professionals are dedicated to helping families better their situations.

As a charter department at Bradley, FCS has a rich history. The name of the department has changed over the years, and the discipline also has evolved to meet societal needs. Today, the FCS department focuses on educating students who will be

leading professionals in their specialized fields. They become family educators: FCS teachers (FCST), community health educators (FCSCW), registered dietitians (FCSD), hospitality managers (FCSHL), and retail merchandisers (FCSF). The undergraduate dietetics program boasts a 100 percent national internship matching rate (national average is 49 percent) for 2016 and 2017. In addition to these six undergraduate major

programs, FCS now offers a Dietetic Internship Master of Science program.

One hundred percent of our dietetic interns passed the national license exam every year since the program began five years ago. The career outcomes rate of our FCSHL and FCSF graduates for the last academic year was 100 percent. The overall career outcomes rate of the FCS department was 98 percent.

Experiential Learning

All FCS majors are required to complete at least one internship (over 100 hours), with opportunities to participate in other experiences such as study abroad, undergraduate research, service learning projects, and more.

Hospitality leadership students have interned at the Peoria Rivermen, helping with game day operations and philanthropic education; at Disney World, Six Flags, and Sea World; in the fan relations department at the NHL's Nashville Predators; and at the American Girl doll café in Chicago.

One retail merchandising student, whose research focused on critical reflection and its relation to design, studied abroad in Florence, Italy. She gained an understanding of the Italian textile industry and designed an original garment made with fabrics purchased in Florence. She entered her research paper and garment in Bradley's Student Research Expo, where she received the Dean's Award.

Another retail merchandising major worked on a four-year project that culminated with a student competition to develop a new tartan licensed by Bradley University and registered with the Scottish Tartan Registry in Edinburgh, Scotland. Tartan products are sold online and in the Bradley Bookstore. Product development continues and offers opportunities for further student involvement.

Community wellness majors taught health education classes to Peoria youth at Hult Center for Healthy Living, worked



for Recovery on Water, wrote grants for a nonprofit rowing club for breast cancer survivors, and prepared a survey assessing wellness for Habitat for Humanity.

Internship opportunities for dietetics majors have included working at diabetes and weight management camps, for campus dining services, and at the National Center for Agricultural Utilization Research and the Hult Center, both in Peoria.

A special topics class, the Pump Pack Project, has been offered three times. Bradley students are paired with families

who have a child diagnosed with Type 1 diabetes. Students across the majors of education, dietetics, and retail merchandising met with the children to learn style preferences in designing supply packs and/or packs for insulin pumps. This class meets the concept of experiential learning in that students were sometimes at OSF Saint Francis Medical Center working with families and children, as well as with diabetic educators from the pediatric resources center and from Johnson & Johnson, the insulin pump manufacturer.

LEADERSHIP IN EDUCATION, NONPROFITS, AND COUNSELING



Mission

The mission of the Department of Leadership in Education, Nonprofits, and Counseling is to educate compassionate and competent professional leaders who promote social justice and global community relationships.

Vision

To create a socially just learning community of counselors and leaders who advance multicultural competence.

Accreditation

Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Leadership in Educational Administration and the School Counseling programs hold state and national accreditation with the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, the Illinois State Board of Education, and the Educational Leadership Constituent Council.

About the Department

The Bradley Department of Leadership, in Education, Nonprofits, and Counseling (LENC) faculty develop strong leaders, who define success in broad terms and understand that schools and nonprofit agencies are about personal and professional preparation for a global society of diverse peoples.

The department's programs prepare highly competent professionals for key leadership positions in education, nonprofit community agencies, hospitals, and government. Global community leadership and understanding are increasingly critical for all graduates of LENC programs. Students develop the knowledge and skills needed to become leaders who advocate for and serve students and their families.

LENC offers master's degrees in leadership in educational administration, clinical mental health counseling, professional school counseling, and nonprofit leadership. Additionally, postgraduate offerings include certificates in clinical mental

health counseling and school counseling, as well as licensure in educational administration. Undergraduate students may also earn a minor in leadership studies.

Graduates of the Bradley LENC department are leaders who understand how to identify unjust practices. They acquire the necessary understanding of laws created to combat unequal treatment for students with special needs and their families.

The Bradley Educational Leadership program is one of only two Illinois principal preparation programs (out of 36 statewide) that require coursework specifically addressing special education law. Students gain a strong background in laws, policies, and procedures to provide individualized educational services to all students. They also learn collaboration skills to work with other professionals to support student learning.

