



**NORTH PARK  
UNIVERSITY**  
CHICAGO

# 2022–2023 ACADEMIC CATALOG

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The educational services of the University are open to all who can benefit from them, without regard to sex, age, racial or ethnic background, religious persuasion, or social or financial position. The president and officers of North Park University reserve the right to change the requirements for admission or graduation announced in this catalog, and to change the arrangement, scheduling, credit, or content of courses, the books used, fees charged, regulations affecting students, and to refuse to admit or readmit and to dismiss any student at any time, should it be deemed to be in the interest of the student or of the University to do so. It is the personal responsibility of each student to acquire an active knowledge of all regulations set forth in this catalog.

# INTRODUCTION

In the more than 125 years since our founding, a world-class city has grown up around North Park University. Today we seek students eager to become servant leaders in an increasingly global and urban society. The city of Chicago, with its immense commercial, service, and cultural endowments, has been our address for over a century; today it is our classroom.

Because we cherish our central identity as a residential, liberal arts university, we attempt only what we can do well. Excellence is what we ask of ourselves and what we seek in all of our varied academic and cocurricular programs.

At North Park excellence implies not only a deep tradition in the liberal arts and the Christian faith, but also a spirit of innovation, reaching out to serve and to learn from the dynamic community around us. Centers of cultural studies enrich the life of the campus and connect us to the diverse people of Chicago, whose roots extend around the globe. Graduate and special undergraduate programs enhance the University's resources in the liberal arts, as well as specialized areas such as business, the health sciences, and education.

We are looking for men and women who long to grow in knowledge and faith, and who seek a sense of vocation through leadership and servanthood in a global society.

# STATEMENT OF MISSION, VISION, AND ASPIRATION

## MISSION

The mission of North Park University is to prepare students for lives of significance and service through education in the liberal arts, professional studies, and theology.

## VISION

Our vision, building on our core institutional identity—Christian, urban, and intercultural—is to fashion a university of uncommon character and enduring excellence where faith, learning, and service meet.

## ASPIRATION

Formed in faith and driven by Christian mission, North Park University adopts Chicago as classroom to prepare a new generation of global leaders, committed through personal faith and professional expertise to advancing the health and vitality of the world's people and their cities.

# ABOUT NORTH PARK

## Core Values and Educational Ideals

### Core Values

The University's challenging academic programs and supportive learning environment are shaped by our Christian identity, urban location, and intercultural community.

Rooted in the tradition of the Evangelical Covenant Church, North Park nurtures Christian faith while welcoming students from all traditions. By integrating faith with learning, we challenge students to ask life's big questions, and prepare them to lead lives of significance and service.

The city is our classroom, and we take full advantage of the cultural, academic, and professional resources right in our backyard. A North Park education helps students understand the diverse world around them and prepares them to thrive in a global workplace.

Our campus is located in one of the most diverse zip codes in the country. This unique intercultural environment allows students to serve and learn from the dynamic community around them in ways that enrich the life of the campus.

### Educational Ideals

Reflecting the core values which shape our distinctive learning community, students at North Park University experience an education that:

- Is rooted in and committed to the Christian faith and its sacred text, the Bible

- Engages Chicago as a dynamic context for learning and service

- Embraces all people and celebrates the richness of cultural difference

- Affirms learning in all its forms—in the classroom and beyond—as a gift, a joy, and a sacred obligation

- Encourages dialogue as a means of learning where open inquiry, integrity, and civility guide our life together

- Seeks to form and transform the whole student (intellectually, socially, and spiritually)

- Values each student for who he or she is and who they will become

## Our Campus: An Urban Oasis

With ample green space along the North Branch of the Chicago River, North Park's campus is located in a park-like setting in a diverse neighborhood of Chicago's Northwest Side. Some of the buildings on campus have been here since our founding, while others were added as the University and its programs grew. Today, our campus includes a state-of-the-art recreation center, an expansive library, and a new center for science and community life. North Park offers the advantages of small classes with expert professors who are committed to teaching, not only in their classrooms, but also across campus and in personal conversations. North Park subscribes to the principle that education addresses the whole person. This calls for a genuinely personal commitment from those who teach and those

who learn. We hold the conviction that our campus offers the ideal setting for this process.

## A Christian Comprehensive University

As a Christian school North Park University seeks to link the intellectual and spiritual development of its students. To support this educational experience, North Park recruits and fosters a highly competent full-time faculty of men and women who are committed Christians. We also seek to embrace the whole Christian church in its various expressions of belief and practice. Thereby, our faculty and staff together reflect the breadth and depth found in the worldwide Christian community and work to relate the enduring values and understandings of the Christian tradition to the academic fields they represent.

Our student body also reflects an array of religious tradition and spiritual commitment. The spirit of North Park's community is one of acceptance; students are admitted without regard to their religious creed and given the freedom to inquire and develop within a community distinctively shaped and defined by the Christian tradition.

North Park also holds that an education should prepare students for significant, morally responsible lives and equip them with the intellectual and social skills necessary to succeed in any vocation or pursuit. To serve this end, the University's undergraduate program is anchored in a general education curriculum that introduces students, usually in their first and second years, to the liberal arts disciplines. Within these areas of study students learn how to research, to reason, to evaluate and value, and to communicate—skills as important as the knowledge learned in these courses. Within this Core Curriculum, breadth of understanding and versatility of response are the underlying objectives; and when combined with advanced study in a major program, often including several courses with a professional or career focus, we believe a general education is an optimal foundation to prepare students for a continually changing society and the career opportunities it develops and offers.

Yet an education at North Park extends beyond the classroom. As students engage the campus community and the city of Chicago, they take part in opportunities to build community, serve, worship, and develop leadership skills. Under the planning and guidance of North Park's Center for Student Engagement and other program centers, a variety of programs and activities are built on the premise that young adults are best served when given the opportunity to make constructive life choices and take advantage of resources offered to them.

Chicago plays a major role throughout a North Park education. Courses in every discipline are enriched by the University's larger Chicago "classroom." Each year hundreds of North Park students volunteer through University Ministries, including the Urban Outreach program. Our Global Partnerships program, as well as options for study abroad, offer students both short- and longer-term opportunities to travel, serve, and learn worldwide.

## A Place of Achievement and Preparation

North Park prizes its tradition of high accomplishment by students, faculty, and alumni. Our Honors Congress is designed to bring students and faculty into a learning community that promotes academic excellence, rigorous intellectual development, community involvement, campus and community service, leadership development, and vocational direction. Honors Congress students are assigned mentors to assist them in creating an undergraduate portfolio that will enhance these applications starting in the first year of study. Academic achievement at North Park is also recognized through numerous scholarship and departmental honors that are awarded annually to students demonstrating excellence in the classroom.

Student achievement is also found in extracurricular activities. North Park is a member of Division III of the National Collegiate Athletic Association and the College Conference of Illinois and Wisconsin (CCIW). The CCIW is recognized as the premier private college conference in the NCAA's Division III, with 51 national championships. North Park teams regularly produce All-American and All-Conference athletes and compete in post-season play. On campus and throughout Chicago, our students also discover or enhance their creative talents with programs in music, theatre, and visual arts, including our Gospel Choir and University Choir, which tour nationally and abroad.

North Park is a place where achievement is encouraged; it is also a place where future achievement is planned. The Office of Career Development and Internships helps students identify and prepare for a vocation they're passionate about with our strategic, four-year Career Advantage program. Career preparation at North Park emphasizes the complementary relationship between a liberal arts foundation and specialized study on an advanced level. Because we are interested in the whole person, we prepare our students not just for making a living, but for leading meaningful and creative lives. At graduation, North Park students are prepared to succeed in a competitive job market or for further study in graduate school.

## The Campus

Whether students commute, live on campus in one of our residence halls or University-owned apartments and houses, or are distance learners, studying at North Park allows students to enjoy all the benefits that our campus location has to offer, including the unique experiences that come with our close-knit community. Our campus is a blend of urban life, open spaces, and modern academic resources. Our newest additions include a new science and community life center, a state-of-the-art recreation facility, and an expansive library.

Opened in Fall 2014, the Johnson Center for Science and Community Life is located in the heart of campus, and serves as a hub of student activity. Students learn in its technology-enhanced science and health professions classrooms and laboratories, and connect with resources in academic departments and the Center of Student Engagement. Offices housed within the Johnson Center include Career Development, University Ministries, International Student Services, and Student Success. Students are also able to recharge and study in the Bickner Bistro, the atrium, lounges, and a prayer room.

Helwig Recreation Center houses a state-of-the-art workout facility; a 200 meter, indoor track; a 35-yard practice turf; a climbing wall; coaches' offices; athletic training facilities; and classroom space. Two short blocks east of the main campus is Holmgren Athletic Complex,

including the Ted Hedstrand softball, baseball, soccer, and football fields, designed for both practice and play for recreational and intercollegiate use.

The Paul and Bernice Brandel Library and Learning Center, anchors the southwest corner of the campus north of the river. The library has reciprocal borrowing agreements with many Chicago-area academic libraries, resulting in direct access to millions of books and periodicals. The Archives of North Park University, the Evangelical Covenant Church, and the Swedish-American Historical Society are also located in the library.

# ADMISSION, FINANCIAL AID, BILLING

## TRADITIONAL UNDERGRADUATE ADMISSION

### Introduction

North Park University seeks to enroll students who are likely to succeed in the university setting, and who fit and desire the distinctive educational experience offered by North Park. The greater the academic strength and capabilities of the student, and the more the student understands, respects, and identifies with the mission of the institution, the greater the likelihood of success. North Park University is committed to the premise that as an institution of the Christian community, North Park's student body (as well as the faculty and staff) should reflect the racial and ethnic diversity of the Kingdom of God. Furthermore, North Park University seeks to form a student body that is both national and international in composition. Additionally, North Park University is committed to providing opportunity, structured support, and developmental strategies to select students who have under-developed skills, but who clearly desire to participate in and demonstrate the potential to enrich the life of the campus. Finally, those students who are prepared to embrace the city as a dynamic place for learning are most likely to engage learning at North Park in an active and comprehensive way.

### Enrollment Considerations and Expectations

In considering students for admission, the University does not discriminate on the basis of race, creed, national origin, sex, age, disability, or status as a veteran. Recognizing that all education is built upon a set of presuppositions and values, as an intentionally and distinctively Christian institution, North Park University expects its students to be aware of and desire an education that is informed and framed by Biblical perspectives and values. The Christian faith and teaching of the Bible are presented forthrightly for consideration and evaluation by all. At the same time, we welcome and enroll students from other religious traditions, and students without any faith perspective; their perspectives are welcomed and respected, while it is expected that all students respect the fundamental mission and identity of North Park as an intentionally Christian institution.

### Model College Preparatory Curriculum

North Park University recommends a well-balanced college preparatory curriculum. This curriculum should include:

- Four years of English including grammar, literature, and composition
- Three years of mathematics including algebra, geometry and calculus
- Three years of science which may include biology, chemistry, physics, and/or physical science
- Three years of history/social studies that include world history, geography, psychology, sociology, philosophy, and/or economics

- Two years of foreign language, minimum, four years recommended, in French, German, Spanish, or other
- Electives that are college preparatory

### Application Timetable

Early application and decision tend to indicate an increased likelihood for the success of an individual student at the University. North Park employs a rolling admission policy. Decisions are normally made in ten to fourteen days of a completed file, meaning all required or specifically requested materials have been received by the Admission Office.

### Recommended application deadlines

	August	January
First-year students	April 1	December 15
International students	June 1	October 1
Transfer students	July 1	December 15
Readmission*	August 1	December 1
Second bachelor's degree students	July 1	December 15
Non-degree-seeking students	July 1	December 15

Applications received and completed after these dates are considered and acted upon as space is available in the incoming class. Please note that financial aid opportunities are generally most favorable for early applicants. (\*Students seeking readmission to North Park should contact the Center for Student Engagement.)

### Acceptance of Admission

Once accepted, a student must decide to accept an admission offer by making a tuition deposit. This signifies your intent to enroll at North Park University. The tuition deposit deadline for the fall semester is May 1. Cancellations after May 1 are not refundable. Failure to make a tuition deposit by the specified deadline may result in the cancellation of a student's acceptance, and admission and elements of the financial aid package may be offered to another student. Tuition deposits are good only for the original semester for which they are submitted, and they may not be deferred and applied to subsequent terms. A housing deposit is required to secure student housing. It is refundable upon conclusion of studies at North Park, less any damage assessments incurred.

### First-Year Students

#### Admission Criteria

In evaluating first-time-to-college students for admission, the University considers a set of indicators that predict the likelihood of success at the college level. These include the following:

- Unweighted High school GPA
- High school attendance record



- Activities and involvements that reflect initiative, leadership, and personal character and values
- Demonstrated interest in North Park University
- Alignment with the mission of the University

## Materials Required for Consideration

The following materials must be submitted to North Park University's Office of Undergraduate Admission prior to an admission decision. Credentials submitted in support of an application become the property of North Park University and are not returned.

- Completed application form, including an essay or personal statement (if requested).
- Official high school transcript (final transcript, sometimes called proof of graduation, due upon graduation from high school); homeschooled students are also required to submit a transcript documenting their studies.
- Official college transcripts for any college-level courses completed while enrolled as a high school student.
- One academic reference, completed by a high school principal, guidance counselor, or teacher. Another completed by a pastor/youth pastor, coach, mentor, or employer (should not be a family member) is welcome and may strengthen an application.
- Personal interview, as requested.
- Other materials, as requested.
- Application fee.

## Transfer Students

Students who have graduated from high school and studied at another post-secondary institution are welcome to apply to for admission to North Park University as transfer students.

An applicant who has twelve (12) or more transferable hours, based on a transcript evaluation by North Park, will be considered a transfer student. An applicant with less than twelve (12) transferable hours, based on a transcript evaluation by North Park, will be considered a first-year student. Applicants who have attempted twelve (12) or more hours but, because of failing grades in those classes, do not meet the minimum requirement for transferable credits may be denied admission.

### Admission Criteria

In evaluating transfer applications for admission, the University considers a set of indicators that predict the likelihood of success at the University. These include the following:

- **Transferable GPA:** North Park requires a minimum cumulative GPA of 2.5 (4.0 scale) on 12 or more transferable credit hours, as evaluated by North Park University.
  1. If transferable GPA is under 2.5, an applicant may be asked to provide high school transcripts and ACT/SAT test scores, if graduation from high school was within two years.
  2. Classes that will not transfer include, but are not limited to, the following: nursing courses, athletic training courses, remedial (below 100 level or 1000 level) courses, technical/job training courses, school-specific courses, activity courses, and graduate school classes.

3. Some programs, such as nursing, athletic training, and education, have additional and higher entrance requirements.
4. Some courses may be transferable as electives but not count toward general education, program, or major requirements.

- Essay on topics specified on the application form.
- Demonstrated interest in North Park University.
- Alignment with the mission of the University.
- Activities and involvements that reflect initiative, leadership, and personal character and values.

## Materials Required for Transfer Applicant Consideration

The following materials must be submitted to North Park University's Office of Undergraduate Admission prior to an admission decision. Credentials submitted in support of an application become the property of North Park University and are not returned.

- Completed application form, including an essay or personal statement (if requested).
- Complete official transcripts from each college or university attended.
- Other materials as requested, including high school transcript or ACT/SAT scores.
- Personal interview, as requested.
- Application fee.

## Transfer of Credit Earned Prior to Attending North Park University

North Park University accepts all courses offered by any regionally accredited institution as long as the coursework is in some way equivalent to what North Park University offers or is consistent with the liberal arts nature of the University.

Transfer of credit is evaluated chronologically; transfer of credit from a two-year college is limited to 60 semester hours. Credit for work completed beyond this total must be from a bachelor's degree-granting institution. Transfer of credit from a bachelor's degree-granting institution is limited to 90 semester hours.

Courses taken from regionally non-accredited institutions of learning may be considered for transfer credit if they are consonant with the general liberal arts tradition in higher education (i.e., excluding courses in non-accredited institutions of higher education whose content is exclusively vocational or technical, such as bookkeeping, cosmetology, ministry, culinary arts, or engineering technology).

If courses from non-accredited institutions are accepted provisionally, 30 semester hours of work at North Park with a grade of C or better must be completed before the non-accredited transfer work will be credited to the student's record.

Remedial courses, as so labeled by these institutions, are exempt from this policy unless judged by the Office of the Registrar (Office of the Registrar) to be equivalent to those offered at North Park and accepted for credit. Transfer students are expected to fulfill the same degree requirements as students starting at North Park.

Courses transferred may apply to degree requirements in one of the following categories.

- The fulfillment of Core Curriculum requirements will be assessed by the Office of the Registrar as part of its initial transcript evaluation.
- The fulfillment of requirements in a major will be determined by the major department as part of the major declaration process.
- All other courses will count as electives in fulfillment of the 120 semester hour graduation requirement.

All transferred courses will be recorded with the grade received, but for purposes of the student's grade point average at North Park will be considered a "P" (pass).

Students must submit final, official transcripts from all post-secondary institutions attended. Failure to do so may be grounds for dismissal from the University. Transcripts must have been issued within the last calendar year and must be received by North Park University in a sealed envelope. Until final and official transcripts are received by the Office of the Registrar, all evaluations will be considered provisional.

Courses that are judged non-transferable may be disputed by appeal through the Registrar who, in consultation with the department head in the appropriate field (if applicable), will attempt to reach a satisfactory judgment. Appeals must be made in the first semester of enrollment.

## International Students

Students who hold passports from other countries than the United States may apply as international students. Students who hold both an American passport and a passport from another country are considered domestic students.

Admission into the University requires international students to demonstrate:

- Likelihood of academic success
- Ability to pay
- English language proficiency sufficient to undertake undergraduate studies

International students must complete and submit an application form and must also submit the following:

- Financial Resources Statement demonstrating the ability to pay for the first year of study, along with copies of official bank statements
- SAT and ACT scores are optional (North Park University's SAT code is 1556 and ACT Code is 1098).
- English Proficiency Test: TOEFL iBT 68, (North Park University's TOEFL code is 1556); IELTS 6.0, or Duolingo 105.
- All students are tested for their English skills during orientation prior to the start of classes. Students who require additional English competency may be required to take one or more ESL courses during their first and/or second semesters of study at North Park. Up to 8 credit hours of ESL courses may be applied as academic credit toward a BA degree.
- Photocopy of current passport and visa (if held)

- Documents, including transcripts and/or government exam scores, should be in English whenever possible. If an adequate translation is not provided, the student may be assessed a translation fee. International student transcripts may be evaluated by an independent company, such as World Education Services (WES), at the expense of the student.

An international student must maintain full-time status of 12 credits per semester.

Complete applications should be filed by June 1 for the fall term, which begins in August, and October 1 for the spring term starting in January.

## Non-Degree-Seeking Students (Visiting Students)

Non-degree-seeking students studying during the regular academic year (fall and spring semesters) must complete and submit the appropriate application form available on the North Park University website. Non-degree-seeking students may take up to 30 hours of credit.

In order to be considered for admission to North Park as a degree-seeking student, non-degree-seeking students must complete the full application process through the Office of Undergraduate Admissions. Students under 18 years of age must be granted special permission to enroll as non-degree-seeking students.

## Applicants for Readmission

Students who have left the University, or who have been dismissed for disciplinary or academic reasons, may apply for readmission to North Park. Applications for readmission are available through and are submitted to the Division of Student Engagement. Readmission will be based on an application, personal statement, transcripts, and/or other documents to aid in the readmission process.

If students wish to return following dismissal for academic reasons, they must petition the Student Academic Standing Committee (SASC) prior to applying for readmission, at least two months before the beginning of the term in which enrollment is desired. A petition form is available on the website, under Student Forms. The committee will evaluate requests for readmission on the basis of the following criteria:

- The student's written petition in which (a) compelling reasons are offered for wishing to return to North Park University; (b) the student's activities or accomplishments during the period of dismissal are described; and (c) there is indication of why academic performance will be better than before the dismissal. (Letters of recommendation from faculty members, including the student's academic advisor, who can attest to the student's likelihood of success at North Park will be considered by the committee in conjunction with the student's statement.)
- Evidence of the student's ability to perform work necessary, within one academic year, to raise his/her GPA to the minimum level required for good standing in his/her classification.

The SASC will evaluate petitions in terms of the criteria listed above and determine, on a case-by-case basis, whether or not to grant readmission.



## Students Seeking Second Bachelor's Degree

North Park welcomes students who have completed a bachelor's degree and are seeking a second bachelor's degree. Materials required for consideration include:

- Completed undergraduate application, including an essay or personal statement (if requested). Official transcript(s) showing all previous undergraduate or graduate course work. One academic recommendation from an instructor at a college attended

## Exchange Students

North Park maintains an active and robust exchange program with a number of partner institutions outside the United States and also participates in the International Student Exchange Program (ISEP). Students who wish to attend North Park University as an exchange student should apply through the international student office at their home school. International Admissions at North Park is responsible for processing exchange student applications. Exchange students who wish to continue studies at North Park University must apply for admission as a transfer student.

