Profile

College of Education & Health Sciences
As you can see from the cover, Westlake Hall is a beautiful, LEED Gold certified building that allows our faculty, staff and students to teach and learn in a progressive, eco-friendly and technologically advanced environment. Now that we have adapted to the awe of our updated and expanded surroundings, our teaching emphasis has added another direction and focus: online programs and delivery methods.

Bradley University and the College of Education and Health Sciences (EHS) have partnered with PEARSON Embanet to offer seven online programs in Nursing and Counseling. The addition of these online programs to our traditional “brick and mortar” programs allows for greater diversity, more offerings and enhanced globalization efforts.

Combine those experiences with our Global Scholars, who last year studied in over 29 countries, and it is clear how the EHS College continues to provide a winning and incredible learning atmosphere for all types of students. In the following pages, discover the mission and vision of each of the EHS College’s five departments where we showcase outstanding faculty, students, alumni and programs.

Please stop by any time — in person or virtually. We look forward to visiting with you about our exceptional College of Education and Health Sciences.

Always learning and growing,
Dr. Joan L. Sattler, EHS Dean
Dr. Lori Russell-Chapin, Associate Dean
Dr. Molly Cluskey, Associate Dean for Distance Education
Professor Janet Jackson, Assistant Dean
**Fulbright Scholars**

5 professors and 2 students from EHS have earned Fulbright Awards to teach or conduct research in **10 countries**.

**Alumni Locations**

34 States & 6 Countries

Where the College’s 2008–2014 undergraduate students were employed or attending graduate school following Commencement.

**Career Outcomes**

For 2013-2014 EHS Baccalaureate Graduates

- 71% employed
- 24% continuing education
- 4% other intentions

**Knowledge Rate**

98% - Percent of graduates for whom there is reasonable, verifiable data concerning their post-graduation career activities.
Mission

The mission of the Department of Family and Consumer Sciences is to prepare individuals within a community of students, faculty and professionals to advocate for consumer well-being. This is accomplished through the development of a lifelong learning perspective that values mentoring, ethical leadership, social responsibility and the ability to adapt to an ever-changing diverse global environment.

Vision

To be an internationally recognized community of socially responsible interdisciplinary programs focused on positive and creative learning environments that prepare students to be global leaders who are responsive to consumer needs in diverse communities.

About the Department

Family and Consumer Sciences (FCS) is a discipline that seeks the prevention of problems through education and helps to address needs through networking. As a profession, FCS is connected with aspects of every level of society.

ALUMNI SPOTLIGHT

SANDY SELBY ’11, RD, was unwavering when she decided to turn her passion for nutrition into a new career. Returning to school for a second undergraduate degree, she found her studies in dietetics energizing: “I sat in the front of class and was present both physically and mentally.” She maintained that dedication as a student in Bradley’s Dietetic Internship program, becoming one of its first graduates.

Since 2012, she has worked at the Crim Fitness Foundation, a nonprofit that strives to improve community fitness through nutrition, exercise and advocacy of healthy living. Currently the program director for youth programs, she previously served as associate program director and as nutrition manager for the organization.

Selby appreciated the broad range of practical experiences the Bradley Dietetic Internship offered. With its focus on wellness, the program helped her step into positions that emphasized client and employee health. “That year was the most academically and emotionally challenging of my life and one of the best things to ever happen to me,” she remarked.

Selby earned two bachelor’s degrees from Michigan State University — merchandising management and dietetics — and is actively working toward her master’s in public health, also at Michigan State.

In addition to sharing what they learn and do during their FCS studies, our students also are encouraged to tell others about the multitude of ways FCS graduates can positively impact their communities. Throughout the program, students gain an awareness of how important and how vital FCS is to the world, which helps them better understand the demand for FCS professionals and the many job opportunities they could pursue.

In viewing where FCS graduates are working, it is easy to see that they are making a difference in the workplace. A recent review of Bradley University’s FCS alumni revealed job titles including high school teacher, community educator, dietitian, customer services coordinator, marketing coordinator, Internet merchandiser, visual merchandiser, buyer, office manager, store manager, freelance writer, food service manager and hotel/restaurant manager.