Future school leaders are required to take a course that develops effective community relations through a four-step process

involving two-way communication: research, planning, communicating, and evaluating. Specific attention is devoted to needs of special education students and families. School counseling and nonprofit leadership students may take this course as an elective.

American laws, policies, and programs serve citizens whose learning needs require specialization. Other countries admire American special education. Recently, Drs. Michael Risen and Jenny Tripses presented on special education and special needs children at the Ukrainian International Congress. The congress was sponsored by the Region and City Administration, The Ministry of Education of Ukraine, and The National Academy of Pedagogics of Ukraine.

The Master of Arts in Nonprofit Leadership is designed to prepare students for administrative positions with human service, government, and community action agencies.



Experiential Learning

Students in nonprofit leadership, leadership in educational administration, mental health counseling, and school counseling master's programs all require field experience, practica, or internships that allow development in areas consistent with students' plans for future employment. These experiential learning opportunities allow students to consider issues from a variety of perspectives and to make the connections between theory and practice. Many students in LENC programs have full-time careers and can immediately apply what they learn in the classroom to situations at work.



LEARNING without boundaries:

Online programs offer new path to degrees

Connecting students with outstanding educational opportunities has been a hallmark of the College of Education and Health Sciences.

Now connectivity takes on a new dimension as the university offers five online nursing programs and two counseling programs. Offering online courses provides flexibility and convenience for individuals who are juggling jobs, school, family, and other responsibilities. These programs continue to prepare graduates with a dynamic, personalized, and career-focused education.

Nursing Programs

Nursing graduates have been recognized for their competence, leadership, and compassionate patient care. That same tradition of excellence now extends to the recently launched online graduate programs.

“Nursing programs at Bradley are unique in the rich culture of collaboration, support, and shared values,” said Dr. Molly Cluskey, who has been serving as

associate dean for distance education in EHS. “Our students are challenged to grow both personally and professionally with many paths leading toward career advancement.”

Online programs help nurses advance toward their career goals:

Master of Science in Nursing (MSN) Administration. This program prepares nurse administrators at the master’s level to meet State of Illinois Nurse Practice Act requirements and for future doctoral study. The program, coupled with appropriate work experience, prepares graduates for the various nurse executive or leader certifications offered by the American Nurses Credentialing Center or the American Organization of Nurse Executives.

Master of Science in Nursing - Family Nurse Practitioner (MSN-FNP). Licensed registered nurses who hold a BSN are eligible to enter our program to study advanced family nurse practice with individuals and families throughout the lifespan and across the health continuum. Graduates are eligible to take credentialing examinations for FNP.



“Our students are challenged to grow both personally and professionally with many paths leading toward career advancement.”





“Our quality campus and online programs are uniquely poised to prepare counselors to help people develop and grow in a diverse and rapidly changing society.”



Family Nurse Practitioner (FNP) Certificate. Licensed registered nurses who hold an MSN complete instruction in theory and practicum to prepare for advanced practice with individuals and families throughout the lifespan and across the health continuum. Upon completion of the program, graduates may take credentialing examinations for FNP.

Doctor of Nursing Practice - Leadership (DNP). This program allows licensed registered nurses who hold an MSN to complete instruction in advanced leadership theory and practicum to prepare for upper-level management positions in a variety of health care settings.

Doctor of Nursing Practice - Family Nurse Practitioner (DNP-FNP).

Licensed registered nurses who hold a BSN may study to become family nurse practitioners at the doctoral level. Graduates are eligible to take credentialing examinations for FNP.

Counseling Programs

The university launched two online counseling programs in 2016. Professional

School Counseling Coordinator Dr. Robert Davison Avilés said, “Our quality campus and online programs are uniquely poised to prepare counselors to help people develop and grow in a diverse and rapidly changing society.”

Programs available include:

Master of Arts in Counseling – Clinical Mental Health Counseling (MAC – CMHC). This master’s degree program is identical to the one offered to campus-based students. Completing this degree program prepares students to take the National Counselor Examination to obtain the National Certified Counselor credential from the National Board for Certified Counselors, Inc. Many states require this exam and a master’s degree from an accredited counseling program for licensure.

Bradley’s distinctive program feature is neurocounseling. Graduates provide clinical mental health counseling to individuals, couples, families, and groups in different settings, including hospitals, agencies, private practices, churches,

human resources, career centers, universities, clinical centers, Veteran Affairs and rehabilitation centers, among others.