## Traditional Undergraduate Billing and Financial Aid

### Billing Policies

1. Tuition, fees, room, and board are billed in advance of each semester and are payable on specified due dates. Payment may be made by check, e-check, cash, or credit card.
2. All students are assigned to a 12 month payment plan beginning prior to the start of the semester. Payments are due at the 15th of the month. Contact the Center for Student Engagement at (773)244-5737 for more information.
3. Students with outstanding balances are not allowed to register for a new semester until all amounts from prior semesters are paid in full or satisfactory arrangements are in place (i.e., approved student loan or other financial aid is pending).
4. If payment is not made in full or satisfactory arrangements are not in place by the due date, a late fee will be applied to the student's account.
5. A finance charge of 1.5 percent per month is added to unpaid balances.
6. Student accounts that become delinquent may be submitted to a collection agency. As a part of normal procedures, collection agencies report defaulted accounts to National Credit Bureaus. Students will be responsible for expenses incurred during the collection agency process.
7. To reserve an assigned space in University housing, a housing deposit is required of each new student accepted for housing. This is held by Office of Residence Life and Housing as a damage deposit and does not appear as a credit on the bill.

### Tuition and Fees Policies

Students who withdraw prior to the start of a semester, or before the end of the first week of a semester, will not be charged tuition

and fees. Students who withdraw after the start of the second week of a semester will be charged tuition and fees based on the following schedule (assuming a 16-week semester):

Withdrawal Before the End of Week Number	Tuition Charge
Two	20%
Three	40%
Four	50%

Enrollment beyond the fourth week of the semester results in the entire charge of tuition and fees for that semester.

Room and Board charges are refundable as follows:

- 100% refundable through the end of the first week of the semester
- 80% refundable after the first week and before the end of the second week
- 60% refundable after the second week and before the end of the third week
- 50% refundable after the third week but before the end of the fourth week
- No refund after the end of the fourth week of the semester

Students who receive federal financial assistance and who withdraw must have a portion of that aid reduced in accordance with federal regulations.

In addition, students who withdraw prior to the end of a semester and who have received a cash disbursement from certain federal assistance programs must undergo a review to determine if a repayment of federal funds is due. First-time students at North Park who receive federal assistance and who withdraw before the end of the term may be subject to additional refunding in accordance with federal regulations.

North Park reserves the right to revise charges and billing policies at any time.

## Financial Aid

### Application for Financial Aid

New students interested in receiving financial aid should:

- Apply and be accepted for admission to North Park University.
- Complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal or state grants, loans, and/or work study.
- First-year students applying for music, art, journalism, or theatre scholarships should contact the Admissions Office for information.
- Financial aid packages will be sent to a student after they have been admitted, and North Park University has received their completed FAFSA.

### Costs and Financial Aid

North Park University offers eligible students federal, state, and institutional financial aid. Federal programs available include the Pell Grant, Supplemental Educational Opportunity Grants, Work-Study, Federal Stafford Loans, and Parent (PLUS) Loans. State grants include the Illinois Incentive to Access and the Illinois

Monetary Assistance Program. In addition, North Park has a generous institutional assistance program including academic scholarships, music scholarships, art scholarships, theatre scholarships, journalism scholarships, and need-based grants.

For additional information about the music, theatre, journalism, and art scholarships, see the North Park University website. To apply for all other financial aid, students must complete the Free Application for Federal Student Aid (FAFSA, [www.fafsa.ed.gov](http://www.fafsa.ed.gov)). Once a student has completed the application process and North Park has received the results of the FAFSA, they will be notified of the aid for which they qualify.

The costs below reflect the base cost of North Park before financial aid. Over 90% of students at North Park receive financial aid, which significantly reduces the cost of attendance. For first-time traditional undergraduate students at North Park University for the 2022–2023 academic year, the cost of attending is the following:

Tuition:	\$33,350
Room/Board:	\$10,425 (based on double room in residence hall and 15-meal board plan)
Books:	\$1,000 (estimate)
Personal Expenses	\$2,100 (estimate)

Financial aid may include a combination of scholarships, grants, loans, and/or guaranteed campus employment. The financial aid package will include all aid for which the student qualifies. However, a student may elect to accept any or all of the financial aid offered. If a student, however, feels that their financial situation has changed since initially completing the FAFSA, or if there are extenuating circumstances, the student may appeal their financial aid by completing an appeal form, which is available from the Center for Student Engagement. A committee reviews all financial aid appeals and responds to students in writing.

## Eligibility Requirements for Federal and State Financial Aid

To be eligible for federal or state financial assistance, a student must:

- Be enrolled at least half-time (6 semester hours or more per semester) as a degree-seeking student. To receive full federal financial aid, a student must be registered for 12 credit hours per semester. To receive full state financial aid, a student must be registered for 15 or more credit hours.
- Be a citizen or eligible non-citizen of the United States of America. Eligible non-citizens are students who are permanent residents and have an I-151 or I-551 (Alien Registration Receipt Card) or who are of refugee status and have an I-94 (Arrival-Departure Record) with appropriate endorsement.
- Not owe a refund or be in default on any federal programs covered under Title IV of the Higher Education act of 1965, as amended.
- Be making satisfactory academic progress toward a degree. North Park's satisfactory academic progress policy is available in the Office of the Registrar and in general follows the academic policies outlined in this catalog.

## Eligibility Requirements for Institutional Financial Aid

- Students must be enrolled in 12 or more credit hours per semester to receive institutional financial aid.
- Students who live in campus housing and receive financial aid will have their institutional financial aid reduced if they move out of campus housing. A detailed description of the Financial Aid/Housing Policy can be obtained from the Center for Student Engagement.
- Students who receive certain academic scholarships must maintain a specified GPA or their scholarship will be reduced. A detailed copy of the Financial Aid/Scholarship Reduction Policy can be obtained from the Center for Student Engagement.

## Satisfactory Academic Progress

### Criteria

To be eligible for federally and state funded financial aid programs, all student financial aid recipients must meet Satisfactory Academic Progress (SAP) standards. The Standards of Academic Progress are evaluated and students are notified when they don't meet the SAP requirements at the conclusion of each period of enrollment. North Park University evaluates students' SAP both qualitatively and quantitatively by reviewing the following three areas of performance:

### Requirements:

1. Grade Point Average. The following minimum grade point average must be maintained:

Hours Earned	Min. GPA
0–29	1.6
30–59	1.8
60+	2.0

2. Pace of Completion: Students must progress toward completion of their declared degree/certificate while maintaining a minimum 67% completion rate. The completion rate is calculated by dividing the cumulative number of credit hours a student has successfully completed by the cumulative number of credit hours a student has attempted.
3. Maximum Time Frame: Students may receive financial aid until they attempt 180 semester hours of credit from North Park and/or transfer schools. This policy will consider all enrollments at North Park and other colleges/universities whether or not financial aid was received. The SAP standards require students pursuing a second bachelor's degree to complete their program within the required 180 semester hours.
4. Attempted Credits:
  - Failures and Incompletes: Failures and incompletes are counted toward hours attempted and will be included in computing GPAs.
  - Withdrawals: If a student has withdrawn from a class (Drop or Withdrawal), it is not included when calculating grade point average. It is included in attempted hours and counted as an attempted hour that was not completed. Thus, it will negatively impact earned credits.

- **Audits:** Audited courses are not aid eligible and are not included in any financial aid satisfactory academic progress measurement. All other courses, including pass/fail courses that are passed, will be counted as credits completed.
- **Repeat Classes:** Repeat credits are credits awarded when a student repeats a course in order to improve a grade. A student may repeat a class as allowed by the institution. For the first three courses, the new grade can replace the initial grade. For additional courses beyond 3, the grade will be the average of the two grades. All repeated credits are counted as hours attempted and included in the percent of completion and maximum time frame calculations. For an individual course, a student may receive financial aid for only one repeat attempt. NOTE: Title IV eligibility for repeated courses is subject to the July 1, 2011, Program Integrity Regulations.
- **Transfer Credits:** When a student transfers into North Park, the credits accepted by North Park are not included in the cumulative North Park GPA. The credits are counted as attempted credits so they are included in the maximum time frame and counted as credits completed. After a student has matriculated to North Park, if he/she takes additional courses at a different university and wishes to transfer those courses to North Park, both grade and hours attempted will be counted in the North Park transcript and SAP calculations.

#### Procedures:

##### 1. Monitoring SAP

- The Financial Aid office will monitor SAP at the end of each semester.
- Students who meet all of the SAP requirements are considered to be in Good Standing.
- Students who are determined to be Not in Good Standing will be issued written notification sent to the student's North Park University email account. They will be notified of their standing and placement on: Financial Aid Warning, Financial Aid Suspension, Financial Aid Probation.
- Students will be notified by email to their North Park University email account if they are returned to Good Standing and placed on Financial Aid Reinstatement.
- Some students on Financial Aid Probation may be required to make an Academic Plan. Those plans will be monitored by the Financial Aid Department in consultation with Student Engagement.

##### 2. Warning, Suspension, Appeal, Probation, Reinstatement Status

#### Warning

- Students who have not met one or more of the SAP standards will be placed on Warning status for the next semester of enrollment. A student remains eligible to receive financial aid while on Warning status. At the end of the semester, the student will again be evaluated for SAP. If he or she has met all of the SAP requirements, they will be removed from Warning and considered in Good Standing. Students who have not met all of the standards will be placed on Suspension.

#### Suspension

- Students who have not met one or more of the SAP standards after completing a semester on Warning will be placed on Suspension. Without an approved appeal, students who are on Suspension are not eligible for federal/state financial aid for their next period of enrollment. Students who have been placed on Suspension may appeal to have financial aid reinstated.
- Students wishing to be removed from Suspension must complete and submit an Appeal form, available from the Center for Student Engagement.
- There are 3 possible results from the appeal process: (1) Appeal is denied; (2) Appeal is granted and student is placed on Probation; or (3) Appeal is granted and student is placed on Probation with an Academic Plan.
- If it is determined prior to the probation term that the student will not meet the requirements of SAP in one academic term, the student will be required to have an approved academic plan on file.

#### Probation/Probation with Academic Plan

- Students placed on Probation and Probation with Academic Plan will be eligible for federal/state financial aid.
- Students will be evaluated at the end of the Probation semester. To continue to receive financial aid in the next semester of enrollment, students will be expected to have met the SAP standards or met the requirements of their Academic Plan.
- Students on Probation with an Academic Plan: If the financial aid committee determines that the student could not meet the SAP standards in one semester while on Probation, the Financial Aid Committee will require the student in consultation with financial aid and Student Development prepare an academic plan that will enable the student to achieve SAP in a prescribed period of time.

#### Reinstatement

- Students who have met the SAP standards at the end of their probation period will have their financial aid reinstated and are considered to be in Good Standing.

#### Appeal Procedure for Students Placed on Suspension:

- For an appeal to be considered, the student must either be able to meet the Standards of Satisfactory Academic Progress by the end of the next period of enrollment; or the student must be placed on an academic plan which, if followed, will ensure that the student will be able to meet SAP at a future date. The Academic Plan will be developed in cooperation with the student, financial aid, and academic services.
- A completed Appeal Form needs to document extenuating circumstances such as death of a relative, illness or injury, or other special circumstances addressing why the student failed to make SAP, and to state what has changed in the student's situation that will allow the student to achieve SAP.
- Appeals are reviewed by the Financial Aid Committee. Students are informed of the decision via email within 7 business days of submitting their appeal. The decision of the Financial Aid Committee is final.

## Timetable for Awards

Applications for financial aid, as for admission, are considered on a rolling basis. All applicants for aid whose applications are complete and who have been admitted to the University will be considered and notified.

Since applications for admission and applications for financial aid are two separate procedures, and since notification concerning admission and financial aid awards are made separately, a student will receive notification of admission before the notification of financial aid awards. In some cases, admission may be granted but financial aid denied.

Students should complete the FAFSA after October 1. Accepted incoming students can anticipate receiving their financial aid package after November 15. It is to the new student's advantage to complete application for financial aid (FAFSA) by May 1. An exception to this timetable may be made for the student who first enters in the spring semester. In such cases, action will be taken as soon as the necessary procedures are completed.

Financial aid is renewable annually, subject to demonstration of continued need and satisfactory academic progress. Returning students must reapply annually for financial aid by completing the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). It is recommended that the FAFSA be filed as soon as the student and his or her parent(s) have filed their federal income taxes in the spring.

## Return of Funds Policy

Students who receive any federal financial aid and who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a semester will have their financial aid recalculated based on the "Return of Title IV Aid" formula derived from the 2009 Reauthorization of Higher Education Act. There are no refunds for any withdrawals after the 60% point in a semester.

Recalculation is based on the percent of aid a student has earned using the following formula:

Federal Financial Aid is returned to the federal government based on the percent of unearned aid using the following formula:

Percent earned = Number of completed days up to the withdrawal date\*\* DIVIDED by the total days in the semester. Aid to be returned = (100% - percent earned) TIMES the amount of aid disbursed.

When aid is returned, the student will owe a balance to the University. The student should contact the Center for Student Engagement to pay the balance.

Worksheets and examples demonstrating the amount of financial aid retained and the amount returned are available from the Center for Student Engagement.

Federal financial aid is returned in accordance with federal regulations.

\*\*Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the semester if the student leaves without notifying the institution.

## Veterans' Benefits

North Park is approved by the Department of Veterans Affairs. Applicants who qualify should contact the Center for Student Engagement for detailed information.



# STUDENT PROGRAMS AND SERVICES

## Alumni Relations and Services

The Office of Advancement and Alumni Relations stewards relationships with alumni and friends of the University to enhance the growth and development of the campus community. The Alumni Relations office coordinates annual events such as Homecoming, reunion weekends, and alumni gatherings, and contributes the Alumni News section of the North Parker, the University's alumni magazine. The North Park University GOLD (Graduates of the Last Decade) Committee assists in the planning and execution of various alumni events throughout the year.

## Athletics

### Intercollegiate Athletics

North Park University is a member of Division III of the National Collegiate Athletic Association (NCAA) and the College Conference of Illinois and Wisconsin (CCIW) and adheres to the philosophy and regulations of those bodies. The CCIW is recognized as the premier private college conference in the NCAA Division III with 58 national championships. North Park teams regularly produce All-American and all-conference athletes and compete in post-season play. The University has won five NCAA Division III national championships in men's basketball.

Intercollegiate athletics fulfill several important functions at North Park. It enables individuals to develop a personal self-discipline toward the physical, mental, and emotional aspects of training. It emphasizes the value of teamwork in working toward common goals. In this light, the experiences of team sports are considered an important training area for the teamwork required in the business and professional world.

On the personal level, varsity athletics give individuals the chance to realize their own potential within the framework of a competitive athletics program. On the campus-wide level, intercollegiate athletics have been a major focal point for unifying the campus community.

Men compete in baseball, basketball, cross-country, football, golf, indoor track and field, outdoor track and field, soccer, and volleyball. Women compete in basketball, cross-country, golf, indoor track and field, outdoor track and field, soccer, softball, tennis, and volleyball.

### Club Sports

Ultimate Frisbee is the most popular club sport at North Park. Men's and women's teams compete on the local, regional, and national levels.

Club sport offerings also include a dance team and cheerleading team, all of which are open to both women and men.

### Intramural Sports

Competition in intramural sports is open to the entire University community. Competition in badminton, basketball, dodgeball, flag football, indoor soccer, ping-pong, esports, and innebandy (a variation of Swedish floor hockey) is available to both men and women. The coed volleyball program is one of the most popular activities on campus.

## Auxiliary Services

### Business Office

Located on the third floor of Old Main, the Business Office handles the financial transactions of the institution, including all accounting and the payment of institutional bills. The Business Office can direct students to local banks to set up accounts.

### Campus Bookstore

The Campus Bookstore is operated for North Park University by Akademos Corporation. The store sells a complete line of textbooks and school supplies, souvenirs, and sportswear. The store is operated online and can be accessed through the North Park University website.

### Campus Safety

The Campus Safety Office at North Park employs current and graduated North Park University students, retired law enforcement personnel and off-duty officers from local and state police agencies to promote safety on the North Park campus. North Park campus safety officers patrol the campus 24 hours a day and have the authority to stop, detain, and question anyone who may have committed or is suspected of committing a criminal offense on campus. Off-duty officer(s) because they are law enforcement personnel, have the powers of arrest. Campus safety officers enforce all rules and regulations of the institution.

North Park University campus safety officers have a close working relationship with state and local law enforcement agencies. These agencies are responsive to North Park's campus safety needs and readily provide support when requested.

Additionally, the North Park University Campus Safety Department encourages the campus community to report both criminal and non-criminal incidents, providing education through crime awareness programs. Campus safety also notifies the campus community of any crime patterns that may be occurring, thereby emphasizing prevention.

### Human Resources

The Human Resources Office is responsible for the processing of student payroll. The Human Resource staff manages the hiring of new student employees, time entries, and generating student employment payments. Students must fill out the required forms, complete new-hire paperwork, and provide proper identification for employment verification (the most commonly provided are a driver's license and a social security card) to the Payroll Office before they start work on campus or within three days of starting their first on-campus job. Only original identification can be accepted, no photocopies or faxes.

Students cannot work on campus until the required paperwork is submitted in payroll; without it, students will not be paid for prior hours worked. Forms are available on the "My North Park" website or in HR. Students are paid bi-weekly (every other Friday). Students are responsible for web time entry and work directly with supervisors for their time entry approval.

If interested in employment, students may contact departments directly for employment opportunities. If you have any questions, please contact HR at [HR@northpark.edu](mailto:HR@northpark.edu).

## Information Technology

Information Technology provides the IT and media services resources on campus. General overview information is available on the office's website, while other specific technology information is available through the resources listed below.

**North Park Wiki and Helpdesk:** If you need assistance with an IT issue, please begin by searching the online Wiki (under Information Technology at [www.northpark.edu](http://www.northpark.edu)) and then opening a Helpdesk ticket if unable to resolve your issue.

**NPYou:** Personalized information and settings for your North Park account, email, phone, and storage can be accessed through the NPYou portal.

## Library Services

Brandel Library supports and extends the academic instruction of the University, helping students develop skills for lifelong learning with a robust collection and its dedicated librarians. With a current ID card, North Park students can access approximately 235,000 books, 500 periodicals, and 2,000 dvds housed in the Brandel Library, as well as several other university and special library collections in the metropolitan area. The library collection is accessible electronically through our catalog, which links our holdings to those of 76 other academic libraries in Illinois. Specialized and general full-text databases enable students to conduct research from home as well as on campus. The library itself includes individualized and group study spaces, a computer lab, curriculum lab, meeting, and gallery spaces. The F. M. Johnson Archives and Special Collections contain the records of the Evangelical Covenant Church, the University, and the Swedish American Archives of Greater Chicago. Students of church history, Scandinavian studies, and urban studies can enrich their understanding of local history by exposure to this rich collection.

## Magnuson Campus Center

Magnuson Campus Center is one of the hubs of student activity. There are several classrooms, seminar rooms, and the campus dining facility where resident students eat their meals.

Magnuson Campus Center is open seven days a week.

## Payroll Office

The Payroll Office is responsible for processing student time cards and generating student paychecks. Students must fill out the required forms and provide proper identification to the Payroll Office to receive student payroll checks.

## Physical Plant

The Physical Plant is responsible for the management of property alterations and repairs, cleaning, and maintenance in campus buildings.

## Postal Center

All resident and commuter students are assigned mailboxes which are centralized in the Postal Center. All off-campus and inter-campus mail is placed in student boxes. Students should notify their family and friends of their mailbox numbers.

## Johnson Center One-Stop Shop

This one-stop center assists students with all of their administrative needs. With knowledgeable counselors fielding students' specific concerns, this office includes financial aid, student accounts, and records and registration. Here students can find information regarding registration, grades, course information, changes of program, transfer rules, student identification cards, veteran's counseling, graduation requirements, withdrawals, transcripts, and permanent records.

In addition, all student billing and collection of tuition, fees, and room and board charges takes place here. Financial aid counselors can help students identify financing options available for funding their education including year-long payment plan options, as well as resources such as scholarships, grants, loans, and college work-study positions.

## Center for Scandinavian Studies

The Center for Scandinavian Studies sponsors cultural events, including public lectures, exhibits, and musical performances; hosts guest professors from Scandinavia; and assists researchers. The center supports the recruitment of students from Scandinavia to pursue degrees at North Park University. The center assists with the administration of student and faculty exchange programs between North Park University and the following schools in Scandinavia: Södra Vätterbygden Folkhögskola, the University of Jönköping (School of Health Sciences, Jönköping International Business School, and the School of Education and Communication), the University of Tampere (Finland), the University of Bergen (Norway), the University of Iceland (Reykjavik), and Akureyri University (Iceland). The Center for Scandinavian Studies cooperates with Scandinavian-American organizations in Chicago and the United States to bring the resources of contemporary Scandinavia to the campus. In cooperation with the other cultural studies centers and the various departments of the university, the Center for Scandinavian Studies contributes a Scandinavian and Scandinavian-American element to our multicultural learning community.