While most people might not immediately realize an FCS degree could lead to that many job titles, they all are realistic destinations on the path to success in FCS.

Due to the unique nature of Bradley’s FCS department, the University offers six different undergraduate major programs — Community Wellness, Dietetics, Hospitality Leadership, Retail Merchandising, High School Education in FCS and General FCS — and one graduate certificate program in Dietetic Internship.

Accreditation

The Dietetics program (Didactic Program in Dietetics) and the Dietetic Internship program are accredited by the Accreditation Council for Education in Nutrition and Dietetics.

CHILLING OUT WITH FOOD SAFETY

Having worked in kitchens for more than 20 years — as both a student and a chef — Dr. David Olds, assistant professor of Family and Consumer Sciences (FCS), was exposed to myriad environments and processes. Those diverse experiences caused him to wonder about best practices in food preparation and inspired him to find answers to his questions on food safety.

“When I first started working in restaurants, I noticed that many types of food prepared in large quantities were not being cooled correctly and were frequently discarded,” Olds recalled, adding improperly cooled food is one of the leading causes of foodborne illness. “I started implementing methods to cool food more effectively which helped reduce spoilage.” That’s when he decided to pursue his post-graduate degrees and began his first studies on the ideal cooling rates of food, examining the methods he already had been informally testing as a chef.

Olds remained focused on food safety research when he joined the Bradley faculty in 2012, aligning well with the FCS department’s mission. Helping empower restaurant operators with the information necessary to deliver safe meals, the research strengthens the relationship between consumers and their environment. It also helps ensure consumers’ well-being when purchasing food prepared outside the home as well as assures them that it is safe and wholesome to eat.

In the classroom, Olds highlights the importance of food safety and stresses the responsibility of protecting consumers while instilling practical and useful knowledge of managing hospitality operations: “I bring in digital thermometers, cooling equipment and other professional foodservice utensils to allow students to experience food safety practices firsthand.”

A recent collaboration with Dr. Kara Wolfe, the C.C. Wheeler endowed professor in the FCS department and chair of the Hospitality Leadership program, expanded the scope of his research. Using functional Magnetic Resonance Imaging (fMRI) to determine how consumers’ brains activate when viewing photos of familiar and unfamiliar foods, their study can help neuromarketers understand why people choose certain foods over others and aid community health educators and restaurant marketing executives in promoting healthful menu options.
Alumni spotlight

Describing her Bradley Experience as “irreplaceable,” JORDAN GARCIA ’14 quickly found virtue in blending the knowledge and skills she gained as a Hospitality Leadership major with those she acquired through her extracurricular activities. “Being a part of several organizations during my time at Bradley complemented my coursework, and I was able to put what I learned in the classroom into practice,” she explained.

While on the Hilltop, Garcia was a member of the Zeta Eta chapter of Alpha Chi Omega, a sisterhood that led to her first professional position — as a resident chapter consultant for the sorority’s headquarters. Currently helping build a chapter at Florida International University, she manages more than 195 members as well as programs and events, the budget, marketing strategy and branding to ensure long-term success.

She appreciates that Bradley’s courses in event planning, business communication, finance and marketing coupled with lessons in interpersonal skills such as relationship building and communication help her every day. She also credits the one-on-one support she received both in the classroom and through her philanthropies for her success: “I was provided with a fantastic support system that has been extremely valuable to me and continues to add to my professional network.”
When Brad McMillan first was approached about establishing an Institute for Principled Leadership in Public Service at Bradley, he shared his colleagues’ vision of creating a program that would educate the University’s students to be leaders in public service. “I always believed that giving students maximum opportunities to showcase their own leadership is important,” he said. “At the Institute’s national public policy symposiums, students have been able to interact with three U.S. cabinet members and many other national, state and regional leaders.”