Master of Arts in Counseling – Professional School Counseling (MAC – PSC). Online graduates from this 60-semester hour, CACREP-accredited program earn a Master of Arts in Counseling. This degree program is identical to the one offered to campus-based students and equips graduates to serve as professional school counselors.

Many states’ requirement for licensure or certification as a school counselor is a master’s degree from a regionally accredited institution such as Bradley. The counseling program is both CACREP and CAEP accredited. Completing this degree also prepares students to take the National Counselor Examination to obtain the National Certified Counselor credential from the National Board for Certified Counselors, Inc.



NURSING



Mission

The mission of the Department of Nursing is to prepare baccalaureate and graduate level nurses. Through faculty and student collaboration, dynamic learning environments, and mentoring, nursing graduates are prepared to be the next generation of nursing leaders and lifelong learners who will meet a global society's health care needs.

Vision

The Department of Nursing will be a center for excellence in the preparation of professional nurses for a changing global society. Within

the comprehensive university setting, the Department of Nursing will provide a dynamic, personalized nursing education.

Accreditation

The baccalaureate degree in nursing, master's degree in nursing, and post-graduate APRN certificate programs at Bradley University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, 202-887-6791. The Doctor of Nursing Practice program accreditation is pending an upcoming visit.

About the Department

The Department of Nursing offers the following degree programs: Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP). The department also offers two certificate programs: nursing education and family nurse practitioner (FNP).

The BSN is a traditional four-year undergraduate degree with direct admission for freshmen. The BSN program prepares graduates to pass the National Council Licensure Examination (NCLEX-RN). First-time pass-rates for Bradley University graduates are consistently well above the State of Illinois and national averages.

The MSN program includes the following tracks: nursing administration, nursing education, and family nurse practitioner (FNP). Students completing one of the MSN program tracks are prepared for various national certifications.

The FNP-DNP and Leadership DNP program tracks are offered online.

Experiential Learning

The Department of Nursing integrates simulation into the nursing curriculum to allow students to make clinical judgments using patient situations. When developing simulation scenarios, nursing faculty consider the current National Patient Safety Goals, Quality and Safety Education for Nurses Competencies (QSEN), and the recommendations of the Institute of Medicine's report, The Future of Nursing. Our nursing students participate in a variety of simulations throughout the curriculum with both adult and pediatric patient foci. Simulation experiences include acute medical/surgical, maternal, child, mental health, and community health scenarios.

Through participation in these scenarios, our students improve their clinical competence, increase self-confidence, improve critical thinking skills, and practice clinical decision-making and communication skills. Being able to provide these valuable experiences is a great benefit to the nursing students at Bradley University. Recent expansion of the simulation lab with a



After completion of these program tracks, graduates are eligible for various national certification exams.

Both certificate programs are MSN entry and prepare students for various national certifications.

The faculty believe that baccalaureate-

and graduate-prepared nurses have an accountability to the common good of humankind. Inherent to the promulgation of this professional identity, professional nursing involves participation in professional organizations, workplace governance, and community involvement.

birthing simulator and ongoing scenario development will continue to provide Bradley nursing students with real-life, point-of-care practice in a safe setting.

Current students and employers of our new graduates routinely provide positive feedback on how well our students are prepared for their first nursing position. The simulation lab is an essential learning experience in which students can practice in a safe environment and then translate that working knowledge to real-life patient encounters.

Classroom Presentation

Senior-level community nursing students' activities at Peoria's Trewyn School in 2016 included several interactive classroom presentations to kindergarten students. Topics included fire safety, dental hygiene, nutrition, personal safety, and hand washing. Students in fourth through eighth grade received education on non-initiation of tobacco and alcohol, resisting peer pressure, and making wise life choices. The presentations were conducted in a round-table format, which facilitated discussion among peers.

Teddy Bear Clinic

In an effort to lessen children's anxiety surrounding going to the doctor, nursing students conducted a Teddy Bear Clinic for kindergarten students. Each child received a stuffed animal and was paired with nursing students and practiced taking temperatures, listening to heart and lung sounds with a stethoscope, giving injections, and applying bandages to their animals.

Road Scholars Program

Trewyn students spent the day on the Bradley campus for the Road Scholars Program. Students learned about various careers in the fields of family and consumer science, teacher education, nursing and physical therapy. Participating Bradley faculty members and staff included Dr. Teresa Drake, Dr. Jana Hunzicker, Dr. Kelly Schwend, and Dr. Steve Tippett. A campus tour guided by the nursing students included visits to a residence hall, a sorority house, classrooms, and the library. Students also enjoyed lunch in Geisert Hall.