## Musical Groups and Ensembles

**Jazz Ensemble (MUS 0700)**

A select group of wind, rhythm, and percussion players determined by audition. Repertoire includes music for large jazz groups from the big band era to the present. An on-campus concert is presented each term, with occasional outside performances.

**Concert Band (MUS 0725)**

Open to all wind and percussion players, performance of wind ensemble music, both original music and transcriptions. Performances include on-campus concerts each term.

**University Orchestra (MUS 0750)**

Devoted to the study and preparation of orchestral literature from the Baroque era to the present through regular rehearsal and performance. All instrumentalists are welcome. Principal positions and general seating are determined by audition. Orchestra Rehearsals and Concerts are centered around Education in Human Values (based on five universal core values—truth, love, peace, right conduct and non-violence) and serve as a model for the Certificate in Music for Social Change and Human Values.

**University Choir (MUS 0800)**



A select group of experienced choristers, determined by audition. Emphasis is placed on vocal development and performance, with major appearances annually on and off campus, with regular national and foreign tours. The University Choir performs a varied repertoire of sacred and secular music.

#### Upper Voice Chorale (MUS 0810)

A select group of upper-voice singers determined by audition. Emphasis is placed on vocal development and performance, with major appearances annually on and off campus, and with national and foreign tours periodically. The Upper Voice Chorale (UVC) performs a varied repertoire of sacred and secular music.

#### Gospel Choir (MUS 0850)

Open to all singers, the Gospel Choir performs music that originates in the African American religious experience, including both traditional and contemporary repertoire. The choir performs two concerts a year on campus.

#### Gospel Choir Touring Ensemble (MUS 0855)

A select ensemble of singers drawn from the larger Gospel Choir by audition. The repertoire features all forms of gospel as well as traditional spirituals. The emphasis is on off-campus performances with a major tour every other year.

#### University Ministries Worship Team Ensemble (MUS 0860)

This worship ensemble is chosen by audition and supervised by the University Ministries and the Worship Arts Coordinator for the campus. Students are expected to develop knowledge, skills and attitudes pertaining to planning and leading music in worship. Roles on the team include team leaders, vocalists, instrumentalists, and communications liaison to other worship planning groups. Emphasis will be given to learning diverse worship styles and repertoire including worship music from various traditions and cultural styles. Students will lead in weekly campus worship services as well as off-campus worship events.

#### Jazz Combo (MUS 3710)

A select group of musicians determined by audition. Jazz music of all eras is studied, with an emphasis on individual improvisation.

#### Chamber Music Ensemble (MUS 3770)

A variety of small ensembles studying and performing a variety of chamber music literature. The instrumentation for the ensembles may specify brass, classical guitar, percussion, piano, woodwinds, or strings, or a combination thereof, and could also include other instruments or voice. By placement.

#### Chamber Singers (MUS 3890)

The Chamber Singers are a small, select group of singers, that performs music from many and diverse styles and periods. The goal for this ensemble is to function as a group of soloists in the true chamber style, performing music that profits from intimate renderings. Students participate in multiple performances both on and off campus including regular national and foreign tours. Auditions are competitive and based on the needs of the ensemble.

## Office of the Provost

### Faculty Advising

North Park University places emphasis on the role that faculty advising plays in the educational mission of the institution and in its

contribution to the growth and development of each student. Faculty advising at North Park involves much more than course selection. Upon course registration a faculty advisor is assigned and facilitates communication between the student and the University, serving as a coordinator of the learning experience through course/educational planning and academic progress review, and as a referral agent to other campus support services. We're confident that every North Park student can succeed academically, and the faculty advisor will help:

- develop overall academic strategies,
- identify and address academic difficulties, and
- explore and declare a major field of study.

At the end of the first year of study, students are encouraged to declare a major. Once a major is declared, the student is assigned a major faculty advisor who will provide guidance towards completing the North Park requirements and point the student towards career and graduate-school opportunities in the field. If the student is not ready to choose a major, they will remain with the original faculty advisor.

## Student Engagement

The Vice President for Student Engagement oversees those campus departments and functions that are most integrally involved in the servicing and retention of students: Career Development, Counseling Support and Health Services, Diversity and Intercultural Programs, Residence Life and Housing, Student Activities, Student Government Association, Student Success, and University Ministries.

## Career Development

From students' first semester through graduation, the Career Development Office is an integral part of the North Park student experience. Career Development provides professional assessment, resume development, local and national internship opportunities, career counseling, and industry-specific job fairs. Senior staff members also provide coaching and career-mapping tools for graduate students and alumni.

Our program offerings prepare students to compete in a fluctuating job market. To complement North Park's rigorous course offerings, Career Development has developed the Career Advantage program. Career Advantage provides professional development experiences, including opportunities to create unique personal brands, develop professional networks, and gain valuable skills in their field of interest.

CD also offers a wide range of internship opportunities, connecting students to their disciplines and career interests or stretching them to consider new growth opportunities. Specific academic internships are coordinated with faculty sponsors, allowing students to earn up to four credit hours per semester, and up to eight total credit hours during their time at North Park. Interested undergraduate students must submit an application to CD two semesters prior to the intended internship. For more information, contact the Career Development Office at [careers@northpark.edu](mailto:careers@northpark.edu).

## Compass

COMPASS is an intensive twelve-day program that helps first-year students prepare for the academic and social challenges of college and adjust to life on campus.

**Academics:** The COMPASS program guides you through the life-course selection and degree-planning process and introduces you to the support services available at North Park.

**Awareness:** COMPASS strengthens cultural awareness on campus, promotes the exchange of ideas and experiences, and encourages students to appreciate the cultural tapestry of our world.

**Assessment:** COMPASS helps you assess your skills, interests, and values.

## Counseling Support and Health Services

The Center for Counseling Support and Health Services, located at 3317 West Foster Avenue, provides professional counseling and medical/health services to students who are experiencing a variety of concerns and problems. Counseling services are provided by professionally licensed/supervised therapists following a brief therapy model. Counseling Support Services strives to provide North Park students with competent, confidential, and caring mental health support that encourages personal and emotional growth and the development of healthy attitudes, skills, and abilities. Services, free of charge to all full-time and/or degree-seeking North Park students, include consultations, individual and group counseling, case management, and drop-in support. Appointments can be requested online at [northpark.edu/counseling](http://northpark.edu/counseling). Students in need of more intensive or longer-term treatment are typically referred to off-campus professionals.

Acute medical/health services are available for all full-time students. The Center is staffed by a registered nurse (drop-ins are welcome, appointments are recommended). Health Services is partnered with Swedish Hospital to provide care via urgent care centers, lab draws, and referrals for physician care. Medical services are available at Swedish Hospital, which is located a half-mile east of campus. Costs incurred through the use of emergency medical services are not covered by the health services department and should be addressed through the student's insurance provider. Students are to check in at Health Services to receive referrals for physician, lab, or urgent care visits.

Every student registered for six or more semester hours must complete a medical history form when entering school. Every student is required by state law to turn in an updated record of his/her immunizations (measles, mumps, rubella, diphtheria, and tetanus) that is certified by a licensed physician or public health official. Exceptions are granted for medical or religious reasons only.

## International Student Services

North Park University enrolls approximately 50 international students from more than 40 countries. Because adapting to and studying in a new academic culture can bring particular challenges, the Office of International Affairs provides support for international students on exchange, and in degree programs at both the undergraduate and graduate level.

The Office of International Affairs is located on the first floor of the Johnson Center. Office staff prepare documents for international student visa applications, interface with the U.S. government on all visa-related issues, provide international student orientation at the start of each semester, and maintain non-immigrant student visa

records. In addition, the office provides general information and referrals on academic, campus, and cultural resources.

## Office of Diversity and Intercultural Programs

The Office of Diversity and Intercultural Life (ODIL), located on the first floor of Sohlberg Hall, aims to create a campus community that helps students of all backgrounds to feel welcome and included. The office seeks to maintain a climate that values diversity through programming, outreach, and support for all members. The office supports activities and events on culture, gender, race, religion, ethnicity, age, ability, residency, and socio-economic status to strengthen cultural awareness and diversity. Working with cultural clubs, student success programming, and promoting student advocacy are just a few ways we engage our students in pursuing lives of significance and service.

The office works with areas of the University to develop curricular and co-curricular opportunities designed to encourage greater integration of students' in-class and out-of-class experiences. In addition, the office is committed to providing quality events to promote diversity beyond food, fashion, and festivals. The office meets this objective by focusing on the critical components of diversity through campus dialogue forums, academic presentations, and diversity-related workshops. These events are designed to complement and support the University's academic mission. The office sponsors numerous events, including speakers, workshops, and exhibits addressing the value of diversity in building community and intercultural competency.

## The Collaboratory for Urban and Intercultural Learning

North Park University's diversity center, The Collaboratory for Urban and Intercultural Learning, is located on the first floor of Sohlberg Hall. The Collaboratory is a space that offers cultural events and community that enhances awareness and knowledge of diversity, culture, and communication. Our programs, events, and regular community-building meetings primarily explore the contemporary urban context, with an effort to include questions regarding justice in the intercultural context and a distinct orientation toward the city of Chicago as a local, collaborative 'laboratory.'

## Cultural Clubs

Our diverse student leaders choose to fully own our pursuit of lives that are significant and of service to others, serving as engaging learning peers. Within each cultural club, students will become immersed in a peer community rich with expressions of culture, knowledge, and faith. The office invites students to become involved with one or more of the cultural clubs listed below. Many of the organizations below hold their meetings and events in The Collaboratory.

- African Cultural Club
- Black Student Union
- East Asian Student Association
- Latin American Student Association
- Middle Eastern Student Association
- Muslim Student Association
- Queers and Allies
- Rising DREAMERS United/DACA

- Scandinavian Student Association
- South Asian Student Association
- Pacific Cultural Association

## Cultural and Heritage Months

The Office of Diversity and Intercultural Life will celebrate the recognized awareness months and week(s) for the North Park community below. Cultural and heritage months educate and raise understanding regarding the heritage and history of cultures, groups, or causes. These are not trivialized recognitions but intentional intercultural celebrations that reflect North Park's diverse student body. The office and cultural clubs provide programming, commentary, and resources to promote these selected intercultural observances and commemorative months/weeks.

- September
  - Hispanic/Latin American Heritage Month
- October
  - LGBTQ+ History Month
- November
  - Indigenous History Month
  - Undocumented Student Week
- December
  - Interfaith Month
- January
  - Interfaith Month
  - Annual Dr. Rev Martin Luther King Jr. Celebration
- February
  - Black History Month
- March
  - Womxn's Heritage Month
  - Ramadan Awareness
- April
  - Asian American Pacific Islander Heritage Month
  - Ramadan Awareness

## Parent and Family Relations

As a function of the Division of Student Engagement, Parent and Family Relations acts as a resource for North Park parents and families to facilitate communication and develop and nurture meaningful, lasting relationships between families and the University. Our office provides helpful information and resources to assist in your role as parent, mentor, and coach for your college-age student. Parent and Family Relations information focuses on the complex role of parenting a college-age student, as it may be different from the one you have been practicing. In preparation for the next step in your student's educational path, we acknowledge the challenge of letting go of your student as they take a big leap toward adulthood. We hope to be partners with you as you focus on the important journey ahead.

## Residence Life and Housing

North Park maintains residence halls and apartments on campus that accommodate the undergraduate student body. All first-year, second-year, and third-year students who are not living with their parents or guardian within 30 miles of campus are required to live on the North Park campus. Residents requesting university housing must complete a North Park University housing application and contract. The contract implies that unless the University is advised differently, the student plans to be a resident for his/her first, second, and third academic years until he/she is released from the housing contract based on the Housing Terms and Conditions. Termination of the contract must be in writing prior to the term in question. Please see the room and board refund schedule for adjustments made to housing charges after the semester is under way.

All student housing is under the direction of the director of residence life and housing. The size of our on-campus population is ideal for building relationships and receiving personalized attention from an experienced residence life live-in staff. North Park has three full-time professional staff members. Each professional staff member resides in the residence hall and is assisted by trained student resident assistants (RA). The goal for Residence Life and Housing is to create an environment that allows for personal growth and an atmosphere that enhances the learning process. The Residence Life and Housing staff utilizes educational and social programs to achieve these goals.

All residence halls provide on-site laundry facilities and security, including 24-hour front desk service. Furnishings in the residence halls include beds, desks, chairs, dressers, and mini blinds. Visitation hours are maintained in each living area. All visitors must sign in and out at the front reception desk of each hall. University apartments do not have a desk staff, but are monitored by security. University apartments are furnished with a beds and kitchen appliances.

North Park offers several residence hall and apartment choices for our students, and three different meal plans. Fourth-year students have the first option for university apartments. The Residence Life and Housing office coordinates all meal plan requests and housing applications and contracts.

## Student Government

All students enrolled in the traditional undergraduate program who carry 10 or more semester hours of credit are members of Student Government Association (SGA). The duties of SGA are carried out by the executive committee, elected senate, general council, and various committees.

### The Executive Committee

The officers of SGA—president, vice president, secretary, communications director, chief advocacy officer, and treasurer—constitute the membership of the executive committee. It is the responsibility of the executive committee to serve as a liaison between students, administrators, and faculty members. The executive committee acts on the senate's behalf in guiding the operations of the student government.

### Student Congress

The Student Congress exists to contribute to and improve campus life for undergraduate students. The Student Congress is made up of two parts:

### The Senate

The senate is the representative governing body made up of two members of each class.

### The General Council

The General Council is composed of ten representatives from ten different constituent bodies on North Park's campus.

## Student Success

Student Success will monitor and facilitate undergraduate student persistence and success through data collection, campus retention software, and program administration; and offer guidance and attend to the overall well-being of the North Park undergraduate student body. Programs and initiative are designed to support students' success throughout all aspects of the University experience.

### Disability Resources

North Park University seeks to provide an environment and community where each person may develop academically, socially, and spiritually. North Park University is committed to full inclusion and participation of people with disabilities in all aspects of university life. As a result, the University is willing to relocate programs, services, and activities to make the event accessible. Please allow at least ten (10) business days for accommodations. Depending on the nature of the program, service, or activity, accommodations may take longer or be able to be coordinated in less time.

If you have questions about accommodations or accessibility to programs, services, or activities offered on campus please contact:

Access Specialist  
Center for Student Engagement  
North Park University  
3225 W. Foster Ave.. Box 24  
Chicago, IL 60625  
(773) 244-5737  
studentengagement@northpark.edu

### Orientation Program

Entering North Park University is a threshold experience. It is a time of transition, growth, and excitement. At North Park we are committed to helping the new student find the way to the other side of the threshold. Thus we have created Threshold, a program designed with the new student in mind. Threshold includes summer advising opportunities and orientation activities and events prior to the start of school which will familiarize the student with the campus, faculty and staff, the academic programs, and various services.

### Writing and Tutoring Services

The Office of Academic Engagement and Student Success offers One-on-One Tutoring, Supplemental Instruction (SI), and Student Success Coaching. These services are regularly scheduled, informal review sessions in which students compare notes, discuss readings, and develop organizational tools. Students will learn how to integrate course content and study skills while working together. The sessions will be facilitated by trained student leaders recommended by faculty that have previously done well in the course and as model students.

The Writing Center, located on the second floor of Brandel Library, operates on the principle that every writer needs at least one good reader. Staffed by trained student Writing Advisors, the Writing

Center features a flexible program of writing support serving all undergraduate students. Every student in Core Curriculum first-year seminar courses confers with a Writing Advisor on drafts of formal writing assignments before revising and submitting their papers. This arrangement gives students intense, individualized writing advice and helps to streamline the processes of revision and editing. Students at any level of coursework can seek assistance in the Writing Center.

### Testing

Student Success coordinates and provides information on the Credit by Examination, Advanced Placement, and CLEP programs. These programs are discussed in more detail in the Academic Policies for Undergraduates section of the catalog.

## University Ministries

The department exists to help students integrate their faith with the way they learn, live, and serve. University Ministries strives to foster relationships and shared experiences with the hope of transforming students' lives, so they might commit their lives to making a difference in the world for the glory of God. The staff of University Ministries works with student leaders to create environments and experiences that are conducive to this transformation: personal yet shared, relevant while countercultural, meaningful but challenging. Through communal worship and urban service opportunities, small groups and social justice initiatives, global partnerships and racial reconciliation, University Ministries seeks to live out the Kingdom mission of Jesus: becoming all we were created to be and making a difference in this world. All students in the North Park community are invited to participate in the opportunities provided by University Ministries, regardless of their faith background.

### Chapel

Students, faculty, and staff are invited once a week to attend these campus worship services that include music, prayer, and teaching. The campus pastor, members of the community, and speakers from across the country engage our hearts and minds with the truth of scripture and challenge us to live it out in practical ways. A variety of worship styles—from contemporary to classical, African American to Hispanic, liturgical to free—make each service something unique. Chapel takes place every Wednesday morning at 10:30 in Anderson Chapel.

### Collegelife

Not just another service, Collegelife is a communal worship experience designed to help all of us learn and live out what it means to follow Jesus. Through the arts, practical teachings, and the opportunity to respond, our desire is to bring a Christian perspective to the real life issues students face today.

### Prayer Team

The Prayer Team consists of a group of students dedicated to weekly prayer for this campus. The team sponsors many opportunities during the year for students on campus to pray. As well, students can be prayed for in person by a member of the prayer team after collegelife. Prayer requests can be submitted to prayerrequest@northpark.edu.

### Sankofa

Sankofa brings together readings, films, class lectures, and conversations with a pilgrimage to major civil rights sites in the southern part of the U.S. focusing on black/white relations. We



explore the biblical, theological, sociological, political, cultural, and psychological dimensions of the struggle for racial justice during the Civil Rights era and its contemporary implications. We also seek to provide experiences that lead to personal transformation on the difficult questions of race and justice. Sankofa can also be taken as a two-credit class (AS-2540) during the spring semester pending successful completion of an application and interview process.

## Small Groups

We all need places where we can be ourselves, study God's word, serve others, and see where God is at work... one of those places is in a small group. You can join a group based on your interests and on what you would like to study. Our goal for these groups are that they become places where students will grow spiritually and be loved just as they are.

## Wellness Team

The Wellness Team at North Park University, comprised of representatives from the Division of Student Engagement and other departments on campus, is committed to the care of all students. Its mission is to enhance the educational and personal development of all students by providing a supportive environment when physical, mental, or emotional health issues that impact a student's ability to succeed arise. The Wellness Team makes recommendations after a careful assessment of the affected student's needs, family circumstances, and doctor or therapist recommendations. In limited situations, the Wellness Team may also require a course of action as a condition of continuing enrollment based on campus health and safety concerns.

# STUDENT RIGHTS, RESPONSIBILITIES, AND REGULATIONS

## Student Rights and Responsibilities

The University community functions with the understanding that the individual is responsible to the community and the community is equally responsible to the individual. The exercise of responsibility is an important part of the development of the full potential of the student as an individual and as a citizen. The University has adopted the following statement formulated by representatives of students, faculty, and administration.

1. No applicant will be denied admission to the University or denied financial aid because of race, sex, age, color, national origin, religious creed, political belief, or disability unrelated to ability.
2. The student has freedom of research, of appropriate classroom discussion, and of the advocacy of alternative opinions to those presented in the classroom. This right does not extend to general or specific threats of violence or harm toward others.
3. The student will be evaluated on knowledge and academic performance for the purpose of granting academic credit. Students will not be evaluated on personal or political beliefs.
4. The teacher-student relationship is confidential and disclosures of a student's personal or political beliefs expressed to the teacher in connection with course work will not be made public without explicit permission of the student.
5. Student's records may be released to persons not associated with the University only on request of the student, through legal proceedings, or as otherwise provided by law.
6. An attempt will be made to inform students of all rules, rates, and regulations deriving from contractual agreements with the University before entering into any such contracts.
7. The rights of individuals to be secure in their person, living quarters, papers, and effects against unreasonable search and seizure is extended to the students in the academic community. This shall not prevent the University from entering residence hall rooms, campus apartments, or houses in accordance with campus rules and regulations.
8. Students will be free from censorship in the publication of their views so long as these are presented in good taste and are not represented as the view of North Park University. Should good taste be questioned, the Vice President of Student Engagement may issue an injunction pending review by the Provost of the University.
9. Student publications will be free from any official action controlling editorial policy as long as publication maintains good taste. Publications shall not bear the name of the University or purport to issue from it without University approval. Should good taste be questioned, the advisor to the publication or the Vice President for Student Engagement may issue an injunction pending review by the Provost of the University.
10. Students are free to form, join, and participate in any campus group for intellectual, religious, social, economic, political, or cultural purposes, but shall not be recognized as an official school organization if the intended purpose of the organization is in direct conflict with the objectives of the University.
11. A student is free, individually or in association with other individuals, to engage in off-campus activities, exercising his/her right as a citizen of the community, state and nation, provided he/she does not in any way claim to represent the University.
12. Students are free to use campus facilities for meetings of officially recognized student organizations, subject to regulations governing the facility.
13. Student groups may invite and hear speakers of their choice on subjects of their choice so long as the boundaries of good taste are observed. The president of the University retains ultimate jurisdiction in the matter of speaker selection.
14. Students will have their views and welfare considered in the formation of University policy, and will be consulted by, or represented on, University committees which affect students as members of the University community.
15. Students are free to assemble, to demonstrate, to communicate, and to protest, recognizing that freedom requires order, discipline, and responsibility and further recognizing the right of faculty and students to pursue their legitimate goals without interference.
16. Students will be exempt from disciplinary action or dismissal from the University except for academic failure, failure to pay a University debt, violation of a University rule or regulation, or violation of local, state, and federal statutes. Rules and regulations shall be readily available in advance of the alleged violation.
17. A student is free to be present on campus and to attend classes pending action on criminal, civil, or disciplinary charges. Exceptions include reasons relating to physical or emotional safety and well-being of students, faculty, staff, other persons, or University property.
18. Every member of the community has the responsibility to conduct him or herself in a manner that does not violate the rights and freedoms of others and has the responsibility to recognize the principles within this statement of standards. It is further recognized that each member of the University community shall have recourse through the proper conduct channels for the preservation of their rights.
19. Students will be held accountable for incidents and happenings that occur in a student's living environment, regardless whether the student was present or not present at the time of the alleged violation(s). Sanctions will be at the discretion of the Hearing Officer.