A role model for public service his entire career, McMillan worked as a lawyer for 10 years before spending another nine as district chief of staff for former U.S. Rep. Ray LaHood ’71 HON ’11 (who later served as Secretary of Transportation in President Barack Obama’s cabinet). In 2009, then-Lt. Gov. Pat Quinn named McMillan to the Illinois Reform Commission, where he focused on changing the way Illinois redistricts state legislative boundaries.

Today, McMillan — the Institute’s executive director since it opened in 2007 — still has the same passion for developing leaders who are bipartisan, ethical and collaborative. That drive, together with his extensive service background, makes his role as an assistant professor and graduate program coordinator for the University’s Nonprofit Leadership program a perfect fit.

Saying he enjoys “witnessing the lights go on in students’ heads when they hear from speakers who model a path other than partisan bickering,” McMillan helped bring a new awareness to campus when he co-chaired the University’s yearlong civil rights celebration in 2013–2014. Marking the 50th anniversary of many significant dates in the civil rights movement, the campuswide initiative built a sense of community around a common theme, raising awareness of the intense discrimination that existed and the struggles fought by so many to move our country forward.

When looking to the future, McMillan sees a need for more leadership development in the nonprofit arena. He hopes to help accomplish that goal through the continued expansion of the University’s master’s program, noting he also recognizes a lot of growth potential in the Leadership minor. Through his work at Bradley, he is making progress, “helping to prepare a new generation of leaders to turn government in a new direction.”
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.

About the Department
The department’s programs prepare highly competent professionals for key leadership positions in all levels of education, nonprofit community agencies, hospitals and government. Leading the way is an award-winning faculty, including three professors who have received a combined total of three Fulbright Awards to teach and conduct research around the world. Building on those international professional relationships, the department has hosted a Fulbright Scholar on campus for a semester as well as other international speakers. With the infusion of these diverse experiences, students gain significant global perspectives.

The master’s in Nonprofit Leadership program (formerly Leadership in Human Service Administration) was renamed to more clearly emphasize its mission of developing competent professional leaders in the nonprofit sector. These positions may be with a variety of organizations, such as not-for-profits, institutions of higher education, public safety agencies and any other variation dedicated to promoting social justice and improving community relations.

Well known in central Illinois for producing a large proportion of the area’s school principals, the Leadership in Educational Administration program hosts a Superintendent’s Roundtable discussion biannually to share ideas and innovations for improving education.

The Counseling program offers students the choice of either a Clinical Mental Health or Professional School Counseling concentration. With the program’s unique emphasis on brain-based counseling, department faculty members integrate the latest findings in neuroscience, including those from neuroimaging that provide a powerful demonstration of the efficacy of counseling interventions into their coursework. And through a collaboration with multiple partners, the department also helped establish the Center for Collaborative Brain Research that enables students to participate in brain-based studies, including using a local hospital’s functional Magnetic Resonance Imaging (fMRI) machine.

The department anticipates the launch of online programs in Clinical Mental Health and Professional School Counseling in spring 2016.

Accreditations
The 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 (NCATE/CAEP), the Illinois State Board of Education (ISBE) and the Educational Leadership Constituent Council (ELCC).

Opposite page: Brad McMillan’s wealth of public service experience benefits his students as they learn about principled leadership. Pictured with McMillan (standing) are (from left) Cullen Begley ’15, Breyanne Johnson ’15, Tom Fox ’15, Anthony Fields ’15, Marisa Goldstein ’16 and Samantha Pallini ’15.

ALUMNI SPOTLIGHTS

DR. LACRETIA DYE ’97 MA ’01 double-major in Psychology and Spanish as a Bradley undergraduate before pursuing her master’s in an entirely different field — Community Agency Counseling (now Clinical Mental Health Counseling). She said one highlight of her graduate studies was researching and writing her thesis, The Social Acceptance of Biracial Pre-adolescent Children and How it Shapes Their Self-Identity.

