Dean’s Welcome

It is such an exciting time for the College of Education and Health Sciences (EHS). Moving into our newly renovated Westlake Hall is a dream come true. Our state-of-the-art, LEED green building is a 84,591-square-foot student and faculty-centered environment that invites collaborative learning at its best.

Please drop by any time. We would love to give you a special tour showcasing all the beauty and technology blending the new features with the history from our building’s past. In the pages to follow, we will discover the richness and diversity this building and our five departmental units have to offer.

Yours in the educational journey,
Dr. Joan L. Sattler, EHS Dean

Mission

The mission of the College of Education and Health Sciences at Bradley University is to prepare leaders within the human service professions. The College provides innovative undergraduate and graduate programs through excellence in teaching, scholarship, and collaboration with interdisciplinary and community-based partnerships. This dynamic learning environment prepares our graduates to provide services in a diverse and global society to enhance human resources and to foster lifelong learning.

Vision

The College of Education and Health Sciences at Bradley University will build on its traditions of interdisciplinary relationships through innovative leadership, active learning, and collaboration to promote well-being in a changing society.

The College of Education & Health Sciences

By the Numbers

1,500 Students
97% Placement rate
5 Departments

5 Campus facilities
6 Major accreditations
7 Fulbright Scholar Awards
Family and Consumer Sciences

Mission Statement
The Department of Family and Consumer Sciences (FCS) 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 environments, and the global influence on well-being and the community.

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

Accreditation
The department’s Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) (formerly the Commission on Dietetics Accreditation) of the Academy of Nutrition and Dietetics (formerly the American Dietetic Association). All students graduating from this program are qualified to apply to ACEND-accredited dietetic internships, including our own DI graduate program. FCS teacher education, in conjunction with the Department of Teacher Education, is accredited by the National Council for Accreditation of Teacher Education (NCATE) and holds approval by the Illinois State Board of Education.

Curricular Changes
Hospitality Leadership is a new program that prepares students for diverse careers in the hospitality industry including hotel and restaurant management, tourism, and entertainment and event planning. Hospitality leaders are people-oriented, business-oriented and creative.

A newly revised major, Community Wellness is an interdisciplinary, community-focused major that prepares graduates to develop programs and materials to help individuals and community groups make healthy lifestyle choices.

Departmental Research
Areas of research interest and expertise include:
• College student snacking and supplement use
• Utilizing on-campus food service facilities as laboratories
• Childhood obesity
• Designing insulin pump packs for children
• FCS and its constituent communities
• Hospitality management.

Bradley’s accredited Dietetic Internship program will begin its fourth class of interns from around the nation.
Leadership in Education, Human Services, and Counseling

Mission Statement
The Leadership in Education, Human Services, and Counseling (LEHC) program faculty collaborate to gain global distinction in preparing diverse and qualified students for success from local, regional, national and international locations. Students in this program become competent and socially responsible administrative and counseling leaders in settings including schools, clinical mental health facilities, and nonprofit and for-profit agencies.

Vision Statement
The vision of the LEHC Department is to create environments that advance optimal learning by:
- Providing innovative, multidisciplinary instruction emphasizing the development of knowledge, values and broadly based experiences
- Integrating teaching, research, and service in and among our disciplines while maintaining the ethical practices and uniqueness of each program
- Promoting and modeling social responsibility and social justice
- Promoting and modeling community involvement through collaboration, teaching, research and service
- Exercising leadership through exemplary and innovative programs.

Accreditation
The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and by the National Council for the Accreditation of Teacher Education (NCATE). CACREP has also accredited the Community and Agency Counseling program that was enhanced to meet the new Clinical Mental Health Counseling requirements.

The Leadership in Educational Administration master’s degree program is accredited by the NCATE and the Educational Leadership Constituent Council (ELCC).

Curricular Change
The counseling program is a 60-semester-hour program and has added EHC 632 as a one-hour class Psychopharmacology in Counseling.

Departmental Research
Areas of research interest and expertise include:
- Neurofeedback and its effects on children and adults
- Indigenous healing practices and counseling
- Sports psychology, spirituality, trauma; multicultural issues; and counselor education and supervision
- Global leadership perspectives and strategies, access to higher education, and institutional shared governance issues
- Staff development practices in urban school districts and school law
- Care-giving of older adults and vocational identity
- Counselor impairment, issues related to counseling offenders and impact and logistics of international study abroad
- Principal preparation reform, social justice, women leadership in schools and mentoring.