PHYSICAL THERAPY AND HEALTH SCIENCE



Mission

The mission of the Department of Physical Therapy and Health Science is to develop versatile individuals in a student-centered and collaborative environment that prepares our graduates to lead, educate, advocate, and serve in a dynamic health care environment.

Vision

To build a community of excellence in teaching, research, service, and experiential learning which will prepare students to work ethically and effectively in a global society.

Accreditation

The Doctor of Physical Therapy Program at Bradley University is accredited by the Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, Va. 22314; 708-706-3245.

About the Department

The Department of Physical Therapy and Health Science offers a baccalaureate degree in health science and a Doctor of Physical Therapy (DPT) degree. Health science graduates directly enter the work force in health-related fields or pursue graduate education in the fields of physical therapy, occupational therapy, physician's assistant, medicine, athletic training, chiropractic, and other professions. Within six months following graduation, 97 percent of health science graduates are employed or have been accepted into a post-baccalaureate course of study. Regarding the preparation of undergraduate students for a profession in physical therapy, data from the Physical Therapy Centralized Application Service reveals that a larger percentage of Bradley health science graduates are admitted to a DPT program than from all other comparable programs in Illinois. Graduates of Bradley's DPT program have a 99 percent all-time pass rate on the National Physical Therapy Examination and a three-year average first-time pass rate of 97 percent. Within six months after successfully passing the licensure exam, 100 percent of Bradley's DPT graduates are employed in a variety of clinical settings across the country.



Experiential Learning

Faculty with expertise in the assessment and treatment of chronic neuromuscular disorders has developed the department's Clinic for Function and Fitness. Through formal curricular offerings and under faculty guidance, the clinic provides DPT students with experience in caring for patients with a wide spectrum of neurological impairments. Diagnoses of patients seen in the clinic include multiple sclerosis, Parkinson's disease, stroke, traumatic brain injury, spinal cord injury, and cerebral palsy. Many patients do not have insurance or have exhausted coverage for their particular diagnosis and are treated free of charge. Students work in small groups under faculty guidance to prescribe and implement treatment programs, monitor patient progress, and interact with patients' families and caregivers. Health science students also may participate in the clinic through faculty-mentored independent study.

Other opportunities for experiential learning include student volunteer activities at OSF Saint Francis Medical Center, within Peoria District 150 public schools, in conjunction with Easter Seals of Central Illinois, with Bradley University athletic training services, and others.

Residency Training

The role of specialization has become increasingly important as the field of physical therapy becomes more complex. Traditional preparation to meet requirements for a specialty examination involves at least two years of practice in the appropriate area of physical therapy. Physical therapists can fast-track specialist preparation by completing a year of residency in a given area and forgo the additional year of required clinical practice. Residencies in physical therapy are accredited by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE). Bradley University is one of 38 ABPTRFE orthopaedic residencies in the United States affiliated with an accredited physical therapy education program. During the third year of the DPT program, students may apply for a residency. If chosen, after passing the National Physical Therapy Exam, residents are employed as physical therapists and during the yearlong residency, must undergo additional didactic education, complete required course work, submit a case study to a peer-reviewed physical therapy publication, and assist faculty in the classroom and laboratory settings. Bradley has one orthopaedic resident

at OSF Saint Francis Medical Center in Peoria and another at OSF Saint Joseph's Medical Center in Bloomington.

Research

Department faculty, deeply committed to research, advise student groups in developing research methodology, after which each student group collects data and interprets their findings. The research process continues, as students are required to submit projects to the annual Bradley University Student Scholarship Expo. Student projects have earned numerous awards at the Scholarship Expo including the Dean's Award, Provost's Award, and the President's Award, given to the best research project at the Scholarship Expo. Students are encouraged to submit their research for presentations outside of the Bradley University audience and have presented their research findings to local clinicians, the American Physical Therapy Association's Combined Sections Meeting, the Annual Meeting of the American Academy of Orthopaedic Manual Physical Therapists, and at national meetings in the area of pediatric physical therapy. Health science students also participate in faculty-mentored research and independent study, and their findings also have been presented at the national level.

TEACHER EDUCATION



Mission

The mission of Teacher Education at Bradley University is to prepare teachers who will be effective leaders, advocates, and lifelong learners in the global community.

Vision

Our programs will foster intellectual curiosity in the acquisition of knowledge, skills, and dispositions that form the foundation of teaching excellence. Each student will actively engage in coursework, clinical practice, research, and professional development in collaboration with faculty and educational staff.