Currently an assistant professor of counseling and student affairs at Western Kentucky University, Dye has embraced the many opportunities the “gift of counseling” has provided her for more than 15 years. She has worked with diverse populations, including individuals who struggle with addictions or substance abuse and trauma, as well as those who are at risk of exclusion. Dye also presents to parents, teachers and school counselors workshops that are designed to help enrich the lives of children, families and communities.

“Bradley offered me a comprehensive education,” she noted. “I believe my experience and time there allowed me opportunities to learn about myself, my relationships with others and the connectedness of learning, culture and the world.”

Dye completed her post-master’s specialization in school counseling at Central Michigan University prior to earning a doctorate in counselor education from Western Michigan University.

ERIC THOMAS, MA ’01 MA ’09 attributes his professional success to multiple aspects of his Bradley Experience. Challenged by rigorous graduate-level courses in both the University’s Leadership in Educational Administration and Professional School Counseling programs, he was well prepared for the day-to-day issues he has faced throughout his career.

Thomas has been principal at the Knoxville Student Center for Success, an alternative school in Peoria Public Schools District #150, for four years. Previously, he was principal at Trewyn K-8 School, also part of District #150.

He said that he continues to benefit from the extensive network he established as a Bradley student; “when needing support and professional guidance,” especially from his former professors who are still ready and willing to assist him. Since 2011, he has reciprocated that support, serving as a member of the University’s College of Education and Health Sciences Advisory Council.

Prior to enrolling at Bradley — twice — Thomas earned a bachelor’s in elementary childhood education from Jackson State University.

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**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 that will meet a global society's health care needs.

**Vision**
To 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.

**About the Department**
Students may select from the following Nursing program options. The Bachelor of Science in Nursing (BSN) is a traditional four-year undergraduate degree that allows direct admission for freshmen. With the Bachelor of Science in Nursing and Master of Science in Nursing (BSN/MSN) Combined 5-Year program, students begin graduate-level courses during their senior year and complete a master's degree in Nursing Administration or Nursing Education in one additional year. Students who already have completed a bachelor's degree in another discipline are eligible to apply for the 15-month, full-time Accelerated Bachelor of Science in Nursing program, which begins each May and concludes in August of the following year. The Master of Science in Nursing Administration program prepares nurses for first-line management as executives in a variety of health care settings. The Master of Science in Nursing Education prepares nurses to meet the state and national, as evidenced by the University's first-time pass rates that are consistently well above the state and national averages.

**Accreditation**
The bachelor's and master's Nursing programs maintain accreditation by the Accreditation Commission for Education in Nursing (ACEN).
According to **Dr. Susan Puckel Luparell ’85**, earning her bachelor’s in Nursing from Bradley set her on the right path to her career: “I just intrinsically know that my time at Bradley has been foundational to many of the personal and professional successes I’ve enjoyed in life.”

After serving as a clinical nurse specialist at Benefis Health System for more than five years, Luparell is now an associate professor in the College of Nursing at Montana State University, teaching both undergraduate and graduate nursing students. She also conducts research, speaks and writes about how academic and health care environments could be improved through greater civility.

Luparell credits the University’s dedicated faculty for preparing her for her first days in the field. “They instilled in me the desire to be knowledgeable about and have pride in my craft,” she said. “The transition into real-life nursing practice is notoriously difficult, and I know the education I received at Bradley helped me get off to a solid start.”

Luparell continued her education with a master’s in Nursing from the Medical College of Georgia and a doctorate in administration, curriculum and instruction from the University of Nebraska-Lincoln.

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Through a collaborative research project, **Joe Degitz ’97 MSN ’09** is working to determine the best practice for preventing infection from intravenous catheters.
Noting that Bradley’s smaller class sizes foster strong student-professor relationships, ensuring that no student is allowed to fall through the cracks, **Eric Glow ’02 MS ’04** said the University and the Department of Physical Therapy and Health Science provide a solid foundation for success. “From my first day as an undergraduate, it was obvious that the entire department was there to support us as students,” he remarked.