20. Students will be held accountable for incidents and happenings that occur in a student's presence whether or not the student is participating in the violation(s). Sanctions will be at the discretion of the Hearing Officer.
21. Students will be notified of the alleged conduct charges being made against them and sanctions imposed, if any, given the opportunity for a conduct proceeding appropriate to the nature of the violation of this Student Standards of Conduct, and allowed to provide supportive information that they were not responsible for behavior in question.

## Additional Rights, Responsibilities, and Regulations

### Academic Dishonesty

Academic dishonesty runs counter to the goals and ideals of every educational institution, will not be tolerated at North Park University, and may result in dismissal from the University. Appropriate designated authorities within the University will judge cases of alleged academic dishonesty according to the principles, policies, and procedures outlined in the student and faculty handbooks. Categories that constitute academic dishonesty are:

1. Cheating on quizzes, tests, and/or examinations. Examples include, but are not limited to, the following:
  - Looking at an examination paper or answer sheet of another student.
  - Obtaining unauthorized information about the test prior to administration of the test.
  - Possessing or distributing a test prior to its administration.
  - Using unauthorized materials or equipment during an examination.
  - Cooperating with any of the above examples.
  - Gaining admission to the University through misrepresentation is unacceptable and may be grounds for expulsion from the University or revocation of any degree.
2. Plagiarism on papers and other assignments.
3. Alteration of academic records.
4. Sabotage, e.g. stealing, destroying, or altering another student's work; hiding or abusing materials to keep others from using them.
5. Substitution, e.g. taking an examination or preparing an assignment for another student.

Please refer to the current North Park University Student Handbook for further information.

### Alcohol and Drug Policies

North Park University is covered by the Drug-Free Workplace Act; as such, the alcohol and drug policies will be enforced to protect North Park's status as a responsible source for the award of federal grant monies. This means that we strictly prohibit the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance on North Park property or in conjunction with school sponsored events on or off campus. North Park University is also an alcohol-free (dry) campus, which means that alcohol is not allowed anywhere on campus or in conjunction

with school sponsored events. Additionally, North Park does not condone the display of alcoholic containers or advertisements in campus windows, rooms, in campus publications, or on posted communication.

Students in violation of these policies will be disciplined by the Dean of Students or designated staff, up to and including dismissal, depending on the severity of the case. If a student is found in an on-campus situation where alcohol is found and/or being consumed, that person is culpable. All alcohol containers will be confiscated, emptied, and used for evidence. The Residence Life staff (as well as other community members), upon observing consistent behavior patterns of alcohol abuse, will express concern to the Dean of Students who may make referrals. Behavior that is disruptive, or characterized as physically violent, excessively aggressive, or uncooperative, and is related to the influence of alcohol and/or drugs, is prohibited.

A student's federal financial aid may be affected by violation of federal drug laws according to the Anti-Drug Abuse Act of 1988.

The North Park community is committed to supporting those seeking recovery from chemical dependency and to raising the collective conscience of alcohol and drug use and misuse. We support members of the community in their efforts to pursue treatment for addiction and to maintain drug-free and alcohol-free lifestyles. Questions regarding the Drug-Free Campus Policy Statement should be referred to the Dean of Students.

### Automobile Regulations

Students must register their cars with the Campus Safety Office and observe regulations regarding insurance, use, and parking of cars as established by the University. All students with vehicles must purchase a student parking permit. First-year students are not encouraged to bring automobiles. Parking facilities are limited and there is the potential for distraction from studies.

### Enforcement of Regulations

The institution reserves the right to expell at any time students who, in its judgment, are undesirable and whose continuation in the school is detrimental to themselves or their fellow students. Students who have been suspended or dismissed will receive no refund of monies paid to the school.

Further information regarding student rights and responsibilities, the course of disciplinary action, and the appeal process may be found in the North Park University Student Handbook.

### Federal Educational Rights and Privacy Act of 1974

North Park University reserves the right, as allowed under the Federal Educational Rights and Privacy Act of 1974, as amended, to disclose educational records or components thereof without written consent to parents of dependent students as defined according to the Internal Revenue Code of 1954, Section 152 (as amended). All undergraduate students, other than those matriculated in the registered nurse continuation and SPS programs, will be assumed to be "dependent" unless a student notifies the Center for Student Engagement in writing within 10 calendar days after the commencement of any term that he or she considers himself to be "independent." A certified copy of the parent's most recent Federal Income Tax Form establishing the student's dependent status shall be required before any educational records or components thereof

will be released to the parent of a student who has properly notified North Park University of his or her “independent” status.

Note: A student cannot declare himself or herself as “independent” for the purposes of non-disclosure of educational records to parents and still claim to be “dependent” for the purposes of receiving financial aid.

## Gambling

In accordance with the laws of the state, the University prohibits gambling in any form on campus.

## Grievance

### Grievance Procedures

The process for addressing student grievances varies depending on the subject matter of the grievance. However, in all instances, it is important that grievances be presented promptly. A failure to comply with the timing requirements described in the grievance procedures below is grounds for denial of the grievance.

### Academic Grievances

The process outlined below applies to any grievance involving academic issues other than allegations of academic dishonesty. The procedure for addressing allegations of academic dishonesty is set forth in the section on “Academic Integrity”.

Step 1: The grievance shall first be presented to the responsible faculty member for resolution. The grievance should be presented promptly and in no event later than five days after it arises. The grievance may be presented orally. The faculty member should investigate the relevant facts, as needed, and respond promptly.

Step 2 (College of Arts and Sciences only): If the student is not satisfied with the faculty member’s response, the student may appeal to the department chairperson within five days. The appeal may be presented orally or in writing. After consultation with the responsible faculty member, the department chairperson will communicate his/her determination or proposed resolution.

Step 3: If the student is dissatisfied with the response, the student may appeal to the Associate Dean, Division Director, or Dean with responsibility for the class out of which the academic grievance arose. The appeal must be taken no later than five days after the preceding response and shall be in writing. The appeal shall identify the issue, describe the prior steps taken to resolve the grievance, state the responses received at earlier steps, and set forth all the facts supporting the grievance, including any related documentation. The applicable Associate Dean, Division Director, or Dean will conduct any investigation deemed necessary, consult with the responsible faculty member, may request both the student grievant and the faculty member to jointly meet with the Associate Dean, Division Director, or Dean, and will promptly render a decision. In the event of a meeting, the student may request the assistance and presence of another member of the North Park Community.

Step 4: If the student remains dissatisfied with the decision, the student may appeal to the Office of the Provost. The appeal must be taken no later than five days after the decision at Step 3 and shall be in writing. The appeal must summarize the decision at Step 3 and explain why that decision is being challenged. Copies of the step 3 appeal, any written response, and any other related documentation shall be provided. The Office of the Provost shall make a decision based upon the record presented, and any additional investigation

the Provost deems appropriate. The decision of the Provost shall be final and binding.

## Housing Grievances

The process outlined below applies to any grievance involving the interpretation of residence hall rules or the conduct of another resident or student visitor in campus housing. These matters may be subject to student conduct proceedings. Student conduct proceedings are discussed in the section titled “North Park University Student Standards of Conduct.” At each step of the grievance process, the applicable University official may issue an Incident Report and refer the issue for student conduct proceedings. Such a referral will terminate the grievance process.

Step 1: The grievance shall first be presented to the Resident Assistant for resolution. The grievance should be presented promptly and in no event later than five days after it arises. The grievance may be presented orally. The Resident Assistant should investigate the relevant facts, as needed, and respond promptly.

Step 2: Unless the grievance has resulted in the issuance of an Incident Report, a student who is not satisfied with the Resident Assistant’s response may appeal to the Professional Staff within five days of the Resident Assistant’s response. The appeal shall be in writing, and identify the issue, describe the prior steps taken to resolve the grievance, state the responses received at earlier steps, and set forth all the facts supporting the grievance, including any related documentation. The Professional Staff will conduct any investigation deemed necessary, consult with the relevant Resident Assistant, may request the student grievant and the person who is the subject of the grievance, if any, to jointly meet with the Professional Staff. In the event of a meeting, both the grievant and any person who is the subject of the grievance may request the assistance and presence of another member of the North Park Community. The Professional Staff will promptly render a decision.

Step 3: Unless the Professional Staff’s decision results in the issuance of an Incident Report, a student who is not satisfied with the Professional Staff’s response may appeal to the Director of Residence Life and Housing. The appeal must be taken no later than five days after the decision at Step 2 and shall be in writing. The appeal must summarize the decision at Step 2 and explain why that decision is being challenged. Copies of the Step 2 appeal, any written response, and any other related documentation shall be provided. The Director of Residence Life and Housing shall make a decision based upon the record presented, and any additional investigation the Director deems appropriate. The decision of the Director of Residence Life and Housing shall be final and binding.

## Non-Academic Grievance for Students

The purpose of the Student Non-Academic Grievance Procedure is to provide a process for students to seek resolution of disputes and grievances that does not fall within the scope of one of the other grievance processes.

At North Park University, there are a number of grievance procedures through which students can raise and seek redress for what they believe to be unfair, improper or discriminatory decisions, actions, or treatment. North Park takes all grievances seriously and follows the appropriate policy.

1. If the matter involves an academic decision, the Student Academic Grievance Procedure applies.

2. If the matter involves a housing or roommate concern, the Student Housing Grievance Procedure applies.

3. If the matter involves discrimination, harassment, bias and/or sexual assault, the Title IX Harassment & Sexual Misconduct Policy and/or the Discrimination, Harassment, and Retaliation Policy, and takes precedence over other grievance procedures that may also apply (e.g., a roommate is accused of sexual harassment).

4. If the matter involves a parking violation, the Parking Violations Appeals process applies.

5. If the matter involves a violation of the policies and community standards in the Student Handbook, then the Student Conduct process applies.

If none of these specific procedures applies, the non-academic grievance process may be utilized to formally identify the issue or dispute and seek its resolution. The process is outlined below. Grievances challenging decisions or actions by the Vice President for Student Engagement (for which no other specific grievance or appeal process is provided) proceed directly to Step 4.

**Step 1:** The aggrieved student must first confer with the staff member, faculty member, or student involved in an attempt to resolve the problem. If the student is not comfortable with first addressing the staff or faculty member you may skip to Step 2. You may also choose to report any non-academic grievance through the self-referral system (EARS).

**Step 2:** Unresolved grievances shall be filed in writing by the student with the appropriate staff or faculty member's supervisor and/or human resources. In the case of a grievance against a student, the written grievance shall be presented to the Dean of Students. In consultation with the director of human resources, dean of students and/or the supervisor will conduct an inquiry and attempt to resolve the matter impartially and as quickly as possible. This step is generally concluded within ten (10) business days of the date the grievance was received.

**Step 3:** If the student is dissatisfied with the prior decision, the student can present the grievance, in writing, to the Vice President, Provost, or Dean, as appropriate. The grievance should be presented promptly and in no event, later than five business days after the Step 2 decision. The grievance must summarize the decision, action, or other matter being grieved and explain why it is being challenged. Copies of any related documentation shall be attached. The Vice President, Provost, Dean receiving the grievance, or a designee to whom they assign responsibility for resolving the grievance, will conduct any investigation deemed necessary, including joint meetings among the student grievant, the person who is the subject of the grievance, if any, and a University official responsible for any policy or procedure at issue. In the event of a meeting, both the grievant and any person who is the subject of the grievance may request the assistance and presence of another member of the North Park Community. The appropriate Vice President, Provost, Dean or designee will promptly render a decision.

**Step 4:** If the student is dissatisfied with the decision at Step 3, the student may appeal to the President of the University. The appeal must be taken no later than five business days after the prior decision and shall be in writing. The appeal must summarize the decision, action, or other matter at issue, explain why it is being challenged, and describe any prior steps of the grievance process, including the determination. Copies of any related documentation shall be attached. The President shall determine the appeal based upon the record presented, and any additional investigation the

President deems appropriate. The decision of the President shall be final and binding.

The following are examples of actions that may be grieved under this policy

- Denial of disability accommodations
- Claims involving the Family Educational Rights and Privacy Act of 1974 (FERPA)
- Policy or procedure applied unfairly and/or in a different manner than it was applied to others;
- Administrative error in the application of the policy or procedure

The following are examples of actions which are not subject to the non-academic grievance process policy

- To contest an instructor's evaluation of academic performance;
- Academic probation, disqualification or other academic decisions by a department, college or the university;
- University student conduct action;
- Academic dishonesty allegations;
- Parking citations;
- Debt to the university;
- Retaliation for making a complaint under any University Policy;

#### Time Limits

Every effort will be made to settle grievances promptly. Time limitations specified in this policy may be extended by written mutual agreement. If there is no written mutual agreement to extend the time limits, and if the student fails to appeal to the next level within the specified time limits, the grievance will be deemed settled on the basis of the last decision rendered. If the University fails to act on a grievance or to notify the student of the decision at any level within the specified time limits, the student will be permitted to appeal to the next level within the time that would have been allotted had the decision been communicated within the appropriate time limit.

#### Retaliation

Retaliation is defined as adverse action against an individual who has (1) complained about alleged Prohibited Conduct or otherwise utilized a grievance process created by the University, (2) participated as a party or witness in an inquiry, investigation or hearing relating to such allegations or grievance, or (3) participated as a party or witness in a court proceeding or administrative investigation relating to such allegations. Retaliation by any member of the campus community, including students, faculty, and staff, is prohibited by state and federal law and violates North Park Policy. Retaliation is strictly prohibited.

#### Interim Measures

Interim measures may be available to complainant. Interim measures are temporary measures to ensure the integrity of the process and to safeguard the complainant and the University community. Such measures may include changes to academic, living, transportation, working situations and limiting or suspending access to University facilities and events or regulating continued interaction between the complainant and the subject of the complaint. If the complainant

wishes to explore the possibility of interim measures, one should contact the Dean of Students or Director of Human Resources.

#### Interpretation

Any questions about the interpretation of this policy may be addressed to the Dean of Students.

## Policy Against Discrimination, Harassment, and Retaliation

As a Christian institution of higher learning supporting the mission and embodying the faith heritage of the Evangelical Covenant Church, North Park desires to have a campus community “which truly values people and is characterized by integrity, diversity, collegiality, fairness, compassion and joyful living.” North Park is committed to providing and maintaining a welcoming environment, and will not tolerate discrimination, harassment, retaliation, or any form of intimidation by any person in any form directed against students, faculty or staff of the institution. The institution will take prompt and appropriate action when complaints of discrimination, harassment, or retaliation are registered, including appropriate disciplinary action up to dismissal against the perpetrator, if the complaint is substantiated and such discipline is deemed necessary.

This Policy applies to conduct on campus and at University sponsored events and programs off-campus. However, it also covers other off-premises conduct (e.g., at a private party) if that conduct adversely impacts the ability of a North Park student or employee to enjoy the full benefits of his/her association with North Park.

Enforcement of this Policy will be coordinated by the Director of Human Resources, who shall serve as Equal Opportunity (EO) Coordinator. The EO Coordinator is responsible for seeing that institutional procedures are followed in investigating all allegations or complaints of discrimination, harassment, or retaliation involving faculty, staff, students and campus visitors. The EO Coordinator is also responsible for overseeing the University's compliance with federal equal opportunity laws such as Title VI, Title VII, and Title IX, and similar state laws.

### Discrimination Prohibited

Discrimination is defined as unequal, adverse treatment of an individual because of his or her race, color, national origin, sex, age, disability, veteran's status, or other protected status, as those terms are defined by applicable local, state, and federal law. For instance, different treatment of two similar individuals with respect to hiring, pay, opportunity for advancement, admission to North Park as a student or educational opportunity after admission constitutes discrimination if the reason for the different treatment is the protected status of one of the individuals. Harassment based on any protected characteristic also constitutes discrimination. Discrimination on the basis of sex is prohibited by Title IX of the Education Amendments of 1972, 34 C.F.R. Part 106, and other laws. State and federal law also prohibit discrimination on the basis of each of the above enumerated characteristics. It is North Park policy to comply with all of these laws. However, as a religious institution, North Park reserves the right to make hiring and employment decisions on the basis of religious beliefs or lifestyle consistent with the religious principles espoused by the Evangelical Covenant Church and as permitted by applicable law.

### Retaliation Prohibited

Retaliation is defined as adverse action against an individual who has (1) complained about alleged discrimination, harassment or retaliation, (2) participated as a party or witness in an investigation relating to such allegations, or (3) participated as a party or witness in a court proceeding or administrative investigation relating to such allegations. Retaliation is prohibited by state and federal law and violates North Park Policy.

### Harassment Prohibited

North Park strives to be a community in which all persons are treated with respect. Any form of harassment is contrary to this goal. Harassment tends to target one or more personal characteristics of the person(s) being harassed. Oftentimes, it focuses upon readily identifiable attributes such as race, color, national origin, sex, age, disability, etc. However, it may also focus upon beliefs or perspectives, such as religion, politics, or lifestyle. Harassment, regardless of its nature, involves unwelcome verbal or physical conduct that implicitly or explicitly demeans an individual or group based on such personal characteristics, and:

- affects tangible job or education benefits, or
- interferes unreasonably with the education, work or other institutionally sponsored activity of a student, employee or campus guest, or
- creates an intimidating, hostile, or offensive environment for education, work or other institutionally sponsored activity.

North Park will not permit harassment and considers harassment based on race, color, national origin, religion, sex, age, disability, veteran's status, or other protected status as those terms are defined by applicable local, state and federal law particularly intolerable. Although North Park does not permit harassment of any person for any reason, this does not imply institutional approval of all beliefs or lifestyles. North Park's institutional position on these matters is necessarily congruent with our sponsoring denomination, the Evangelical Covenant Church.

### Racial and Ethnic Harassment Defined

North Park aspires to be a multi-cultural community of learning. In order to make this goal a reality, we need to develop sensitivity to, and an educated awareness of, each other's cultures, nationalities and ethnic differences. Demeaning or harassing comments or acts which are racially or ethnically motivated are contrary to the spirit and goals of the North Park community.

Harassment on the basis of race, color or national origin can include verbal or physical behavior that explicitly or implicitly demeans the race, color, or national origin of an individual or individuals. Examples of racist or ethnically insensitive harassing conduct include, but are not limited to:

1. Verbal assaults that demean the color, culture or history of any person or persons, and/or that perpetuate false stereotypes. Examples include name-calling, racial slurs, slang references and ethnic jokes.
2. Nonverbal behavior that demeans the color, culture or history of any person or persons and/or that perpetuates false stereotypes. Such behaviors may include gestures, portrayals, graffiti, or acts of exclusion.



3. Intimidation through threats of force or violence or threats of interference with an individual's education, work, or other activity.
4. Physical contact or assault because of an individuals' race, color, or national origin.

## Harassment on the Basis of Sex Defined

Harassment on the basis of sex is a violation of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Harassment on the basis of sex includes (1) verbal or physical behavior that explicitly or implicitly demeans the gender of an individual and (2) sexual harassment. In the employment context, the EEOC, which enforces Title VII, defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis of decisions affecting such individuals; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment.

In the education context, sexual harassment may be defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment of a student when submission to or rejection of the conduct by an individual is used as the basis of academic decisions affecting the student or the conduct has the purpose or effect of unreasonably interfering with the student's academic performance or creating an intimidating, hostile, or offensive environment.