Collectively, faculty will represent an appropriate balance of excellent teaching, scholarly research, and professional service that is innovative,

collaborative, and reflective in a diverse global community. Faculty will model advocacy, collaboration, continuous development, and professionalism.

With the support of appropriate and effective technology, curricular resources, P-20 school partnerships, excellent teaching, and the intellectual and artistic life of Bradley University, students will participate in a dynamic learning environment in collaboration with faculty.

Accreditation

All teacher preparation programs offered by the Department of Teacher Education hold state and national accreditation with the Illinois State Board of Education (ISBE) and National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP).

In addition, these programs are nationally recognized by their respective Specialized Professional Associations (SPA), as follows:

- Association for Childhood Education International – Elementary Education
- Council for Exceptional Children – Special Education (LBS I)
- National Association for the Education of Young Children – Early Childhood Education
- National Council for the Social Studies – History/Social Studies Secondary Education
- National Council for Teachers of Mathematics – Mathematics Secondary Education
- National Science Teachers Association – Biology, Chemistry, and Physics Secondary Education
- National Council of Teachers of English – English Secondary Education

About the Department

Department of Teacher Education faculty believes that teaching and learning are dynamic, interactive, lifelong processes among learners. In a nurturing environment, teacher-learner interaction results in active construction of knowledge. This collaborative process leads to effective teachers who are able to create learning opportunities for diverse learners in various settings. Effective teachers are leaders, advocates, and learners who are open to change and reflective on their own processes. The program's distinctiveness derives from required field experiences throughout the program, diverse placements in clinical settings, and class sizes small enough to enable faculty and students to form meaningful collaborative relationships.

Experiential Learning

Throughout their program of study, teacher education majors have an opportunity to engage in professional development, research, and teaching in diverse field and clinical placement classroom settings with both university faculty and classroom teachers. To this end, all majors begin observing/teaching in pre-kindergarten through 12th grade (P-12) classrooms during their freshman year and engage in a series of P-12 field experiences throughout their program of study in each academic year that follows, culminating in a capstone student teaching experience during their senior year.

In addition, all teacher education majors gain hands-on experience with classroom technology, to include both traditional classroom technologies, such as SmartBoard, as well as state-of-the-art technologies, including Virtual Reality goggles, robots, 3-D printing, and wearable technology. Teacher education majors then have the opportunity to apply the knowledge and skills they gain in a variety of field and clinical experiences in diverse classroom settings that further develop the requisite knowledge and skills they will need upon graduation to be successful in today's connected/digital classroom.

The Department of Teacher Education offers 14 teacher preparation programs, many of which have embedded within them an endorsement in English as a Second Language (ESL). As a result, upon completion of their program of study, teacher education majors will complete coursework and field experiences in two teaching endorsements, qualifying for a teaching license in early childhood education, elementary education, special education (LBS I), or middle school education, in addition to earning a teaching endorsement in English as a Second Language (ESL). With the ESL endorsement, teacher education program completers/graduates will be able to meet the needs of English Language Learners (ELL) in their future classrooms.

Many teacher education majors also become involved in campus chapters of professional organizations germane to the teaching profession, including National Education Association (NEA); Bradley Student Education Association (BSEA); Bradley Association for the Education of Young Children (BAEYC); Golden Apple Scholars; STudents REady To make CHange (STRETCH), an anti-bullying organization; Phi Delta Kappa, Education Honor Society; and Pi Lambda Theta, Education Honor Society.