As a physical therapist, Glow was appointed Athletico Physical Therapy’s regional manager for central Illinois after the company merged with Accelerated Rehabilitation Centers in January 2015. Prior to his position at Athletico, he spent six years with Accelerated as its facility manager then director of operations for central Illinois.

Beyond his coursework, Glow appreciated that his Bradley professors equipped him with firsthand knowledge about real-world practice: “The fact that all the professors continue to be actively involved in patient care increased the value of what they brought to class every day.” He added that one of the most important takeaway messages he learned was to always be thinking critically. “It is not enough to just know the material; you need to be able to apply that knowledge appropriately in the clinical setting.”
Mission
The mission of the Department of Physical Therapy and Health Science is to develop versatile and ethical individuals in a student-focused environment that prepares our graduates to lead, educate, advocate and serve in an interdisciplinary health care environment. The mission of the Health Science program is to develop undergraduate students who will be prepared to enter graduate programs and careers in health care-related fields. The mission of the Doctor of Physical Therapy program is to develop graduate students as generalist physical therapist practitioners. The department achieves this mission through excellence in teaching, research and scholarship, and service to the broader community.

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.

About the Department
The undergraduate degree in Health Science consists of 68 credit hours in the liberal arts and the sciences. Required science coursework in biology, chemistry and physics along with core Health Science courses prepare students for employment in the health care industry and for postgraduate study. Health Science graduates have successfully entered the workforce in areas such as wellness, pharmaceutical sales and health administration. Many also continue their education with postgraduate studies in the areas of physical therapy, occupational therapy, medicine, pharmacology, physician assistantship, optometry, chiropractic and other health-related fields.

ALUMNI SPOTLIGHT
Among the first graduates of the University’s bachelor’s of Physical Therapy program, JOE TERRY ’94 credits the skills he learned on the Hilltop for helping him grow as both a physical therapist and entrepreneur: “At Bradley, I learned the discipline and motivation to work hard,” he said.

Terry, a certified strength and conditioning specialist, opened the Human Performance Lab in 2009. He trains his athlete-clients how to improve their strength and speed as well as prevent injuries through the development of custom fitness plans. He also serves as a physical therapist for Rock Valley Physical Therapy and is a certified sports performance coach through USA Weightlifting.

Recalling his time at Bradley as “challenging and fantastic,” he embraced the opportunity to give back by helping students in the Doctor of Physical Therapy program research safer exercise techniques. “As clinicians in the field, we were asked what questions we have that aren’t being answered,” Terry explained of the study that examined an alternate — and his preferred — method for flipping tires.

The recipient of the Department of Physical Therapy and Health Science’s inaugural Distinguished Alumni Award in 2014, he noted, “I couldn’t have asked for a better place to call my alma mater.”

MANIPULATING THE BRAIN TO MINIMIZE PAIN
DR. CHERYL SPARKS ’98, assistant professor of Physical Therapy and Health Science, has focused her teaching and research on the examination and intervention of the musculoskeletal system since joining Bradley’s faculty in 2008. Emphasizing orthopedic manual therapy and the use of evidence in clinical practice, she recently has been exploring how manual manipulation affects the brain’s response to pain.

After having patients in one such study report they experienced less pain after a specific type of manual manipulation — a thoracic spine thrust — she wondered if their brain activity told the same story. To answer her question, Sparks asked healthy patients to undergo functional Magnetic Resonance Imaging (fMRI), so she could examine their brains’ response to painful stimulus before and after spinal manipulation. What she discovered was that the fMRI results supported the prior self-reports that patients do, in fact, experience less pain after manual manipulation.

The results are exciting and point toward future research,” she remarked about the project that was funded through the University’s Center for Collaborative Brain Research (CCBR). “If this subset of the population — healthy individuals — responds to these interventions, we can use our findings to help us better identify who else would benefit from the treatment.”

While she has found success with her fMRI studies, she still contemplates the lack of evidence supporting this type of therapy. “Although manipulation has been practiced for centuries, what continues to surprise me is that, to date, no one can definitively state how it results in clinical benefits.” She added, “Determining the basic scientific underpinnings associated with this intervention remains a priority and will allow us to answer the question, ‘How does manipulation work?’ thus helping practitioners make more informed decisions about patient care.”