Department Fulbright Faculty provide a diverse and global teaching perspective to our graduate students.

Key collaboration with regional institutions offers top research through the Center for Collaborative Brain Research.
Mission Statement
The mission of the Department of Nursing is to prepare baccalaureate and advanced practice nurses. Through faculty and student collaboration, dynamic learning environments, and mentoring, graduates are prepared to be the next generation of nursing leaders and lifelong learners who will meet the global society's healthcare needs.

Vision Statement
The Department of Nursing is committed to excellence in the preparation of professional nurses for a changing global society. In a comprehensive university setting, the Department of Nursing provides a dynamic, personalized nursing education.

Accreditation
The Baccalaureate and Master's Nursing programs continue to maintain accreditation from the Accreditation Commission for Education in Nursing, Inc. (ACEN).

Curricular Changes
Our accelerated program, or second degree, allows the individual with a bachelor's degree in another area to complete a degree in nursing within 15 months, provided the appropriate general education classes have been completed. Two classes have graduated from this program, and each class passed the NCLEX-RN licensing examination with 100 percent success.

Our "3-2" program allows qualified nursing students in their junior year to add one extra year to their educational program to graduate with a master's degree in nursing. Graduates from this program have been successfully employed in agencies of varying sizes.

Departmental Research
Areas of research interest and expertise include:
• Registered nurses' experience with horizontal violence and intent to leave
• Human Papillomavirus (HPV) and college student perception
• Caregivers of cancer survivors
• Nurses' decisions to activate rapid response teams
• Selected music and its effect on blood pressure readings
• Perceptions of parents and nurses regarding postoperative pain in preverbal children
• Integrating e-books in the college setting.

Within one year of graduation, 100 percent of the nursing graduates are fully employed and/or in graduate school.
**Mission Statement**

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 healthcare environment.

**Vision Statement**

The Department of Physical Therapy and Health Science strives to build a balanced environment of teaching, research, service, and practice, to prepare students to live and work productively in a diverse and ever-changing society.

**Accreditation**

The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education.

**Curricular Changes**

Sequencing and course content updates have been implemented.

**Departmental Research**

Areas of research interest and expertise include:
- Professional development of physical therapists working in early intervention with children from birth to three years of age and their families
- Reliability and validity of emerging technology including myotonometry in ankylosing spondylitis populations and infrared motion analysis of functional movement and balance
- Examination of the influence of environmental factors on the health and/or participation of individuals with physical or social disabilities
- Cortical activity following spinal manipulation as measured by functional magnetic imaging
- Physical therapists’ clinical behavior
- Improving the quality of physical therapy care that is delivered and reducing unwarranted variations in practice.

*U.S. News and World Report* has ranked Bradley’s Doctorate in Physical Therapy as one of the top programs in the nation.
**Mission Statement**
The preparation of excellent teachers is the primary mission of the Department of Teacher Education. Students are expected to become human resource specialists. The department’s comprehensive mission prepares teachers to be effective leaders, advocates, and lifelong learners in the global community.

**Vision Statement**
Department of Teacher Education 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.

**Accreditation**
In 1957, Bradley became one of the first independent universities in both Illinois and the nation to be nationally recognized and accredited by the National Council for the Accreditation of Teacher Education (NCATE). Today, the Department of Teacher Education holds NCATE accreditation, Illinois State Board of Education approval, and national recognition from the following professional associations:
- 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 English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)

The national accreditation and recognition that Teacher Education programs at Bradley University have received illustrate how the Department of Teacher Education continues to embrace the values and vision of Lydia Moss Bradley, the University’s founder, in its mission to provide outstanding professional education and service to our local, state, and national communities.

**Program and Curricular Changes**
The Department of Teacher Education at Bradley University offers undergraduate programs in Early Childhood, Elementary, K-12 (Art and Music), Secondary (English/Language Arts, Family and Consumer Science, Mathematics, Science, and Social Studies) and Special Education. The department also offers a master’s degree program in Curriculum and Instruction.