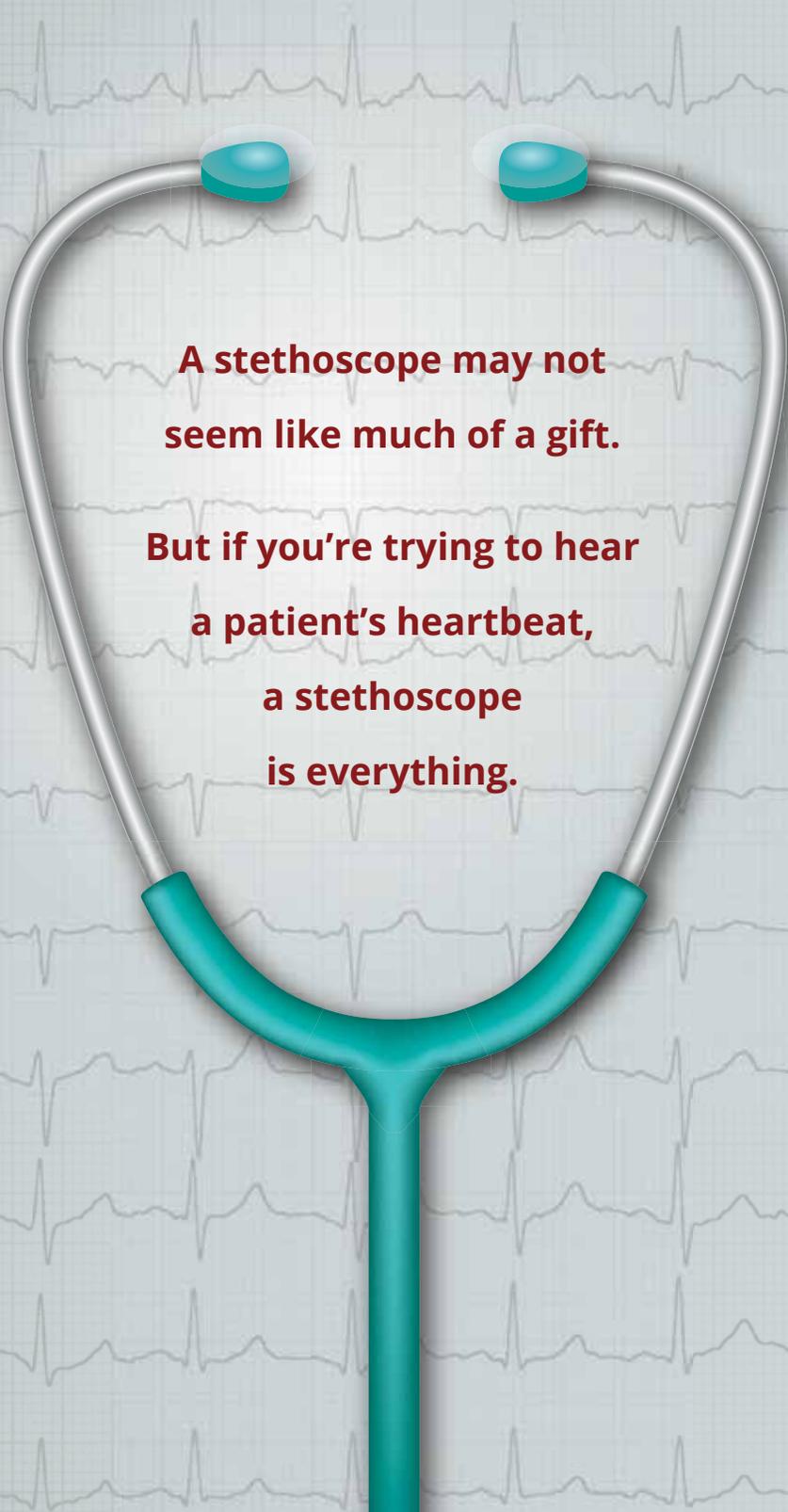
The major teacher preparation programs offered by the Department of Teacher Education are Early Childhood Education with ESL endorsement, Elementary Education with ESL endorsement, Special Education (LBS I) with ESL endorsement, K-12 Art Education and K-12 Music education, Middle School Education with ESL endorsement, and High School Education.

The four major areas of study in the Middle School Education program are English Language Arts, Mathematics, Science, and Social Science.

The seven major areas of study in the High School Education program are English Language Arts, Biology, Chemistry, Physics, Mathematics, History/Social Studies, and Family and Consumer Science.

Over the past two academic years, teacher education program graduates have earned a 100 percent pass rate on the Illinois State Board of Education (ISBE) content tests and a 100 percent pass rate on the edTPA portfolio evaluation, both required by the ISBE for teaching licensure. In addition, teacher education baccalaureate degree graduates have a 97 percent career outcomes rate upon graduation or continue their education at the graduate level.





**A stethoscope may not
seem like much of a gift.**

**But if you're trying to hear
a patient's heartbeat,
a stethoscope
is everything.**

Just as a healthy checkup at the doctor depends on making both large and small lifestyle choices, the College of Education and Health Sciences' tradition of excellence depends on large and small gifts. As we educate a new generation of professionals, we appreciate your financial support.

Naming opportunities remain in our expanded Westlake Hall. Including Bradley in estate plans or making an outright gift to the college or a department also strengthens the Bradley Experience.

Help take good care of our college with a gift today.

Andrea Wicker,
Associate Director of Development

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