Launched in fall 2015, the Bradley University PT Clinic for Fitness and Function is a training and research clinic designed to provide uninsured and underinsured individuals from the community with individualized exercise instruction. Faculty and students — both graduate and undergraduate — collaborate to design and implement exercise and activity programs to improve strength, balance, safety and functional abilities. The clinic’s initial focus is on serving individuals with chronic neurological conditions such as multiple sclerosis, stroke and cerebral palsy.

Accreditations
The Doctor of Physical Therapy is fully accredited by the Commission on Accreditation in Physical Therapy Education. The program also has a post-professional residency in orthopedic physical therapy in conjunction with Illinois Neurological Institute at OSF Saint Francis Medical Center, which is accredited by The American Board of Physical Therapy Residency and Fellowship Education.

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When not in the classroom or lab, Sparks and her students also help improve lives off campus — in the Caribbean. She recruited her first team of Bradley students for a mission trip in 2010, after completing two similar trips herself earlier that year. Having initially joined the trips to help treat Dominicans and Haitians impacted by that year’s devastating earthquake, faculty and students have returned multiple times since. “While most of their time is spent treating patients, students also may work on various construction projects or be called to help out in other ways,” Sparks said.
**Mission**

The mission of the Department of Teacher Education is to prepare teachers to be effective leaders, advocates, lifelong learners and reflective practitioners in the global community.

**Vision**

To offer programs that 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.

**About the Department**

The teacher preparation programs available to the University’s students include Early Childhood Education (birth–grade 2), Elementary Education (grades 1–6), Special Education/LBS I (3–21 years), Art Education (K–12), Music Education (K–12), Middle School Education (grades 5–8; English language arts, mathematics, science, social science) and High School Education (grades 9–12; biology, chemistry, English, family and consumer science, history/social studies, mathematics, physics).

Beginning in fall 2015, all students entering the Early Childhood, Elementary, Middle School and Special Education programs also will be eligible for licensure for the English as a Second Language (ESL) endorsement.

**Alumni Spotlight**

From her first semester as a Learning Behavior Specialist I/Elementary Education major at Bradley, CASSIE BELTER ’10 was in the classroom on a near-weekly basis. “I experienced a lot of different settings and really figured out what it was I wanted to do,” she said.

Upon hearing her classmates discuss Kiefer School — a private day treatment facility for students with severe emotional and behavioral disorders — Belter asked to be placed there for her junior year novice teaching. When it was time for her special education student teaching experience, she again requested placement at Kiefer, which enabled her to build deeper relationships with the students and staff. Eventually, she earned a full-time lead teaching position in one of Kiefer’s high school classrooms after substitute teaching for the school.

Having recently transitioned into social work, Belter previously taught life skills math and science at McGavock High School in Nashville, Tennessee. “My experience at Kiefer School was life-changing, to say the least. I was fortunate to learn from some incredible people and really hone my philosophies and values as a teacher,” she noted, acknowledging, “Without Bradley, I wouldn’t have had that experience.”

She continued her education at Illinois State University, where she completed a transition specialist certification program.

**Accreditations**

All of the department's teacher preparation programs hold state and national accreditation with the National Council for Accreditation of Teacher Education (NCATE) and the Illinois State Board of Education (ISBE). In addition, the following programs are nationally recognized by the following Specialized Professional Associations (SPAs):

- 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 High School Education
- National Council for Teachers of Mathematics – Mathematics High School Education
- National Science Teachers Association – Biology, Chemistry and Physics High School Education
- National Council of Teachers of English – English High School Education

**FINDING THE FOUNDATION FOR FUTURE READERS**

Originally intending to pursue the dramatic arts, Dr. Cecile Arquette, associate professor of Teacher Education, discovered her true calling while teaching English in Cameroon with the Peace Corps. “Working in a high school in Ndikinemiki had a profound influence on my life’s path,” she said. “I discovered I loved teaching.”