Sexual harassment can be verbal, visual or physical. It can be overt, as in the suggestion that a person could get a higher grade or a pay raise by submission to sexual advances. The suggestion or advance need not be direct or explicit – it can be implied from conduct and circumstances. Sexual harassment can also consist of persistent, unwanted attempts to change a professional or educational relationship to a personal one, particularly where the attempts involve an abuse of power. The potential for abuse of power is inherent in certain relationships, such as professor and student, or supervisor and subordinate. Members of the North Park community who hold positions of authority should be especially vigilant to this inherent risk in certain relationships and situations. However, harassment among peers is also prohibited.

Harassment on the basis of sex can range in severity from sexist remarks, unwelcome sexual flirtations, and inappropriate put-downs of individuals or classes of people, to serious physical abuses such as sexual assault and rape.

The following list illustrates, but does not exhaust, the possible forms of harassment on the basis of sex. The examples are generally arranged in ascending order of severity.

1. Behavior that draws unwanted attention to the gender or sexual identity of another person, such as whistling, leering, or ogling, in such a way as to create a hostile environment, e.g., through repetition or in combination with other forms of harassment.
2. Communication (verbal or non-verbal) which creates a hostile environment. Examples of such behavior, when repeated or

pervasive, include unwelcome compliments about appearance; unwelcome requests for personal relationships (e.g., a date); comments with sexual innuendo, obscene gestures, insulting humor, or jokes; crude language, graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; questions regarding sexual practices; derogatory or demeaning comments about women or men in general, whether sexual or not; displaying objects or pictures which are sexual in nature: sexually-oriented kidding, teasing, or flirting. While a single instance of such communications does not create a hostile environment, repeated communications of this nature can create a hostile environment.

3. Verbal threats, directed at a person individually or as a group member.
4. Unwanted advances including sexual propositions, touching, patting, pinching, caressing, kissing, or brushing against another's body without threat of punishment for non-compliance and without promise of reward for compliance.
5. Unwanted advances including the types of behaviors mentioned above in number 4, whenever they are accompanied by promised rewards or reprisal for lack of cooperation. For example:
  - when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or
  - when submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
6. Nonconsensual sexual activity (e.g., "date rape," sexual activity with someone not capable of consent because of the influence of drugs, alcohol, or other incapacity)
7. Assault, physical violence, or coerced sexual contact (e.g., rape).

## Preventive Action

Some instances of perceived harassment (within categories 1 and 2) may be the result of misunderstandings or miscommunications. Sometimes individuals unwittingly make insensitive or careless statements or exhibit behaviors that you may find offensive but that are not intended to give offense. In such circumstances, ongoing problems may be avoided or prevented by early and direct communication with the offending party.

The communication should make clear to the offending party that his/her remarks and/or behaviors are unacceptable to you. Several approaches can be used:

- Verbal Confrontation - Explain why you view the particular comments or behaviors as offensive. Be firm and direct; make it clear that the comments and/or behaviors are to stop.
- Written Communication - Write a letter to the offending party in which you give a detailed description of the unacceptable comments and/or behaviors. Explain how these incidents make you feel. State that you want the comments/behaviors to stop.

If you are not comfortable discussing the matter directly with the offending party (or if direct preventive action is not successful in stopping the offending comment or behavior) you should pursue the alternatives below. You have the right to proceed directly to file a complaint or confer with an advisor without first engaging in direct preventive action. (Note: direct preventive action is not recommended if the behavior in question involves physical contact

or threats. Instead, you should proceed to a complaint or at least seek advice from the University.)

Please refer to North Park University's website and Student Handbook for further information regarding the Policy Against Discrimination, Harassment, and Retaliation and the Title IX & Sexual Misconduct Policy.

## Housing Policies

The educational mission of North Park University is not limited to the classroom. Residence living can be a part of the educational experience by providing challenge, opportunities for growth, and exposure to life situations.

The University is committed to making its housing units safe and healthy places in which to live. In turn, growth and development also depend upon the resident students and their willingness to contribute toward the shared goal of successful residence living.

North Park maintains residence halls and apartments on the campus which accommodate approximately 60 percent of the enrollment. All first, second, and third-year students are required to live in campus housing. Exceptions to this policy apply to students living with their parent/guardian(s) within 30 miles of the campus, those registered for fewer than 12 credit hours, or those 21 years of age prior to September 1 of the academic year. Other exceptions to this policy will be considered upon written petition to the director of residence life and housing.

All housing applicants must complete and sign a University Housing Contract and submit it to the director of residence life and housing. The contract implies that, unless the University is advised differently, the student plans to be a resident for his or her first, second, and third academic years until he or she is released from the housing contract based on the Housing Terms and Conditions. Termination of the contract must be made in writing to the director of residence life and housing prior to the semester in question. Charges will be applied if the student is in violation and for each semester the student remains in violation of the University Housing Contract.

Please see the room and board refund schedule for adjustments made to housing charges after the semester is under way.

All student housing is under the direction of the director of residence life and housing. A full-time professional staff resides in each living area and is assisted by trained student resident assistants (RAs). The residence life and housing staff provides supervision, advice and referral, programming, minor discipline, and general assistance for our residents.

While the University's residences are safe and well supervised, a student still assumes the normal risk associated with living in residence; that is, possessions can at times be accessible to other resident students and visitors. Students assume full responsibility for their possessions and valuables and should keep rooms and apartments locked if they do not wish others to have access. The university cannot assume responsibility for a student's personal possessions. Visitation hours are maintained at each living area. All visitors deposit their ID and sign in and out at the front reception desk of the individual halls.

## Individual Facility Regulations

There are specific regulations that govern comportment, behavior, and procedure in various campus facilities. Students and guests

are responsible to inform themselves of these policies and abide by them. Inquiries concerning policies for specific facilities should be addressed to the staff or director of the facility in question.

## Right to Know

Students have a right to see graduation rates and crime statistics as required by federal law. Statistics on graduation rates are available from the Center for Student Engagement. Crime statistics are published by the safety department and are available from the Office of the Vice President for Administration and Finance.

## Search and Seizure Policies

Students are subject to search by Authorized University Personnel when there is Reasonable Suspicion to believe that a student is in possession of controlled substances, alcohol, weapons, or stolen property. The entry or search of University owned living quarters occupied by a student may be conducted by the following people for the purposes and under the following procedures:

- By Authorized University Personnel when they reasonably believe a violation of University regulations and/or policies/procedures is being committed.
- By Authorized University Personnel in emergency situations to protect the health and welfare of the student or others in the residence. To ensure that health, fire, and safety regulations are maintained.
- By Authorized University Personnel or agents to make improvements, repairs and to provide routine maintenance service or to make emergency repairs and to prevent damage to the property of the student and the University.
- By sworn law enforcement officers in the performance of statutory duties and in accordance with legally defined procedures governing search and seizure.

Definitions Authorized University Personnel: Professional members of the Division of Student

Reasonable Suspicion: Reasonable suspicion is satisfied when two conditions exist: (1) the search is justified at its inception, meaning that there are reasonable grounds for suspecting that a search will reveal evidence that the student has violated or is violating the law or university rules, and (2) the search is reasonably related in scope to the circumstances that justified the search, meaning that the measures used to conduct the search are reasonably related to the objectives of the search and that the search is not excessively intrusive.

Reasonableness: Exists when a University Official has reasonable and articulable grounds to suspect that the search will provide evidence that the student is violating the law or a school rule. For example, reasonable suspicion is established if the school official receive a credible email, observes drug paraphernalia or alcohol or if the school official observes physical factors indicating intoxication, e.g., slurred words, glassy eyes, or smell of alcohol or drugs.

## Smoke Free Facilities

To provide a healthy and safe environment for students, faculty, staff, and visitors on campus, and to create a cleaner and more sustainable campus community, smoking and tobacco use is prohibited on all campus property at North Park University, both indoors and outdoors, in University-owned vehicles and in privately-owned vehicles parked on campus property.



## Student Conduct, Community Standards, and Sanctions

The purpose of the University Community Standards and Student Conduct process is to help North Park University students understand and develop respectful and responsible behavior in the context of the campus and surrounding community. North Park University and the Division of Student Engagement is committed to preparing lives of significance and service by assisting students with the following:

- Understanding community responsibilities by fostering empathy for others, their feelings, and their need for conditions
- Enhancing self-awareness by developing the integrity and character of students
- Making intentional life decisions that are conducive to growth development, life-long learning, and spiritual awareness
- Obtaining fundamental skills to serves a student, a friend, and citizen
- Encouraging and enforcing the rights and property of others
- Embracing diversity by preserving respect and dignity of all persons

North Park University assures its students its intentions are uphold accountable for the University Community Standards, and does not intend to take away any student's rights.

Sanctions are intended to deter North Park students from engaging in inappropriate behavior, while both being commensurate with the misconduct and including an educational component. The educational component may be the most appropriate means to addressing code violation(s) within an educational community. Sanctions vary depending upon the severity of the offense, the student's prior conduct record, and the student's current conduct status. Further information regarding student conduct, community standards, and sanctions may be found in the Student Handbook.

# UNDERGRADUATE PROGRAMS

## Degree Requirements

All students will earn a minimum of 120 semester hours in designated courses to earn a bachelor's degree. Some majors or concentrations may require more hours. In order to earn a degree, all students need the following:

## Core Curriculum

The Core Curriculum, also known as General Education, is foundational for all students and all areas of study and vocation. In its concern with ultimate questions, the development of the person, responsibility to society, and the integration of understanding across disciplinary lines, the program reflects the distinctive values of the Christian liberal arts university. In its concern for basic skills of thinking and communication, the program is directed toward practical success in the wide variety of occupations and roles that our graduates enter. In accordance with the stated mission of North Park, we intend the entire student experience, including both curricular and co-curricular activities to achieve the following learning outcomes.

As a result of successfully completing North Park's Core Curriculum, a student should be able to demonstrate the following elements of learning:

### Knowledge of Human Cultures, the Natural World and the Christian Faith

VISION: Understanding and engaging the world through a diversity of means and materials is the mark of a well-formed and versatile mind. Through an introduction to the basic content and methodologies of multiple disciplines, students will study the complexity of human cultures, the natural world, and the foundations of the Christian faith. Students will also learn to appreciate the limitations of knowledge in a given field and hence the interdependence of the disciplines in the search for truth. Ultimately, the pursuit of knowledge can lead to wisdom when it is integrated with well-honed skills and lived moral commitments.

#### OUTCOMES:

1. Human Culture: Demonstrate knowledge of key facts, concepts, and theories of human cultures, both regional and global, and apply disciplinary methodologies of analysis and research to acquire such knowledge.
2. Natural World: Demonstrate knowledge of key facts, concepts, and theories of the natural world, and apply specific disciplinary methodologies of analysis and research to acquire such knowledge.
3. Christian Faith: Demonstrate knowledge of the Biblical message, Jesus of Nazareth, and a Christian perspective on God, self, and world.

### Skills for a Life of Significance and Service

VISION: In academic, vocational, and professional endeavors, knowledge joins practice through the application of the skills. These skills are inextricably linked to one another and cannot be acquired in isolation. Students will practice these skills rigorously and extensively across the curriculum in the context of progressively

more challenging problems, projects, and standards of performance. When integrated with a breadth of knowledge and moral commitments, these skills can become enduring habits transferable to the evolving contexts of work and life.

#### OUTCOMES:

1. Inquiry: Retrieve and interpret information and scholarships in particular contexts to formulate constructive questions.
2. Argumentation: Employ argumentation strategies by constructing, analyzing, and evaluating discursive and quantitative reasoning to form independent judgments.
3. Aesthetics: Appreciate and interpret aesthetic experience through the production or interpretation of material, performative, or literary works.
4. Communication: Demonstrate effective written, oral, and visual communication skills and sensitivities.

### Values of Personal Character, Social Responsibility, and Spiritual Identity

VISION: In Christian liberal arts education, learning to take active responsibility for the well-being of one's neighbor and oneself gives moral purpose to studies, vocations, and professions. These responsibilities are deepened through a maturing spiritual identity and broadened through exploring the purposes of human life and the meaning of faith. Through self-reflection and service to others, students will learn what it means to live ethically within and across diverse communities. Students will see the relevance of the values below, by gaining competence in their application within an urban environment. By dialoguing with North Park's core Christian identity, students will consider their own religious identity. Ultimately, when integrated with broad knowledge and habituated skills, these values can become virtues of character for lifelong service and learning.

#### OUTCOMES:

1. Self-Awareness: Practice introspective and critical self-awareness of one's own assumed beliefs, prejudices, ignorance, and status in society.
2. Human Wellness: Understand human well-being through personal integration of its physical, psychological, and spiritual components.
3. Environmental Stewardship: Demonstrate respect for the natural environment, and appreciate the interconnections between the natural environment and human cultures.
4. Social Justice: Practice social responsibility by demonstrating ethical reasoning and engaging in cooperative action, service learning, or advocacy to serve a communal good.
5. Intercultural Dialogue: Recognize the diversity and commonalities of values across cultures, and practice intercultural dialogue and cooperation.

## Integrative and Applied Learning

**VISION:** A Christian liberal arts education prepares individuals for a life as well as a living in the context of real communities. In preparing students for a life, it assumes that human persons transcend what any single discipline of knowledge or cultural worldview can attain. In preparing students for a living, education recognizes that problems encountered in professional life require creative solutions that draw upon both specialized and broad learning. Students will be expected to integrate and apply what they learn across the curriculum in the service of concrete problems.

### OUTCOMES:

1. **Integration:** Integrate the knowledge and methods of multiple disciplines within general education curriculum, known at North Park as Core Curriculum, to explore significant and enduring questions of human experience.
2. **Application:** Apply broad knowledge and a variety of skills to a complex and concrete problem in the world in light of chosen value commitments.

These outcomes are met through three distinct phases of the Core Curriculum.

## Foundations Curriculum

The Foundations Curriculum is organized around basic literacies, skills, and values foundational to a Christian liberal arts education. Faculty advisors should steer students to take most or all of these courses in the first four semesters to give students a broad academic base for their college career. All courses in this category are taught and assessed at the introductory or “1000” level. None of these courses should be taught primarily as the first course in a particular academic discipline.

## Explorations Curriculum

The Exploratory Curriculum is organized around diverse disciplinary knowledge set within the context of application to contemporary life. As a whole, advisors in most programs can encourage students to spread these courses more widely throughout their college career, though some majors may require these be taken early in their student’s career. Though it is advisable to take many of the Foundations courses prior to these Exploratory courses, only the “Christian Life & Thought” distribution category below has a prerequisite in BTS 1850. While all the qualifying courses under these categories should be accessible to students from a wide array of academic majors, not all courses need be listed at the 1000 level.

## Keystone Seminar

As the culmination of the Core Curriculum, The CORE 3000 Keystone Seminar involves experiential education and the integration of upper level skills and knowledge applied to contemporary social issues.

All graduates must satisfy the listed Core Curriculum requirements. All courses that meet Core Curriculum requirements are found under their respective departmental headings and are indicated by the notation GE after the course title. Students admitted before Fall 2013 should consult prior editions of the University Catalog for General Education requirements. Transfer students should consult the transfer section in this catalog or contact the coordinator of transfer admissions regarding transfer guidelines and Core Curriculum requirements.

The same course cannot be used to fulfill more than one requirement in the Core Curriculum, but courses taken to fulfill individual Core Curriculum requirements may also be used to satisfy major or minor requirements.

A component of writing instruction and practice is a requirement in all courses.

North Park University participates in the Illinois Articulation Initiative. Under this agreement, transfer students who have satisfied the Illinois Core Curriculum through successful and approved coursework at Illinois institutions of higher education will be considered to have completed North Park’s Core Curriculum requirements. The student must, however, additionally complete Core Curriculum requirements for Biblical Studies, Foreign Language and Personal Development. Contact the University’s transfer counselor for more information.

Requirement Area	Required Courses	Minimum Semester Hours	Course Selections
Foundations			
Cornerstone Seminar	1	4	CORE 1000: Cornerstone Seminar
Analytical and Quantitative Reasoning	1	4	MATH 1030: Concepts & Structures of Mathematics HSC 1490: Statistics for Health Professions STAT 1490: Introductory Statistics Any Math course numbered above 1030
Biblical and Theological Studies	1	4	BTS 1850: Introduction to the Bible

Requirement Area	Required Courses	Minimum Semester Hours	Course Selections
Global Histories	1	4	HIST 1000: Themes in Global History HIST 2200: World History to 1500 HIST 2210: World History Since 1500
Health and Well-Being	1	2	EXS 1000: Personal Health PSYC 1200: Stress and Health
Modern Languages	2	8	Must be proficient through 1020 level ARAB 1010/1020 - Basic Arabic I/II FREN 1010/1020 - Introduction to French I/II GERM 1010/1020 - Basic German I/II GRK 1010/1020 - Biblical Greek I/II ITAL 1010/1020 - Basic Italian I/II SPAN 1010/1020 - Basic Spanish I/II SWED 1010/1020 - Basic Swedish I/II
Explorations Life Sciences (requires a laboratory)	1	2	BIOL 1160: Microbes and Society BIOL 1170: Survey of the Human Body BIOL 1180: Environmental Science BIOL 1250: Human Anatomy BIOL 1260: Cell Biology BIOL 2110: Economic Botany BIOL 2125: Ecology of Costa Rica BIOL 2140: Field Studies in Biology BIOL 2155: Ecology/Culture of Asia
Physical Sciences (requires a laboratory)	1	2	CHEM 1011: Chemistry in our World CHEM 1021: Survey of Organic Chemistry CHEM 1150: General Chemistry I PHEN 1030: Energy PHEN 1050: Physics of Sport PHEN 1060: Astronomy PHEN 1110: College Physics I PHEN 1210: Introduction to Physics I
Culture and Society	1	4	BSE 2211: Principles of Macroeconomics COMM 2350: Intercultural Communication EDUC 3602: Sociolinguistics and Cultural Differences GBLS 2130: Between Worlds: Intro to Global Studies GNDR 2010: Gender Matrix MUS 2060: World Music in Cultural Perspective PHIL 2310: East Asian Philosophy and Ethics POGO 2300: Comparative Politics POGO 2750: Chicago Politics SCAN 2130: Scandinavian History and Culture SOC 1910: Introduction to Sociology SPAN 2130: Mexican History and Culture
Christian Life and Thought	1	4	BTS 2110: The Pentateuch

Requirement Area	Required Courses	Minimum Semester Hours	Course Selections
Must complete BTS 1850 prior to taking this course.			<p>BTS 2120: Old Testament Prophets</p> <p>BTS 2130: Old Testament Poetry and Wisdom Literature</p> <p>BTS 2210: Jesus of Nazareth</p> <p>BTS 2260: Paul</p> <p>BTS 2400: Christian Origins in the City</p> <p>BTS 2500: Introduction to Theology</p> <p>BTS 2520: Christian Spirituality</p> <p>BTS 2530: C.S. Lewis</p> <p>BTS 2600: History of the Church</p> <p>BTS 2640: Western Theological Traditions</p> <p>BTS 2660: Eastern Orthodox Christianities</p> <p>BTS 2700: World Religions</p> <p>BTS 3240: Luke and Acts</p> <p>BTS 3250: John</p> <p>BTS 3410: Women, The Bible and the Church</p> <p>MUS 2500 Introduction to Theology through Congregational Song</p>
Arts & Aesthetics	1-2	2	<p>ART 1100: Drawing I</p> <p>ART 2010: History of African Art</p> <p>ART 2011: History of Art of the Americas</p> <p>ART 2013: History of Classical Western Art</p> <p>ART 2014: History of Early Christian Art</p> <p>ART 2015: History of Renaissance and Baroque Art</p> <p>ART 2016: History of Nineteenth-Century Art</p> <p>ART 2017: Early Modern Art</p> <p>ART 2018: Contemporary Art</p> <p>COMM 2240: Introduction to Performance Studies</p> <p>COMM 2250: Film Studies</p> <p>ENG 1750: Studies in Literature</p> <p>ENG 2050: Creative Writing</p> <p>Music Participation in ensembles for a total of 2 sh: MUS 0700, MUS 0725, MUS 0750, MUS 0800, MUS 0810 or MUS 0855</p> <p>MUS 1000: Music Appreciation</p> <p>MUS 2050: Contemporary American Popular Music</p> <p>THEA 1030: Chicago Theatre Experience</p> <p>THEA 1040: Dramaturgy/Text Analysis</p> <p>THEA 1600: Introduction to Design for the Stage</p> <p>THEA 2110: Deconstructing the Canon</p> <p>THEA 2120: Reconstructing the Canon</p>
Ethical Reasoning	1	2	<p>ART 2070: Ethics of Creative Practice</p> <p>BIOL 3010: Ethics in Biology</p> <p>BTS 2510: Christian Ethics</p> <p>CHEM 3010: Chemistry Ethics, Skills, and Professional Practices</p> <p>COMM 3480: Media Ethics</p> <p>EDUC 3130: Multicultural Education</p> <p>EXS 4010: Seminar in Exercise Science</p> <p>HIST 3591: Topic: War and Peace</p>