The department aligned more than 62 courses and all programs to the newly revised *Illinois Professional Teaching Standards*. Full Service Community Schools, Professional Development Schools, the Center for STEM Education, and Study Abroad are four programs that the Department of Teacher Education actively supports. A new Basic Skills Test preparation program, which assists teacher education majors in preparing for the Illinois Certification Testing System’s Test of Academic Proficiency was developed. The department initiated the process of integrating the Teacher Performance Assessment (edTPA) system in the student teaching assessment and evaluation process.

**Departmental Research**
Areas of research interest and expertise include:
- Self-efficacy in school and community settings
- History/social studies education in the digital and standard-based classroom
- Mentoring
- Collaboration/school partnerships
- Social interaction for students at risk
- Professional teaching portfolios
- Visual literacy.

The Department of Teacher Education holds national accreditation from the National Council for the Accreditation of Teacher Education (NCATE)/Council for Accreditation of Educator Preparation (CAEP). In addition all teacher education programs are nationally recognized by their respective specialized professional associations.
Innovative Teaching & Technology

Family and Consumer Sciences

In addition to the financial aid the University provides, the FCS department also supports many students with various FCS departmental scholarships. The FCS department is also a strong leader in undergraduate research. Students win top prizes in national undergraduate research competitions. Every student must have practical work experience as part of the required curriculum, for example sewing insulin pump bags for persons with diabetes. Students are also strongly encouraged to be involved in extracurricular activities and develop leadership skills.

Career opportunities continue to increase in these fast-growing fields. FCS experiences enable the students to have an edge in today’s job market. FCS graduates enjoy high placement rates and hold key leadership positions.

Leadership in Education, Human Services, and Counseling

With the newly renovated Westlake Hall, a comprehensive technology package by Education Management Solutions (EMS) was installed for the Department of EHC. This system was specifically selected for its comprehensive means of offering clinical counseling and other communication skills training to students.

The EMS system offers a digital audio-video recording system that secures confidentiality through integrated software that is cloud-based and HIPAA-FERPA compliant. Video recordings are maintained digitally and password protected allowing each student and faculty member Web-based access while preventing downloading for extra privacy protection. The system provides for bookmarking, scheduling, and commenting on the quality of the video recordings for specific feedback and student skill development.

The system is integrated with the latest accreditation standards to gather data for documentation of student progress in skill development. The system accommodates the addition of forms to serve as an accessible distribution center of materials needed for clinicals and other classes. The Web-based system additionally serves as a secure place to upload and maintain completed supervision evaluations and other important documents related to assessment of student competence.

Nursing

The Department of Nursing has made a major commitment to the use of technology in the provision of excellent nursing education. This commitment is also reflected in the use of e-books and a simulation education component of our program. Every nursing student experiences one to two simulation opportunities within each of the nursing major courses. These simulation learning opportunities represent challenges that may be experienced throughout the lifespan of a person from infancy to senior adult.

Adding to the diversity that nursing faculty have incorporated within the
simulation learning scenarios/activities are Twitter and Facebook as social media components within online teaching of pharmacology. The student-faculty interactions have opportunities to be expressed in real time and in regular asynchronous formats. The use of a three-dimensional cardiovascular iPad application is instrumental in the communication and understanding of complex challenges of the heart.

In selected nursing course content, faculty have incorporated the technology of “clickers” or Classroom Response System (CRS) as a method of encouraging active student participation, assessing understanding, and gaining immediate feedback regarding student learning. The use of the clicker allows students to respond in an environment that is non-threatening and student-friendly.

Students are admitted to the program as freshmen and enjoy a 100 percent placement rate after graduation. Students complete six semesters of clinical experience that begin their sophomore year.

**Physical Therapy and Health Science**

The faculty of the Department of Physical Therapy and Health Science utilize various synchronous and asynchronous methods of online learning to augment classroom and laboratory activities. Discussion boards, podcasts, and a variety of multimedia resources are routinely utilized in the undergraduate and graduate programs.

Classroom and laboratory educational offerings incorporate SmartBoard®, motion analysis computer programming (Dartfish®), metabolic assessment (Medgraphics®), reactive neuromuscular training (Monitored Rehab Systems®) and isokinetic dynamometry (Biodex®).