Still passionate about teaching, her research since coming to Bradley in 2005 has focused on peer and cross-age interactions as well as effective classroom methodology. As a result, she stresses best practices in her own teaching, encouraging her students to do the same. Arquette also believes in the importance of learning through practical methods, which is reflected in her project-based courses and emphasis on assignments that enable her students to work with children in Peoria-area elementary classrooms.

When asked about her research, Arquette noted she is particularly intrigued by qualitative studies, “where you find out people’s stories and what they think. It’s endlessly interesting, and there’s so much rich data.” For example, she conducted a long-term study whose main purpose was to examine children’s ideas about reading and books. The impetus for the study arose out of Peoria’s Look, It’s My Book! (LIMB) organization, which strives to provide a book to each child in kindergarten through fourth grade six times per year. The program kindled her curiosity about where children obtain books and what they think about reading, so she followed the same group of more than 300 students — from three different elementary schools — from 2012 to 2015.

“I decided to begin with children in kindergarten, first and second grades, and follow them for several years,” Arquette explained. “I thought it would be interesting to see how, or if, their views about reading and books changed as they developed.” She added that her findings will enhance the current body of knowledge on young readers’ habits, interests and perceptions about reading.

In addition to her research, Arquette received a Fulbright Award for the spring 2014 semester. Assigned to the Pontifical Catholic University of Valparaíso, Chile, she primarily worked with undergraduates studying to become English teachers.
Over the course of three years, Dr. Cecile Arquette collected data on 300 elementary students’ perceptions of reading and books.

**ALUMNI SPOTLIGHT**

**KARINA FREIBERGER** '11 acquired a comprehensive understanding of young children and their development as an Early Childhood Education major at Bradley. “While you cannot teach about every encounter you may come across when working with children,” she explained, “Bradley has provided me with the tools to be able to handle most situations,” including those that arise during the course of her day-to-day interactions with children with special needs as well as other children.

Freiberger spent two years as an early childhood special education teacher in a blended Chicago Public Schools Head Start classroom before accepting a new position as an early years educator at Phorms Bilingual School in Munich, Germany. She now teaches in one of the international school’s kindergarten classrooms (equivalent to a U.S. preschool), serving as the dedicated English teacher alongside two German counterparts.

After participating in the Global Scholars Program at Bradley and earning an endorsement in teaching English as a second/foreign language from the American College of Education, Freiberger said she possesses a global perspective on education that has enhanced her teaching style while abroad.

She is pursuing a master’s in mental health and wellbeing of children, young people and families at the University of Edinburgh.
The College of Education and Health Sciences strives to remain at the forefront of higher learning by educating a new generation of counselors, teachers, physical therapists, nurses, retail merchandisers, dietitians and administrators. As we look to the future, we hope to continue offering our students a superb learning experience.

Your gift can help us carry on our tradition of excellence through the development of program enhancements, such as our new Middle School Education degree and Spanish for Health Care Professionals course. Your generosity also will help provide students with the advanced technology that is integral to a modern education. Together, we can build a better future by preparing the next generation of leaders and experts in Education and Health Sciences.

In the fall of 2012, we dedicated our newly renovated and expanded Westlake Hall. While the facility’s exterior retains its traditional look, the inside now offers state-of-the-art amenities that promote our students’ and faculty’s learning and research. Quite simply, the building is spectacular! However, funds are still needed to support this project, with naming opportunities for classrooms, offices and student spaces remaining. A gift to Westlake Hall is an extraordinary way to honor or memorialize a special member of the faculty or someone close to you for decades to come.

Many alumni also have included Bradley in their wills and estate plans, automatically becoming members of Bradley’s 1897 Society. Established in 1992, this gift society has grown to nearly 1,000 members, with more than $41 million in future support dedicated to strengthening the Bradley Experience.

If you would like to learn more about giving to Bradley, whether through an outright donation, pledge or by including Bradley in your will or estate plans, please contact me today.

Most sincerely,
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