Requirement Area	Required Courses	Minimum Semester Hours	Course Selections
			MUS 1005: Introduction to the Music Profession NURS 3540/HSC 3540: Healthcare Ethics PHEN 1410: Engineering Ethics PHIL 2530: Business & Professional Ethics PHIL 2910: Topics in Philosophy POGO 3100: Political Philosophy PSYC 3150: Child & Adolescent Psychology PSYC 3550: Adult Development & Aging SOC 2300: Ethics in Criminal Justice and Social Services
Keystone Seminar	1	4	CORE 3000: Keystone Seminar
Intermediate Writing Writing Intensive (WI)	1 - 2	4	ART 3100: Drawing III BIOL 1260: Introduction to Cell Biology BSE 2610: Foundations of Marketing CHEM 2510: Introductory Environmental Chemistry CHEM 3010: Chemistry Ethics, Skills and Professional Practices COMM 2810: Critical Reading, Writing and Analysis COMM 3320: Dramatic Writing I COMM 3321: Dramatic Writing II COMM 3331: Multi-Media Journalism EDUC 2120: Introduction to Teaching: Professional Responsibilities EDUC 2130: Educational Psychology: Classroom Environment ENG 2050: Introduction to Creative Writing ENG 3390: Writing Creative Non-Fiction EXS 2500: Health and Behavior MUS 2500: Introduction to Theology through Congregational Song NURS 2100: Survey of Professional Nursing and Health Care NURS 3540: Healthcare Ethics PHIL 2010: Ancient & Medieval Philosophy PHIL 2020: Modern & Contemporary Philosophy POGO 2200: International Politics PSYC 3910: Topics in Psychology SOC 2090: Race and Ethnicity SOC 2100: Social Problems SOC 3030: Urban Sociology SOC 3500: Methods in Social Research SOC 3930: Practicum in Sociology YM 2010: Urban and Multi Ethnic Youth Ministry
Writing Research (WR)	1 - 2	4	BIOL 2270: Introduction to Zoology BIOL 2280: Introduction to Botany BSE 3520: Principles of Leadership and Management BTS 2650: Eastern Orthodox Theological Tradition CTS 3200: Mediation CTS 3400: International Conflict Transformation CHEM 3250: Physical Chemistry: Thermodynamics and Kinetics CHEM 3260: Physical Chemistry: Quantum Chemistry and Spectroscopy CHEM 3330: Biochemistry COMM 2010: Introduction to Communication Theory



Requirement Area	Required Courses	Minimum Semester Hours	Course Selections
			COMM 2030: Interpersonal Communication COMM 2070: Group Communication COMM 3450 Media and Society COMM 3490: Rhetorical Theory and Analysis COMM 3910: Topics EDUC 2145 Instruction and Assessment EDUC 3345 Methods of Reading, Language Arts, and Social Studies K-4 ENG 2010: British Literature I ENG 2020: British Literature II ENG 2030: American Literature EXS 3070: Introduction to Evidence-Based Practice HIST 3310: Middle East to 1453 HSC 3120: Fads and Emerging Health and Wellness MUS 3010: Music History and Literature I NURS 4240 /HSC 4240: The Research Process in Professional Nursing NURS 4500: Community Health Nursing PHIL 2910: Introductory Issues in Philosophy PHEN 4930: Research Methods (Experimental) POGO 3210: International Political Economy POGO 3410: American Foreign Policy POGO 3650: Congress and the Presidency PSYC 2100: Research Methods in Psychology SCAN/THEA 3200: Ibsen & Strindberg SOC 3500: Methods in Social Research SPAN 4010: Senior Capstone YM 4980: Leadership and Management of Youth Ministry

## Notes

A student must earn a final grade in Cornerstone seminar of C- or higher in order to take both a qualifying Writing Research and Keystone Seminar course.

Transfer students who have completed a college level writing composition course with C- or higher will meet the Cornerstone Seminar requirement. If a student has not completed such a course, Student Success will assess the student's writing level through the ACT/SAT subscore in writing, personal statement, etc. Those students needing remedial writing instruction will be required to register for the appropriate classes. Contact Student Success for more details.

CORE3000: Keystone and WR classes may be taken at any time, but for the greatest student benefit, we highly recommend taking them during second year so that their writing and research outcomes may inform all future student coursework.

Students in the following professional programs are not required to take Keystone Seminar: athletic training, business and economics (BS degrees), education, music (BME), and nursing.

All NPU students must successfully complete at least one 4sh WR designated course. This requirement may be met by

- a) taking a designated WR course [see Academic Catalog, p.32–33, for a list of WR designated courses] OR by
- b) taking a CORE3000 Keystone course\*.

[\*You may use a CORE3000 to fulfill the WR requirement if you are in the following majors: athletic training, business and economics (BS degrees), education, music (BME), and nursing; OR, if you have already fulfilled the CORE3000 requirement. NOTE: No CORE3000 may be double counted to meet more than one CC requirement.]

All NPU students must successfully complete at least one 4sh WI designated course. This requirement may be met by

- a) taking a designated WI course [see Academic Catalog, p.32–33, for a list of WI designated courses] OR by
- b) taking a CORE3000 Keystone course\*

[\*You may use a CORE3000 to fulfill the WI requirement if you are in the following majors: athletic training, business and economics (BS degrees), education, music (BME), and nursing; OR, if you have already fulfilled the CORE3000 requirement. NOTE: No CORE3000 may be double counted to meet more than one CC requirement.]

Students who have completed more than two years of high school modern foreign language within the last five years are able to enroll in Foreign Language 1010 on a pass-fail basis only. This option is available only after students have completed 30 sh of course work at North Park. Students completing the foreign language requirement through examination (including AP and CLEP) can only receive an exemption from the requirement. Credit will not be awarded for 1000-level foreign language courses through examination. Credit by examination may be granted for 2000+ level foreign language courses only if the student is majoring or minoring in the language. International business majors may receive credit for 2000-level courses through examination. Students completing the Advanced Placement (AP) program and submitting passing examination scores can also receive credit for 2000-level foreign language courses regardless of major.

## Degrees, Major and Minor Programs

In addition to the Core Curriculum program, every graduate completes a course of study in a specialized or major area.

### Degrees

B.A. – Bachelor of Arts

B.M.E. – Bachelor of Music Education

B.S. – Bachelor of Science

B.S.N. – Bachelor of Science in Nursing

### Majors and Degrees

Students may earn the following degrees in the traditional undergraduate program by choosing a major in:

- Advertising (B.A., B.S.)
- Art (B.A.)
- Biblical and Theological Studies (B.A.)
- Biology (B.A., B.S.)
- Biochemistry (B.A., B.S.)
- Biomedical Sciences (B.A., B.S.)
- Business (B.A., B.S.)
- Chemistry (B.A., B.S.)
- Christian Ministry (B.A.)
- Communication Studies (B.A.)
- Criminal Justice (B.A.)
- Early Childhood Education (B.A.)
- Elementary Education (B.A.)
- Engineering (B.A.)
- English (B.A.)
- Health Sciences (B.S.)
- Mathematics (B.A., B.S.)
- Mechanical Engineering (B.S.)
- Middle Grades Education (B.A.)
- Molecular Biology and Biotechnology (B.A., B.S.)
- Nonprofit Management (B.A., B.S.)
- Nursing (B.S.N.)
- Philosophy (B.A.)
- Physical Education (B.A., B.S.)
- Politics and Government (B.A.)
- Psychology (B.A., B.S.)
- Secondary Education (B.A., B.S.) - second major only
- Spanish (B.A.)

Students in the School of Professional Studies program may earn the following degrees by choosing a major in:

- Business Administration (B.A.)
- Counseling Psychology (B.A.)
- Digital Marketing (B.A.)

- Nonprofit Management (B.A.)
- Organizational Management and Leadership (B.A.)
- Supply Chain Management (B.A.)

The same course cannot be used to fulfill more than one requirement in the Core Curriculum, but courses taken to fulfill individual Core Curriculum requirements may also be used to satisfy major or minor requirements.

Only two courses or eight semester hours may be double-counted between two different majors or between a major and a minor.

### Major Declaration Process

During the first semester or year, faculty advisors assist students in selecting and declaring a major field of study. A student is then assigned a major advisor by the Center for Student Engagement respective of the department's faculty. If the student is not ready to choose a major, they will remain with their current faculty advisor until they have reached a decision. At that point they will be assigned to a major advisor in the appropriate department. It should be noted that certain programs and majors require a higher grade point average and separate application process and/or additional entrance requirements, such as a GPA of a 'C' average (2.00) in the courses within the major, as a minimum for acceptance. Students are eligible to declare their major after the start of their first semester.

### Individually Constructed Major (ICM)

North Park University's commitment to the liberal arts provides students with a community that encourages a spirit of innovation and supports the desire to learn from a dynamic community around us. As a result, a student may demonstrate depth of learning and scholarship by planning a major involving subject area(s) of interest. An Individually Constructed Major (ICM) allows students significant independence to form a major that corresponds to his/her own interests, as well as an appropriate culmination identifying the associations of disciplines involved. Whenever possible, the work should be creative, original, and scholarly, rather than simply the mastery of the course content of the selected disciplines.

Working with (a) faculty advisor(s), the student develops a statement articulating the justification and appropriateness of the ICM and designs a rational sequence of studies.

The sequence of studies should include:

- A minimum of 36 credits for a B.A. degree and a minimum of 44 credits for a B.S. degree.
- At least four courses at the 3000+ level, one of which must be an independent study, internship, or capstone course that demonstrates integrated work
- At least 20 credits for a B.A. and 28 credits for a B.S. in the ICM must be taken at North Park University.
- Within one academic department, a student may take no more than 24 credits for a B.A. and 32 credits for a B.S.
- A student must receive a C or better in courses for the ICM.

In order for such a program to be approved, the student must:

- Fill out the ICM Proposal Form.
- Obtain the permission of the departments of each named academic area involved. Documentation of permission must be provided, such as a memo or letter.
- Obtain the signature and support of a faculty member who will be responsible for supervising the ICM.

The faculty member supervising the ICM will bring the Proposal Form and supporting documentation to the Curriculum and Instruction Committee (CIC). The proposal will be reviewed by the CIC. Upon the Curriculum and Instruction Committee's approval of the ICM Proposal Form, the CIC presents it to the full faculty for consideration. Full faculty approval is required for the ICM to be approved.

The entire approval process must be completed in the academic year prior to graduation. This includes completion of the ICM Proposal Form, permission of the academic departments, approval of the Curriculum and Instruction Committee and the full faculty. For example, a student graduating in December 2013 or May 2014 must have completed the entire approval process by May 2013.

The student must still complete all the Core Curriculum requirements. If applicable, the following requirements outlined in the catalog may be helpful for students pursuing an ICM.

- Transferring courses taken outside North Park University
- Undergraduate credit for graduate courses
- Graduate courses taken by undergraduate students
- Dual-bachelor's degree

Students pursuing an ICM will be held to the same academic standards as any student at North Park University.

## Minor Field

In general, a minor is not required for degree completion. However, the student might find the completion of a minor to be advantageous. In consultation with the major advisor, a supplementary series of courses comprising a minor may be determined from one of the following alternatives:

- Subject Minor: A minor may be chosen from any of the major fields of study previously listed.
- Special Minor: The student may select a cohesive unit of five courses to be approved by the major advisor and the division chairperson of the minor discipline.

## Comprehensive Examination

A comprehensive examination may be required in a major field (see individual departmental requirements).

## Dual Bachelor's Degree

A student will be simultaneously awarded a bachelor of arts degree and a bachelor of science degree under the following conditions:

- Candidates must meet the 30-hour residency requirement.
- Candidates must complete a minimum of 150 semester hours of course work.
- Candidates must complete all requirements for both degrees.
- No more than two (2) courses may be common to both degrees (excluding Core Curriculum requirements).
- 30 semester hours must be unique to the second degree.
- Core Curriculum courses completed for one degree may be applied toward the second degree.

## Grade Point Average

A cumulative grade point average of at least 2.00 (C) in all courses attempted as well as in the major field is required for graduation. Some majors or programs require a higher grade point average in the major field.

## Pre-Professional and Professional Programs

### Pre-Professional Programs

The University offers pre-professional programs in art therapy, dentistry, law, medicine, pharmacy, occupational therapy, optometry, pharmacy, physical therapy, and veterinary science. These programs are not major areas in the strict sense, but are sequences of courses that will establish an adequate foundation for entry into graduate professional study. Students who are contemplating entry into graduate professional programs in the health and legal fields will understand the increasingly competitive nature of these fields. North Park provides advisory services and foundational courses that enable its graduates to compete very favorably for entry into such graduate programs. Close contact with the student's faculty advisor should be maintained throughout the student's time at North Park.

### Professional Programs

The program of studies at North Park permits the student to achieve preparation for entry into a number of careers:

- Athletic Training:  
The Athletic Training Educational Program (ATP) prepares students to take the BOC examination. Successful completion of the BOC examination is required in order for the student to work as an entry-level Certified Athletic Trainer. ATP has a competitive admission process; entrance into North Park does not guarantee entrance into ATP.
- Business:  
North Park University offers a bachelor of science in business and economics which will prepare students for careers in accounting, economics, finance, international business, management, marketing, and sports management. Courses are offered for those preparing for the Illinois examination



for Certified Public Accountant. Five-Year Bachelor/M.B.A. Program: With the availability of first- and second-year M.B.A. courses in both evening and Saturday class formats, North Park University students can complete a bachelor's degree in most fields and an M.B.A. degree within five years. Contact the School of Business and Nonprofit Management (SBNM) Admissions Office for further details.

- **Engineering Three - Two Program**

A student can, through a five-year coordinated program, earn both a B.A. degree in physics from North Park University and an engineering degree from an accredited engineering school. Students spend three years in residence at North Park University followed by two years in residence at the engineering school. Under this program, students may attend any accredited engineering school that they are able to be admitted to; they are not limited to certain "partner" schools. During their North Park years, the student acquires a broad background in the liberal arts while at the same time obtaining the fundamental skills in mathematics, physics, chemistry, and computer science, which are required for engineering. A North Park engineering advisor, knowledgeable about the requirements of engineering schools, is assigned to each student in the program. All North Park Core Curriculum requirements for a baccalaureate degree must be completed, as well as major courses as described by the North Park major department. Certain courses taken at the engineering school will be transferred to North Park to complete any requirements not satisfied during the three years spent in residence.

- **Nonprofit Management:**

North Park University offers a bachelor of science in nonprofit management which will prepare students for careers across the nonprofit sector. Students completing this B.S. degree will also earn a Nonprofit Leadership Certificate and Certified Nonprofit Professional (CNP) credential through the Nonprofit Leadership Alliance.

- **Nursing:**

The School of Nursing offers a four-year program that leads to a bachelor of science in nursing degree. Successful completion of the program qualifies the graduate to apply for the professional nurse licensing examination, the NCLEX-RN. The undergraduate nursing program has a competitive admission process; entrance into North Park University does not guarantee entrance into the nursing major program.

- **PharmD 3 + 3 Program**

This program allows a student to earn a BA degree in Biochemistry from North Park University and PharmD degree from Roosevelt University School of Pharmacy in 6 consecutive years. This is an efficient way for students to complete the coursework in six consecutive years instead of seven or eight. This program is intended for students who know when they start undergrad that they want to pursue an advanced degree in Pharmacy.

- **Teacher Education Program**

The following programs have been approved by the State Educators Preparation and Licensure Board and the Illinois State Board of Education:

- Early Childhood Education (major) (Birth-grade 2)
- Elementary Education (major) grade 1-6

- Middle Grades Education (major) grade 5-8
- Secondary Education (major) grade 9-12
- Biology, Chemistry, Economics, English, History, Mathematics, Physics, Political Science
- Special K-12 Licensure, Art, Foreign Language, Music, Physical Education

#### Early Childhood Education

The combination of an early childhood education major, and an expanded general education program enables the student to qualify for Illinois licensure.

#### Elementary Education

The combination of an elementary education major, a major area of concentration selected from a list of approved options, and an expanded general education program enables the student to qualify for Illinois licensure.

#### Middle Grades Education

The combination of a middle grades education major area and academic work in one of the following content areas: Literacy, Mathematics, Science, or Social Science enables the student to qualify for Illinois licensure.

#### Secondary Education

The combination of a content-area major as a first major, a secondary education major as a second major, and courses for core standards in certain content areas enables the student to qualify for Illinois licensure.

#### Special (K-12) Education in Art, Foreign Language, Music, Physical Education

An education sequence, together with a teaching major and an expanded general education program, qualifies the graduate for a K-12 licensure.

## Residence

All candidates for graduation must take the last 30 semester hours of their degree requirements at North Park University. At least 10 of these must be in the major field.

## Second Bachelor's Degree

A student who has previously graduated with a bachelor's degree from North Park may be eligible for a second bachelor's degree if an additional 30 hours are taken beyond the initial degree at North Park and all requirements for the major of the second degree are met. A student who has completed a bachelor's degree from another institution will be treated as a transfer student and must complete all the degree requirements.

# ACADEMIC POLICIES FOR UNDERGRADUATES

The policies listed below apply to all undergraduate students unless individual programs specifically indicate an alternate policy. Graduate programs are governed by different policies that are listed in the sections describing each graduate program.

Students are expected to know the policies governing the academic program as published in this catalog and to plan a program of studies that will satisfy the requirements for the degree program in which they have matriculated.

The catalog represents the University's effort to collect in one place the many policies and programs which govern the University's operations, and to that extent should be viewed as authoritative. However, the academic policies and programs of North Park University are continually being reviewed and changed in order to better achieve its educational mission. Therefore, the University reserves the right to revise this catalog from time to time without notice. The catalog is not a contract, and students should use it as an information guide and not as a statement of contractually binding terms. In cases of conflict between the most recent version of the catalog and other policy statements, the University president has discretion to resolve the conflict. Students are responsible for keeping informed of current University policies and meeting all applicable requirements.

Students must meet the degree requirements stated in the catalog under which they are enrolled, provided they maintain continuous enrollment. If a student withdraws from North Park, the graduation requirements in the catalog under which enrollment is resumed will apply. Transfer students must meet the requirements of the class with which they graduate.

## Academic Leave or Withdrawal

### Leave of Absence

Students may interrupt their education at North Park University for a period of no more than two consecutive terms by filing a leave of absence form with the Center for Student Engagement. The catalog requirements under which a student initially entered the University will continue to apply to students who either maintain continuous enrollment or who file for a leave of absence. Students who are absent for a period longer than two semesters must apply for readmission through the Center for Student Engagement. The catalog under which a student is readmitted to the University will govern the graduation requirements for that student.

### Withdrawal

Any student finding it necessary to withdraw from the University must complete the withdrawal process. The withdrawal form is available at the North Park website and must be signed by various college officials. The completed, signed withdrawal form should be returned to the Center for Student Engagement. Students withdrawing after the fourth week will have W (withdrawal) grades recorded for their courses. Students may be involuntarily withdrawn from the institution if they are determined by University officials to be a danger to themselves or others, or if their behavior or actions are incongruent with the values and mission of the institution.

Students may be responsible for tuition, fees, and charges up to the point of withdrawal.

Students who wish to return to North Park should follow the applicant process for readmission found in the Admission, Financial Aid and Billing section of the catalog.

## Medical Withdrawal

Students may be granted a medical withdrawal from the University due to medical/psychological reasons through the Division for Student Engagement. The date of the withdrawal will be set by the Vice President or his or her designee. Medical withdrawals require appropriate medical documentation by a licensed health care practitioner or treatment facility. Medical withdrawals can be arranged in advance for the following semester.

The Vice President for Student Engagement or his or her designee will outline expectations regarding a student's time away from North Park University. If circumstances change during the medical withdrawal, modification of these expectations might occur. Students taking a medical withdrawal agree to the directives and recommendations for determining readmission eligibility set out by the Vice President for Student Engagement, his or her designee, and/or the Wellness Team, including any requirement for additional medical documentation at the time of the request for medical clearance. In some cases, continued treatment for a period of time may be required as a condition of readmission.

Clearance must be granted by the Division of Student Engagement prior to any action taken on a readmission application submitted by a student who withdrew for medical/psychological reasons. The Vice President for Student Engagement or his or her designee will determine readiness to return to academic studies, sufficient health stability, and grant clearance based on, but not limited to, the following:

- Review of medical documentation
- Written statement(s) from a licensed health care practitioner or treatment facility concerning (1) the student's health status, (2) ability to succeed as a student, or (3) directive(s) compliance

Clearance to reapply does not guarantee readmission. Students should not seek medical clearance until their health is stable. Subsequent requests for medical withdrawals for the same condition are reviewed with stricter standards and greater scrutiny.

## Academic Load

The unit of credit is the semester hour. One hour of classroom instruction and two hours of outside preparation for 15 weeks equals one semester hour of credit. The normal academic load per term is 16 semester hours. Students may take up to 20 semester hours per term. By policy of the University faculty, a student seeking to register for more than 20 hours must have at least a 2.5 grade point average. Petitions for exception must be presented to the registrar. North Park reserves the right to restrict a student's program if employment or other conditions involve a risk to the student's health or scholarship.