Students in this department have access to the Pre-Professional Health Advisory Center. Bradley is one of only a few medium-sized universities to have such a specialized center. Health Science graduates have a 100 percent placement rate for the past 12 years.

**Teacher Education**

The integration of technology into our programs has been greatly enhanced by the state-of-the-art facility and technology of the newly renovated Westlake Hall. Carts of iPads and laptops are used throughout the building. The Assistive Technology Center offers hands-on experience with special education and universal-design technology. The Digital Studio provides practice creating and editing videos for the edTPA — the national capstone assessment required to obtain teacher licensure. The Mathematics Teaching Laboratory provides experience with specific mathematics teaching tools such as apps, videos, software, calculators and the SmartBoard®. The Science Education Laboratory is pivotal to all the majors in the department as well as our Center for STEM (science, technology, engineering and math) Education.
Dr. Heljä Antola Crowe (center), professor in the Department of Teacher Education, received the Charles M. Putman Award for Teaching Excellence. A Bradley professor since 1993, she has held the William T. Kemper Teaching Excellence Fellowship twice and has directed the Professional Development Schools project in Peoria.

Dr. Lori Russell-Chapin (right), received the Samuel Rothberg Award for Professional Excellence. The award recognizes contributions to research or creative productions. Dr. Russell-Chapin has authored and co-authored numerous books and journal articles. The associate dean of the College of Education and Health Sciences, she teaches graduate-level counseling courses and is the co-director of the Center for Collaborative Brain Research.

Dr. Peggy Flannigan (left), received the Francis C. Mergen Award for Public Service. An associate professor of nursing, she has volunteered with the Mark Linder Walk for the Mind, the Tazewell County Breast and Cervical Cancer Coalition, the Tazewell County Women's Health Event and the SAME Café.
More than 3,000 students received instruction in horology during school’s first decade.

- **11/19/1897**: Horology Hall dedicated.
- **June 1961**: Horology School closed. Name changed to Westlake Hall in honor of dean of horology, Allen T. Westlake.
- **10/12/2012**: Westlake Hall rededicated.
- **1954**: Televised courses were broadcast on WEEK-TV.

**Tuition in 1898**
- $60.00 for each quarter (3 months) thereafter, $30.00

**Renovated Westlake Hall**
- 84,591 sq. ft.
- 150 ft. x 40 ft. original building
- $24 million renovation and expansion cost
- Expanded by 6 times its initial size

15 were from foreign countries.
Celebrating Westlake Hall
Student and Faculty thoughts on the renovation

On a scale of 1-10, 10 being the best, I give it a 13.
I am studying in one of the most advanced buildings in the country.
It provides a better opportunity to work collaboratively with colleagues and students
I would have never thought a building could change the efficiency of my studying,
but Westlake Hall truly has.
The counseling clinic is an amazing space and necessary for students to learn and
grow as counselors.
When we go out to interview, schools are looking for teachers who know how to
already use these technologies. We will have that under our belt, because of the
new building.
The beauty of the area is where the new building and old building connect with the
plants and nice seating.
I'm enjoying the bleachers with pillows to rest on the most.
The natural lighting!
Studying in Westlake Hall is a student's dream come true. It helps students focus and
feel relaxed and want to study.
It is advantageous for future teachers to be comfortable using all the different
technologies, and these classrooms provide that opportunity. It also supports
good group work and collaboration that teachers do all the time.
I think this gives me a place to study and be inspired.
I really appreciate having a place to work and study — and having teachers right at
my fingertips if I may need them.
It will give me the skills I need to succeed in a highly technological society.
What are your impressions of the new Westlake Hall?

My first impression of the Westlake renovation was: what a wonderful, wonderful building. It is spacious, it is aesthetically pleasing, and it is open and airy. I think it is going to be a great place for students to come together to work on group projects as well as to just stay there for some quiet time if they want to study individually. I believe that the structure clearly lends itself to that.

– Dr. Francesca Armmer

Well, every time I go there, I feel I am in the first impression. It just doesn't go...

Continued on the next page.

Survey Responses
An online survey was conducted to gather information and perceptions of the new Westlake Hall from students, faculty and staff.