## Athletic Eligibility

The rules for athletic eligibility conform to the standards of the College Conference of Illinois and Wisconsin (CCIW), of which North Park is a member. A student must be full-time, in good standing, and meet all NCAA and CCIW eligibility standards.

## Auditors

Students with a minimum GPA of 2.0 who are carrying a full academic program will be allowed to audit one course per term for an additional fee (see yearly fee schedule). Other auditors, except those listed below, will be charged full tuition. Auditors may, in addition, be charged a fee for the use of equipment.

Students taking a course for credit will have priority over an auditor in admission into a class. The authority to decide if a class will have auditors and, if so, how many and the extent to which auditors are to participate is vested in the respective instructor. Students may not receive credit by examination in a course that they have audited.

Alumni of North Park and senior citizens are eligible to audit a class for a fee and are subject to the conditions in the paragraph above. (An alumnus is defined as one who has attended any North Park school for at least one academic year, exclusive of currently enrolled students.) In addition to alumni and senior citizens, visitors from the community desiring to audit courses may do so for a fee and are subject to the conditions applying to other auditors.

## Certificates, Diplomas, and Transcripts

A student's legal name will appear on all certificates, diplomas, and transcripts issued by the institution. Titles such as Mr., Ms., Dr., Rev., etc. will not be included unless this is part of a student's legal name. A name can only be changed within the institutional database upon presentation of legal documentation of the name change. A name cannot be changed once a student has graduated from the institution or has been absent for longer than one calendar year.

## Class Attendance

Students are expected to be prompt and regular in attendance at all scheduled classes. Attendance requirements are set by individual instructors. Illness is generally the only acceptable excuse for absence from classes. Arrangements must be made with the instructor concerning short-term illness. In case of longer illness, the student should notify the Division of Student Engagement.

## Concurrent Registration

A student must obtain the approval of the faculty advisor and the Office of the Registrar to enroll concurrently in either correspondence courses or in classes at another institution. Forms are available in the Center for Student Engagement.

## Dean's List

The Dean's List ranks students according to academic achievement after issuance of grades each term. The requirements for students attaining this distinction will be:

- Earning at least 12 semester hours credit other than P.
- Achieving a GPA of 3.50 or better for the term.
- Completing all courses taken during the term (i.e., no student with an incomplete for the term may qualify).

## Degree Posting Date

A student's graduation will be posted in the term in which degree requirements, including submission of supporting documentation, have been met. Although course work may have been completed in a prior term, the degree will be awarded only for the term in which all academic and administrative requirements have been fulfilled.

## Eligibility for Extracurricular Participation

Any student participating in such extracurricular activities as musical groups, varsity athletics, gospel teams, drama and forensics, publications, cheerleading, team management, and the holding of office and committee chairpersonships in student groups must be a full-time student in good academic standing during the participating term of the school year or in the previous spring term if participation is during the summer.

## Examinations and Re-examinations

Regular examinations are given on announced dates throughout the term at the discretion of the instructor. A student who is absent from an examination may take a make-up examination only upon the approval of the instructor. A student should arrange in advance with the instructor to take a make-up examination. Fourth-year students who will have completed all degree requirements for the May commencement and whose course grade is B or better at the time of final examinations may be excused from the spring term finals at the discretion of the instructor.

## Grades

Grades are issued at the end of each term. Report cards are available online through the student's secured Self-Service account.

Final responsibility for evaluating student achievement and assigning course grades rests with the course instructor. However, a student has the right to appeal a grade assignment without jeopardy and will be protected from arbitrary or unjustifiable grading practice.

The following grades are used at North Park. The corresponding grade point is:

Grade	Grade Point
A	4.00
A -	3.67
B+	3.34
B	3.00
B-	2.67
C+	2.34
C	2.00
C -	1.67
D+	1.34
D	1.00
D-	0.67
F	0.00
AU (Audit)	0.00
DR (Administrative Drop)	0.00
DW (Dropped without permission)	0.00

I (Incomplete)	0.00
NG (No grade)	0.00
NS (Not submitted)	0.00
P (Pass)	0.00
W (Withdrawal)	0.00

## Grade Definition

- **Administrative Drop (DR):** Student withdrew from course with permission of university administration. Credits are not calculated in GPA.
- **Audit (AU):** See Audit entry in this section.
- **Dropped Without Permission (DW):** Student was registered for the course but failed to attend. Course calculated in GPA as a failure of credits.
- **Incomplete (I):** See Incomplete Grades entry in this section.
- **No Grade (NG):** See Incomplete Grades entry in this section.
- **Not Submitted (NS):** Instructor has not provided a grade.
- **Pass (P):** See Pass/Fail entry in this section.
- **Withdrawal (W):** See Registration: Course Drop entry in this section.

## Graduate Courses Taken by Undergraduate Students

An undergraduate student may enroll in a graduate course only if:

- The student is a senior.
- The department chair of the student's major approves.
- The graduate program director approves.
- The request is submitted with the form provided by the Office of the Registrar.

## Graduate Credit For 5000-Level Work Taken As An Undergraduate

An undergraduate student who is within 16 semester hours of the bachelor's degree and has a cumulative GPA of at least 3.0 may request to enroll in and reserve for graduate credit a limited amount of work at the 5000 level during the last semester as a senior. The appropriate form may be obtained from the North Park website. This form verifies that the units being reserved are not needed to fulfill any requirements for the bachelor's degree. Students may take up to 6 semester hours of credit in a graduate program prior to completing their undergraduate degree.

## Undergraduate Credit For A Graduate Course

In some cases, an undergraduate student may receive special permission from a graduate program to enroll in and receive undergraduate credit for graduate courses (numbered 5000 and above.) Such permission will not be granted unless the student has reached senior class standing with an overall GPA of 3.0, has a 3.0 GPA in all courses attempted, or is a foreign exchange student with equivalent standing.

Students may take up to 6 semester hours of credit in a graduate program prior to completing their undergraduate degree.

## Graduation Honors

The faculty selects students of outstanding scholarship and merit for graduation honors. For the purposes of graduation honors, all courses attempted for the North Park degree will be used in calculating a cumulative GPA. The academic record of transfer students will consist of those courses completed at North Park University and those transfer courses submitted to the University by the time of the official graduation audit. The requirements for graduation with honors are as follows:

Category	Cumulative GPA
Cum laude	3.50
Magna cum laude	3.70
Summa cum laude	3.90

Upon completion of all requirements, honors will be listed in the student's permanent record and he or she will receive a diploma that bears appropriate recognition of achievement.

## Incomplete Grades

### Incomplete (I)

A student will receive an Incomplete (I) when course work cannot be completed by the end of the semester due to illness and/or unforeseeable circumstances and the instructor believes the reason to be valid. A grade of Incomplete should not be awarded because of neglect on the part of the student. Students have one term in which to finish courses graded with an Incomplete. An Incomplete is computed as a failure until it is changed by the instructor of the course. Change of grade forms must be received by the Office of the Registrar no later than the due date of grades for the subsequent regular term (Fall or Spring). Upon receipt of the change of grade, the student's transcript will reflect both the Incomplete grade and final grade (e.g., IB+). Grades of I which are not completed in one term will be changed to a letter grade of F.

### No Grade (NG)

A student will receive a No Grade (NG) when coursework cannot be completed by the end of a semester in courses such as Student Teaching (EDUC 4130), Athletic Training Practicum, Internship (4970), or Independent Study (4910). The completion deadline for the coursework is determined by the instructor in the course. The grade of NG will not affect the student's grade point average.

## Pass/Fail

A student who has completed 30 semester hours may take up to 16 semester hours on a Pass/Fail basis, not to exceed one per term. A grade of Pass is equivalent to at least a C and will be recorded as Pass on the transcript. A grade of either D or F will be recorded as such on the transcript. Registration on a Pass/Fail basis is subject to the following restrictions:

- The student must have a cumulative GPA of 2.0 or higher.
- The courses taken Pass/Fail must not fulfill G.E. requirements or those of a major field, including supporting courses for the major.
- Not more than one course in a department may be taken Pass/Fail.



- Application to take a course on a Pass/Fail basis (or to withdraw an accepted application) must be made to the registrar before the end of the fourth week of classes.
- Application must have the approval of the student's advisor and, for courses in the education sequence, of an education advisor.

## Registration

All students are expected to register during the regular registration period. Advance registration for the fall term begins in mid-March and for the spring term in late October. Specific dates will be published in the academic calendar. Students are required to meet financial obligations and be in proper academic standing in order to register for the future term. Students are strongly encouraged to discuss their academic plan with their faculty advisor prior to registering for classes. Students may register by using Self Service or contacting the the Center for Student Engagement.

Registration in certain courses may require a prerequisite. Enrollment in courses with a prerequisites are restricted to students who have taken certain other courses, who have attained a particular class standing, who have obtained the consent of the instructor, or who are pursuing a particular major or majors. These prerequisites are listed in the course description.

## Course Add

Course additions may be made before the beginning of each term and through the first week of class. Admission into full semester class will not be permitted after the first week of the term. Admission into quad A and quad B classes will not be permitted after the first week of the class. A late registration and/or a change in registration fee may be assessed according to the fee schedule published separately. Attendance in class without registration for the course will not be permitted. No credit will be granted if the student has not registered for the class at the appropriate time.

## Course Drop

Courses may be dropped before the beginning of each term and through the first week of class. After the first week of class, students must submit an instructor-signed course drop form to withdraw from a course. A drop from a course will count from the date that formal written notice has been filed with the Office of the Registrar. Mere absence from class or notice to the instructor does not constitute a drop. A grade of DW (dropped without permission) will be assigned to unauthorized drops and a grade point of zero applied.

Students may drop a course based on the table below.

Course Length	Drop without an assigned grade*	Drop with an assigned grade of W**
16 week	End of 4th week	5th–12th week
7 ½ week	End of 4th week	5th–6th week
9 week (summer term)	End of 4th week	5th–7th week
4 ½ week (summer term)	End of 2nd week	End of 3rd week
3 week (May mini term)	End of 1st week	End of 2nd week

\* Course will not appear on student's transcript.

\*\* Course is listed on student's transcript but is not used in the calculation of the student's GPA.

The last day to drop a course depends on the length of the course. The table above identifies the final week that a course may be dropped based on its length.

After these dates, students will be assigned grades that are used in the calculation of their GPA.

## Repetition of Courses

A student has the option of repeating any course, either by examination, if appropriate and approved by the department, or by re-registering under the following stipulations:

- A course may be repeated by examination following the usual rules for credit-by-examination or department policy in the discipline concerned. The CLEP examination may not be used for the purpose of gaining credit in a failed class.
- Permission to repeat a course must be obtained from the Office of the Registrar before registration. Courses repeated without permission will be averaged with the grade received in the previous attempt.
- All grades will remain on a student's transcript.
- Three courses with a grade of D or F may be repeated with only the latest grade, higher or lower, counting in each course. Students wishing to repeat more than three courses with a grade of D or F may do so with the repeated grade averaged.
- Classes with grades higher than D that are repeated will have the repeated grade averaged.
- Transfer coursework used to repeat a North Park course will be averaged with the original grade earned at North Park University. Students may petition the Repetition of Courses policies by written appeal to the Student Academic Standing Committee.

## Student Academic Standing Committee

The Student Academic Standing Committee is comprised of members of the institution's faculty, administration, and academic support staff. The committee makes all decisions relative to academic standing and appeals to academic policy.

## Student Classification and Academic Standing

### Student Classification

The academic records of all undergraduate students are reviewed at the end of the fall and spring semesters. Students who do not meet the minimum academic standards are reviewed by the Student Academic Standing Committee. Academic performance will be evaluated on the basis of the number of credit hours attempted at North Park University and all credit hours transferred into North Park University from other institutions.

Academic standing categories may or may not meet federal requirements for maintaining satisfactory academic progress. Students that participate in varsity athletics must also meet the eligibility rules of the College Conference of Illinois and Wisconsin (CCIW).



## Good Standing

A student is considered in good academic standing when their cumulative grade point average (GPA) is at, or above, the following minimum standards on a four-point scale:

Credit Hours Attempted	Cumulative Grade Point Average
<30	1.60
30 < 60	1.80
60 < 90	2.00
90+	2.00

## Academic Warning

A student in good standing will receive an academic warning at the end of any semester in which their grade point average falls below a 2.0.

## Academic Probation and Dismissal

### Immediate Dismissal Rule (Dean's Rule)

Any student who receives a term GPA of 0.40 or below may be immediately dismissed from the institution.

#### • Probation Status 1

A student is placed on Probation Status 1 when their cumulative GPA falls below the minimum standard for good academic standing. Students remain on Probation Status 1 for one semester. These students are required participate in an Academic Probation Program through the Center for Student Engagement. Failure to comply with the terms agreed upon in the program requirements, may result in the loss of all financial assistance. Students who improve their cumulative GPA above the minimum standards at the end of the term will be removed from probationary standing. Students who improve their cumulative GPA by receiving a term GPA of 2.00 or above, but who fail to raise their cumulative GPA above the minimum standard will be placed on Probation Status 2. Students who receive a term GPA below 2.00, regardless of whether or not this improves their cumulative GPA, will be placed on Probation Status 3.

#### • Probation Status 2

Probation Status 2 identifies those students who are improving their academic performance. Students in this category can remain at Status 2 until such time as they raise their cumulative GPA above the minimum standards. This assumes the student's term GPAs are at 2.00 or above. These students are required to establish an Academic Support Plan with the Center for Student Engagement by the end of the fourth week of the term. Failure to establish an Academic Support Plan, or failure to comply with the terms agreed upon in the Academic Support Plan, may result in the loss of all financial assistance. Students on Probation Status 2 who receive a term GPA of below 2.00 will be placed on Probation Status 3.

#### • Probation Status 3

Students can remain on Probation Status 3 for one semester. These students are required to establish an Academic Support Plan with the Center for Student Engagement by the end of the fourth week of the term. Failure to establish an Academic Support Plan, or failure to comply with the terms agreed upon in the Academic Support Plan, may result in the dismissal of the student from the institution. Students who improve their

cumulative GPA to the minimum standard at the end of the term will be removed from probationary standing. Students who improve their cumulative GPA by receiving a term GPA of 2.00 or above, but who fail to raise their cumulative G.P.A. above the minimum standard, will be placed on Probation Status 2. Students who receive a term GPA below 2.00, regardless of whether or not this improves their cumulative GPA, will be dismissed from the institution and may be placed on Probation Status 4.

#### • Probation Status 4

Probation Status 4 identifies those students who have been dismissed from the institution but who are allowed to continue at the institution under special circumstances established by the Student Academic Standing Committee. Students may remain in this category for one semester. These students are required to establish an Academic Support Plan with the Center for Student Engagement by the end of the fourth week of the term. Failure to establish an Academic Support Plan, or failure to comply with the terms agreed upon in the Academic Support Plan, will result in the dismissal of the student from the institution. Students who improve their cumulative GPA to the minimum standard at the end of the term may be removed from probationary standing. Students who improve their cumulative GPA by receiving a term GPA of 2.00 or above, but who fail to raise their cumulative GPA above the minimum standard, may be placed on Probation Status 2. Students who receive a term GPA below 2.00, regardless of whether or not this improves their cumulative GPA, will be dismissed from the institution.

## Testing and Placement Credit

### Advanced Placement

Many high school graduates have completed college-level courses in high school and have taken Advanced Placement examinations of the College Board (CB). North Park recognizes such programs and encourages superior high school students to seek college credit through these examinations and thereby accelerate their progress toward degrees. The University may grant credit where a grade of 3, 4, or 5 has been earned on the CB Advanced Placement examination. Credit received under the Advanced Placement program may be applied toward North Park graduation requirements. No tuition charge is made for these credits. Students who wish to obtain such credit should have their examination scores forwarded to the Center for Student Engagement. .

### College Credit While Still in High School

First year students entering North Park University who have earned college credit as part of their high school curriculum ("dual credit") are permitted to transfer credits following our standard transfer policies while maintaining their first year status in consideration for merit-based scholarship awards and orientation-related activities, and registration for CORE 1000. Students must enroll at North Park in the semester immediately following their high school graduation to be considered for first year scholarships, and must submit their official college transcripts in order to receive transfer credit for those courses. Standard transfer credit guidelines apply; students must earn a D or higher to obtain North Park credit (C or higher for major coursework), and transfer credits will be applicable to the overall graduation requirement but not necessarily the major requirement.

Students who have graduated from high school and enroll in college the following semester will be considered transfer students

for scholarship purposes, assuming they have earned 12 or more transferable college credits.

## College Level Examination Program

North Park University may grant credit for university-level knowledge as demonstrated by passing grades on the exams offered by the College Level Examination Program (CLEP). Credit received under the CLEP program may be applied toward North Park's graduation requirements. A fee per credit hour will be assessed in order that the credits post to the student's transcript. Students who wish to obtain such credit should have their examination scores forwarded to the Center for Student Engagement. CLEP scores will be reviewed according to the guidelines:

A student is not eligible to receive credit-by-examination in any course that he or she has previously audited or taken for credit.

Credit will post to a student's transcript once the student has officially enrolled at North Park University and has paid the fee per credit hour.

North Park University must receive an official copy of the CLEP score in order to process and post the credit. A student may earn a maximum of 30 credits.

## Examination For Placement or Credit

Credit by examination is available to any student by petition and upon departmental approval. A student qualifies to receive credit upon the receipt of a grade of B or better in the subject examination; however, a grade of P will be recorded in the student's transcript. A student may not receive credit by examination in a previously audited course.

Petitions for credit by examination must be presented to the department chairperson before a test is taken. Repeat times vary according to discipline. Information and petition forms are available through the Center for Student Engagement. The student is responsible for any applicable fees.

## Modern Language Examination

If you already speak a language other than English you may fulfill—or be exempt from—the foreign language requirement based on this experience and your native (or primary) language. Use the rules below to help you determine how you can prove proficiency.

### Rule 1: Native Language is English

If English is the primary language spoken in your home country and the primary language of instruction in high school or beyond, you have two basic options to fulfill the foreign language requirement.

1. Take coursework at North Park to complete proficiency to the 1020 level of another language.
2. If you already know a language other than English, you may take a challenge exam to prove proficiency in that language.
  - If that language is offered at North Park, please contact the Modern Language department to arrange for a challenge exam. These exams are free of charge and are offered prior to the beginning of each semester.
  - If the language you know is not offered at North Park you can arrange to be tested by a qualified person at another four-year university. You may not use a community college, community center, church, or relative to administer a proficiency test, and you are responsible for any fees related to taking the test or having the results posted to North

Park. Please contact the Center for Student Engagement for further information.

### Rule 2: Native Language Other Than English

If English wasn't the primary language of your home country, and wasn't the primary language of instruction in high school or beyond, you must show proficiency in the English language to fulfill the GE foreign language requirement. You can do this in one of three ways:

1. Complete all required English as a Second Language (ESL) coursework
2. Testing out of the ESL program by taking a proficiency exam
3. By otherwise being exempted from taking the ESL placement test

Contact Dennis Bricault in the Department of Modern Languages for more information about the ESL program and placement test.

## Important Notes

If you are from a country with a primary language other than English, but English was the primary language of instruction in your high school or beyond, you should follow the guidelines for Rule 2 above, and contact Dennis Bricault with any questions.

Your fulfillment of the foreign language requirement will be posted to your academic record following your successful completion of one semester at North Park.

North Park does not award academic credit for testing out of the 1010/1020 level of any language.

Students majoring in a language, international business, or global studies may be eligible to receive academic credit for language proficiency beyond the 1020 level, and will be charged a fee per credit hour granted as well as a posting fee for these academic credits. Please contact the Center for Student Engagement for further information.

## International Baccalaureate Program

North Park University recognizes the rigor of the International Baccalaureate program and may grant academic credit for scores of 5, 6, and 7 on the Higher Level examinations. The specific amount of credit and course equivalencies to be awarded for each Higher Level pass is determined through evaluation by the appropriate academic department. Credit received under the International Baccalaureate program may be applied toward North Park graduation requirements. No tuition charge is made for these credits.

Students who wish to obtain such credit should have their examination scores forwarded to the Center for Student Engagement. Credit will post to the student's transcript after the student has enrolled at North Park University. A maximum of 30 semester hours may be awarded.

## Transferring Courses Taken Outside North Park University

Students pursuing a degree from North Park University are expected to complete their course work at North Park University. Under exceptional circumstances, it may be necessary for students to include course work from other institutions. When this is necessary, students, to be assured of the acceptance of the course work, must secure prior approval of outside courses. To be approved, courses must be offered by an accredited four-year college or university (or a two-year community or junior college, if the student has completed

less than 60 semester hours of academic credit). The course itself must be an academic course (rather than technical or vocational) and must be approved for elective credit or for application toward the fulfillment of general education or departmental requirements. An approval form is available from the North Park website and must be signed by the student's academic advisor, the department chair of the department in which the course is offered (or the most appropriate division chair), and the Registrar. All transferred courses will be recorded with the grade received and will be included in a student's grade point average at North Park.