Listed below is a sampling of the hundreds of responses received.

Well, every time I go there, I feel I am in the first impression. It just doesn't go...

Continued on the next page.

Rededication October 2012
Groundbreaking for the new Westlake Hall was held on October 22, 2009. On June 1, 2012, offices and classrooms in the 84,591-square-foot building were open for a new generation of talented and enthusiastic students. A beautiful rededication ceremony was held on October 12, 2012. The photos above depict the occasion, which featured State Sen. Dave Koehler and the presentation of a No. 1 watch.

While all No. 1 watches are rare, this example from the Peoria Watch Co. is significant because it has survived more than 125 years and remains in excellent condition. After the Peoria Watch Co. closed, Mrs. Bradley made the factory the home of Parson’s Horological Institute before the completion of Westlake Hall.
away because each time I find something new I did not notice before. Even the ceiling, "Oh, I didn’t know the ceiling was like that!" So, it is always still the fresh impression; it is still lingering. And I think that’s how good the building is.

And I am very, very happy for the faculty who use that facility and most of all for the students, who are using the labs and taking advantage of the availability of the latest technology.

– Dr. Chang-ok Choi

How do you think the changes in Westlake Hall can influence your life?

I think the technology is the big key. Bradley has always been great with supporting the faculty with instructional technology.

– Dr. Steve Tippett

It's going to definitely help me as a teacher because… The way we now teach the class, you don't see chalkboards being used anymore. And it's a lot more SmartBoard® and projection whiteboards.

– Liann Walgenbach

How will the new technology impact the work and study of your students?

I think it engages the student work; I think it's helpful in increasing students' engagement. And the students are really tech-savvy, as well. I think they appreciate when the instructors utilize the technology.

– Dr. Steve Tippett

Students will be able to record their videos digitally to the cloud, and they will be able to access them; they won't have to carry around a tape or something else. They can access that wherever they have a computer. And the same for faculty; they will have capability of marking the video and inserting the feedback within the video itself. It gives us a great tool to enhance our teaching process with students. So, we can say very specifically, “I really like how you did this part of the interview” and be very specific about where that was in the video.

– Dr. Christopher Rybak

What are the schools looking for when they hire teachers? At the top of the list is their technology literacy.

– Dr. Dean Cantu

I really like the main lobby on the outside. I like how they kept the back of the old building, as well. I think it has a really nice, unique appeal. I assume in the future every building will be somewhat like this. It's nice to have the preview of the future.

– Clint Boone

It’s not a typical college building. Yes, it has classrooms; it has everything teachers need in order to lecture. But it has more of a comfortable feeling to it.

– Marea Tennant
A NOTE FROM COLLEGE DEVELOPMENT

It is an extremely exciting time for the College of Education and Health Sciences. The Campaign for a Bradley Renaissance has transformed campus and continues to make a tremendous impact on our College. The expanded and renovated Westlake Hall was dedicated this past year and is ushering in a new era for the College. Westlake Hall has transformed into one of the premier classroom buildings on campus while retaining its classic architectural features. This facility now offers our students cutting-edge technology, laboratories, and smart classrooms. Additionally, housed within the expanded Westlake are Teacher Education; Leadership in Education, Human Services, and Counseling; the Center for STEM Education; the Institute for Principled Leadership in Public Service; the Center for Collaborative Brain Research; and the Robert and Carolyn Turner School of Entrepreneurship and Innovation.

All five departments within the College of Education and Health Sciences are extremely thankful for alumni and friends’ support. Whether you choose to support facilities, scholarships, faculty, or student research, one thing is clear: your support will help create an even better Bradley Experience for future generations of students. The College would like to extend its sincere appreciation for your support.

If you wish to make a gift, please direct it to Bradley University, Office of Advancement, 1501 W. Bradley Ave., Peoria, IL 61625. If you would like your gift designated for a specific purpose, please note your wishes on the memo line of your check or visit give2.bradley.edu.

Another way for alumni to support our efforts is through an estate commitment. Please let me know if you have already made such a designation or would be interested in learning more about estate gifts. Thank you for your consideration. If you have any questions or would like additional information, please contact me directly. Thank you!

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GO far, GO BRADLEY