## Value of Courses

The curriculum is based on a schedule of two semesters per academic year. Most courses are valued at two or four semester hours but the value of each is indicated in the section of this catalog describing the courses of instruction.

## Visiting Students

A Visiting Student is one who is authorized by the Office of Admission to register for a course or courses for college credit but has not been fully accepted for a degree at North Park University. Visiting Students interested in taking classes must submit a Visiting Student Application as well as a statement of good standing from the school or university last attended. Credits earned as a Visiting Student are transferable to other universities or may later be applied to a North Park degree.

A Visiting Student may earn up to 30 semester hours with that status. Thereafter, the student must apply for full admission to the University before being allowed to register for additional courses. The application procedure for moving from the status of Visiting Student to a fully admitted student is the same as for other students. The same criteria are used by the University in approving applications for admission of a Visiting Student as would apply for any other application for admission. The Visiting Student is expected to meet the degree requirements that are in effect at the time of application for degree status.

# ADDITIONAL EDUCATIONAL OPPORTUNITIES

## Honors Program

### Honors Congress

The North Park University Honors Congress brings together students of high academic ability with faculty in a learning community designed to promote academic excellence, rigorous intellectual development, community involvement, service to others, and vocational direction.

### Honors in the Academic Major

During the junior and senior years, students will take honors courses provided they meet the requirements in the individual majors. Major professors will serve as guides to Honors Congress members and specifics are determined by the individual departments.

### Graduate School Application

The Office of Career Development and Internships and individual school deans work with the Director of the Honors Congress to run seminars and plan events to consider graduate education. Vocational exploration undertaken in the first two years becomes actual planning in the second two years of university study.

### National Fellowship Awards

Honors Congress students are encouraged to apply for awards and fellowships both in their individual disciplines and in competitive national applications to serve and learn beyond the undergraduate years.

### Rewards of the Honors Congress

The Honors Congress at North Park University provides opportunity for students of promise to excel during their first two years of undergraduate study. If you are highly motivated, and if you are ready to be challenged and to challenge yourself this program may be for you. We strive to take the words of Jesus—“To whom much is given much will be required”—and give them special life during your NPU experience. Our philosophy is simply this: the Honors Congress gives students of high intellectual ability an array of learning experiences from which to choose, places them side-by-side faculty mentors who care, and offers guidance and encouragement along the way.

### Departmental Honors Program

The Departmental Honors program is designed to challenge North Park's most talented and motivated students to achieve at the highest level in their major fields. The requirements of this program are:

- A minimum overall GPA of 3.5 and a minimum major GPA of 3.7 for admission and retention in the program
- A minimum of 45 and a maximum of 90 semester hours earned at the time of admission into the program
- A grade of A or B in 3-8 semester hours of Departmental Honors (DH) 4000, which requires a paper or project at honors level
- Presentation of the DH 4000 paper or project at a Spring Honors Symposium

- Departmental approval

DH 4000 is listed in each major department with the course number 4000 and the prefix of the department, i.e., HIST 4000. For a course description of DH 4000, see the Departmental Honors section of the catalog and/or the individual department listings.

For additional requirements specific to a particular major, see departmental descriptions. Applications for admission may be obtained from the department chair.

## Internship Program

For North Park University interns, Chicago is an occupational laboratory.

The city's lively business community and extensive cultural resources offer opportunities for students in all areas of study to work in jobs appropriate to their disciplines and career interests. Internships may also be arranged throughout the United States and overseas.

Students interested in an internship must submit an application to the Career Development Office. Acceptance into the program is based on: (1) attainment of third-year or fourth-year status (including at least 30 semester hours earned at North Park University); (2) a major GPA of 2.5 or more (some departments have more rigorous requirements; please refer to individual department entries); and (3) results of interviews with the Career Development staff and faculty sponsor. A faculty sponsor helps the intern identify activities, learning goals, and projects to be performed, and evaluates and grades the intern. Grading is done on a pass/fail basis. No more than 8 semester hours of internship may be applied toward graduation. Tuition is charged as for any other course.

The internship program is designed to help students (1) recognize and appreciate the relevance and value of a liberal arts education for career preparation; (2) combine classroom studies with direct involvement in a potential life-long occupation; (3) have a better idea of their strengths, weaknesses, and future needs in terms of knowledge and skills; (4) clarify vocational goals; and (5) make potential contacts for future employment.

## Nonprofit Leadership Certificate

North Park University is pleased to offer a nationally recognized Nonprofit Leadership Certificate through an affiliation with Nonprofit Leadership Alliance, a 60-year-old national alliance of colleges and universities, national nonprofit partners, and collaborating professional associations.

Designed to provide excellent preparation for entry-level careers in nonprofit organizations, this baccalaureate level certificate is intended to accompany any major and can also be applied toward a concentration in Nonprofit Management within the Bachelor of Science in Business and Economics degree program. To obtain the certificate, students must meet five program requirements, including fulfillment of a 300-hour internship in a nonprofit organization.

### Program Requirements

These requirements are designed with one thing in mind: to prepare North Park University students for employment in the nonprofit sector. All requirements must be fulfilled in order to meet the nationally specified level of competency required by the Nonprofit Leadership Alliance. Each student must meet with the Axelson Center for Nonprofit Management to register in the program.



## Core Courses

Successfully complete five core courses

BSE 2211: Principles of Macroeconomics

BSE 2610: Foundations of Marketing

NONP 2710: Introduction to Nonprofit Leadership and Management

NONP 3600: Advanced Nonprofit Marketing and Fundraising

NONP 3710: Nonprofit Governance and Volunteer Management

One nonprofit management internship – NONP 4970 (1-4 semester hours)

A minimum of 300 hours: equivalent to two semesters of 10 hours per week, one semester of 20 hours per week, one summer of 25 to 30 hours per week or some combination of these options. Internships must be pre-approved by the Campus Director.

Active membership in the Nonprofit Leadership Club for at least two semesters

Attendance at one national Nonprofit Leadership Alliance Management Institute

## Study Abroad and Off-Campus Programs

North Park students have access to more than 300 international universities or study abroad programs in more than 50 countries through North Park's Office of International Affairs. We are proud to offer academic options for most majors and minors. North Park students are encouraged meet with the Office of International Affairs early in their academic careers to learn about study abroad options, program requirements, and costs. The Office of International Affairs is located in the Johnson Center, Office of Student Engagement.

### Sweden Exchange Program

Since 1976, North Park has maintained an exchange program with Södra Vätterbygdens Folkhögskola (SVF) in Jönköping, Sweden. North Park students may apply to study in Sweden for the Fall semester with a cohort of other students and a North Park faculty member.

### Winter term in Ecuador

In 1984, North Park initiated a Spanish language and culture program in Morelia, Mexico. The program moved to Cuenca, Ecuador in 2011, but maintains the same high level of academic rigor and community involvement. Students live with host families and enjoy high quality instruction in small and highly interactive classes. Service projects in the region allow students to connect to the local community, and on select weekends, the cohort of North Park students and a North Park faculty member participate in excursions throughout the country. Students with one and a half years of college Spanish or the equivalent are invited to apply for this eight week program which runs each spring, January through March. Students may apply to remain through the end of the spring term on internship.

### Bilateral Reciprocal Exchange Programs

North Park has exchange agreements with 15+ universities around the world. North Park and its partners are able to send students to each others' institutions for a semester or year of exchange studies.

Most exchange sites offer university courses taught in English and/or foreign language instruction. Please visit the Study Abroad website or the Office of International Affairs for the most up-to-date list of Exchange locations.

## International Student Exchange Program

The International Student Exchange Program (ISEP) enables students to study independently at many universities around the world. The language of instruction and available courses varies by host institution. North Park has been a member of ISEP since 2005 and also receives international exchange student from throughout the ISEP network.

## Council for Christian Colleges and Universities Programs

The Council for Christian Colleges and Universities "Global Ed" offers both domestic and international off-campus and study abroad programs. With locations in Washington D.C., the Middle East, and the U.K., these programs help students better understand the role of faith in a global community. North Park students study with other students from CCCU member schools. Visit the CCCU Global Ed or NPU Study Abroad website for more information.

## Short Term Academic Study Tours

Academic departments at North Park periodically offer short term travel opportunities during academic breaks. These programs are generally connected to credit-bearing semester length courses or function as standalone study tours. Recent academic study tours have taken North Park students and faculty members to Italy, Sweden, Taiwan, Brazil, Thailand, the Bahamas, as well as various locations across the U.S.

## Accreditation

North Park University is accredited by The Higher Learning Commission and is a member of the North Central Association. The Commission is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation which is responsible for ensuring accrediting bodies and institutions uphold and meet established standards of quality.

The Higher Learning Commission accredits degree-granting institutions located in the nineteen states of the North Central region.

North Park University was first accredited in 1926 by The Higher Learning Commission. The Higher Learning Commission evaluates and accredits the entire institution as a whole.

The Higher Learning Commission, located at 230 S. LaSalle St., Suite 7-500, Chicago, Illinois 60604-1413, can be reached at (800)-621-7440: [hlcommission.org](http://hlcommission.org)

The following schools or programs are each accredited individually.

### Athletic Training

Commission on Accreditation of Athletic Training Education  
6850 Austin Center Boulevard, Suite 100  
Austin, TX 78731  
Phone: 512-733-9700

School of Business and Nonprofit Management  
International Assembly for Business Education  
IACBE, P.O. Box 3960  
Olathe, KS 66063



Phone: 913-631-3009

Fax: 913-631-9154

School of Education

Illinois State Board of Education for Educator Licensure

100 N. 1st Street

Springfield, IL 62777

Phone: 866-262-6663

Illinois Board of Higher Education

431 East Adams, 2nd Floor

Springfield, Illinois 62701-1404

Phone: 217-782-2551

Fax: 217-782-8548

School of Nursing

Commission on Collegiate Nursing Education

American Association of Colleges of Nursing

One Dupont Circle, NW, Suite 530

Washington, DC 20036

Phone: 202-463-6930

Fax: 202-785-8320

Music Department

National Association of Schools of Music

11250 Roger Bacon Drive, Ste. 21

Reston, VA 20190

Phone: 703-437-0700

Fax: 703-437-6312

Seminary

The Association of Theological Schools

10 Summit Park Drive

Pittsburgh, PA 15275

Phone: 412-788-6505

Fax: 412-788-6510

# UNDERGRADUATE MAJORS AND COURSES (TRADITIONAL)

## Academic Services (ACSR)

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### Skill Development Courses

The University offers a number of courses designed to assist students who have deficiencies in specific academic skills. The courses may not be used to fulfill general education or major/minor requirements.

WRIT 1000 Fundamentals of Composition.....	4 sh*
MATH 1005 Practical Math for College.....	4 sh*
MATH 1010 Intermediate Algebra.....	4 sh*
ACSR 1005 Foundations for Academic Success .....	2 sh
ACSR 1010 Critical Reading Skills.....	2 sh

\*These courses do not count toward the 120sh graduation requirement but can count towards full-time enrollment status.

#### 1005 Foundations for Academic Success (2 sh)

An introduction to skills and strategies essential to success at the university level. Topics range from time management to critical thinking skills. Students will explore these topics through lectures, small groups, individual appointments, and practical application. Special restrictions: enrollment by instructor permission; limited to first year students.

#### 1010 Critical Reading Skills (2 sh)

The course is designed to provide instruction and practice in reading skills essential for academic success in college. The course is intended to meet the needs of the beginning college student and is organized to accommodate students with a wide range of reading abilities. While credit for this course applies toward graduation, the course may not be used to fulfill general education or major/minor requirements. Special restrictions: enrollment by placement.

#### 1020 Topics in Skills Development (1 sh)

Specific instruction and practice in study/learning skills and approaches essential for academic success in college. Lecture, small group/individual tutorial format. Topics vary by term. While credit for this course applies toward graduation, the course may not be used to fulfill general education or major/minor requirements. Special restrictions: enrollment by placement or by action of the Student Academic Standing Committee.

#### 1030 Career Planning (2 sh)

Students will explore decision making, goal setting, and values clarification and investigate options in majors and careers. Consideration will be given to the transition from the academic arena to the world of work.

#### 4920 Study Abroad Program (4 sh)

Study Abroad Placement Holder

#### 4970 Internship Planning (1 sh)

Please refer to Internship section of catalog for internship requirements and guidelines.

## Advertising (ADV)

The advertising major at North Park is an interdisciplinary major which integrates the resources of three departments: School of Business and Nonprofit Management, Communication Arts, and Art. Students in this major will take courses from each of these departments as core requirements. The purpose of this program is to broadly prepare students for a career in advertising and communication. The Bachelor of Art program is designed to give each student an interactive understanding and synthesis of the three areas that contribute to the field. Students desiring more in-depth knowledge of a particular advertising specialty are advised to take additional course work as follows: creative design or audio and video production interest (BS in Advertising); account management interest (additional BSE courses and marketing courses), marketing research or consumer behavior interest (additional marketing and psychology courses). The Bachelor of Science program is recommended for students desiring a creative career in advertising. In BA and BS programs, students will be exposed to the ethical issues that are encountered in the field and are expected to develop the value sensitivity that will help them make responsible value judgments about advertising and the broader communications arena.

For admittance into the major, an overall GPA of 2.5 and a C- or better in BSE 2610 is required. A GPA of 2.5 in the major courses is required for graduation from the university with this major. Students dropping below 2.5 in the major are required to meet with their advisor to develop a plan to repeat courses to bring up their GPA before taking additional courses. The dean of the School of Business and Nonprofit Management must approve the plan. Students failing to complete their plan successfully are subject to dismissal from the major.

### Major requirements for the B.A. degree in Advertising

#### Required semester hours

40 sh

#### Prerequisites and supporting courses

16 sh

BSE 2550, NONP 2710, PHIL 2530, PSYC 1000, STAT 1490

#### Required core courses

ART 1030, 2080, 2081; BSE 2211, 2540, 2610, 2620, 3510, 3610, 3620, 3624, COMM 1910, 2150

#### Notes and Restrictions

An internship is strongly recommended

### Major requirements for the B.S. degree in Advertising

#### Required semester hours

68 sh

#### Prerequisites and supporting courses

16 sh

IBSE 2550, NONP 2710, PHIL 2530, PSYC 1000, STAT 1490

#### Required core courses

ART 1030, 2080, 2081, 3081, 3082; BSE 2211, 2540, 2610, 2620, 3510, 3610, 3620, 3624, 3670, 4970; COMM 1910, 2150, 3450;

12 semester hours from ART 1040, 2010, 2017, 2018, 2060, 2100, 3060, 3100, COMM 2155, 2175, 2355, 3355

#### Notes and Restrictions

Students are required to complete an internship (BSE 4970) or to provide documentation of other work experience.

#### Honors

Application for admission should be made during the second semester of the third year. Students must have a 3.6 or higher GPA and must sign up for BSE 4000 (4 sh).

#### Research

Refer to BSE 4930 for directed research options.

See appropriate sections of the catalog for course descriptions.

## Arabic (ARAB)

Minor requirements in Arabic

Required semester hours

20 sh

Required core courses

ARAB 1010, 1020, 2010, 2020, 3910

GE Designates a course that fulfills all or part of Core Curriculum requirements; see the Core Curriculum Program section of the catalog for more information.

### 1010 Conversational Arabic I (4 sh) GE

This course is designed for students with little or no previous experience with the Arabic language and will introduce the basic elements of modern standard colloquial Arabic through written and oral usage. Emphasis will be placed upon sound recognition, keys to listening, writing, and building a basic vocabulary selected from ordinary situations in everyday life. A significant cultural component of the course will introduce students to general concepts of life in the Arab world including field trips to Arab neighborhoods in Chicago. No credit for ARAB 1010 will be granted to students who have completed more than two years of high school Arabic within the last five years.

### 1020 Conversational Arabic II (4 sh) GE

This course is designed for students with little or no previous experience with the Arabic language and will introduce the basic elements of modern standard colloquial Arabic through written and oral usage. Emphasis will be placed upon sound recognition, keys to listening, writing, and building a basic vocabulary selected from ordinary situations in everyday life. A significant cultural component of the course will introduce students to general concepts of life in the Arab world including field trips to Arab neighborhoods in Chicago. Prerequisite: ARAB 1010.

### 2010 Intermediate Arabic I (4 sh)

This course builds upon the basic foundation of Arabic grammar, conversation, and vocabulary through written, oral, and experiential usage. The Arabic vocabulary will be expanded as students are introduced to topics of increasing depth and complexity in a variety of concrete life situations. Reading selections will be provided from literature (including the Arabic Bible and Quran), culture, and the media. Students will thereby be enabled to expand their oral and reading skills. Prerequisite: ARAB 1020.

### 2020 Intermediate Arabic II (4 sh)

Continuation of ARAB 2010 that builds upon the basic foundation of Arabic grammar, conversation, and vocabulary through written, oral, and experiential usage. The Arabic vocabulary will be expanded as students are introduced to topics of increasing depth and complexity in a variety of concrete life situations. Reading selections will be provided from literature (including the Arabic Bible and Quran), culture, and the media. Students will thereby be enabled to expand their oral and reading skills. Prerequisite: ARAB 2010.

### 3910 Topics in Arabic (1-4 sh)

This course allows students to build upon previous studies of Arabic grammar, conversation, and vocabulary through written, oral, and experiential usage.

## Art (ART)

*Durham Rayner (chair), Lowly, Okore, VanderBrug*

(Art-Curatorial Studies concentration will be discontinued as an academic major for students starting after the 2021 academic year.)

The North Park University art major provides students with opportunities for vocational discernment and personal development within the visual arts. Students choose one of two concentrations; Fine Arts, or Graphic Design. Pre-Art Therapy and Art Education are also available. (Pre-Art Therapy is a pre-professional area of study and thus does not require an Art major, but a major in Art and/or Psychology are recommended.) Use the academic planning guide from the Pre-Professional webpage of the North Park website along with your faculty advisor to plan your needed courses. Art Education requires a major in art with the K-12 Licensure coursework from the School of Education. Advisors from both Schools assist with coursework planning and steps towards successful completion of the Illinois State Board of Education requirements.

The Art program fosters a broad, deep, and critical engagement with visual culture, exposing students to art from many different periods and places. Students are instructed in the conceptualization and production of visual art in a wide range of new and traditional media and are introduced to standards of professional practice in applied and fine art. The major is energetically engaged with the urban context, offering multiple internship opportunities and a wide range of gallery and museum field experiences. The department encourages students in their visual and spiritual development and promotes a visual culture/faith dialogue. Finally, the department serves art students and the general campus community by prominently exhibiting art in a wide variety of styles and media produced by students and art professionals.

### Major requirements for the B.A. degree in Art

#### Required semester hours

36 sh

#### Required core courses

Fine Arts: ART 1030, 1040, 1100, 2000 (minimum 1 semester), 2100 or 3100 (4 sh), 2020, 2030, 2040 or 2050, 2060, 3010, 4010, 4011; Art History Requirement: ART 2017 or 2018; Two of the following: ART 2010, 2011, 2013, 2014, 2015, 2016, 2017 or 2018; Electives (5 sh): Art History beyond the 6 sh requirement or ART 2080, 2081, 3020, 3030, 3040, 3060, 3061, 3081, 3082, 3910, 4020, 4060, 4910, 4970.

Graphic Design: ART 1030, 1040, 1100, 2000 (minimum 1 semester), 2020, 2040 or 2050, 2060, 2080, 2081, 3081, 3082, 4010, 4011, and 4970 (taken for 3 sh); Art History Requirement: ART 2019; and one additional course selected from the following: ART 2010, 2011, 2013, 2014, 2015, 2016, 2017 or 2018; Electives (2 sh): Art History or Art Studio beyond the above requirements.

#### Notes and restrictions

Participation in Fourth-Year Show/Curatorial Project required for concentrations in Fine Arts and Graphic Design.

The Art Department believes significant enrichment occurs in concentrations when students also study in related disciplines. We therefore require all Art majors to meet the core requirements specific to their concentrations. Students obtaining a secondary teaching certificate are exempt from the core requirements.

Fine Arts Concentration (12 sh)

Communications/History (4 sh): COMM 2140 or any 4 sh in History

English (4 sh): One from ENG 2020, 2030, 2040, 2050

Philosophy (4 sh): PHIL 3515

Graphic Design Concentration (12 sh)

Communications: COMM 2150, 3100, 3480

Business and Economics: BSE 2610, 3510, 3670

Curatorial Studies Concentration (12 sh)

Philosophy (4 sh): PHIL 3515

History (8 sh): one HIST 2000 or 3000 level, and HIST 4010

#### Honors

The Art Department offers an honors program in selected studio areas and art history. For admission into the program, students must have completed all courses offered within the intended area of focus, including independent study in some areas. Approval of the division chairperson is also required. For graduation with Departmental Honors in Art, students must complete 4-8 sh of ART 4000, which can be spread over several semesters. The honors project must be presented to the Faculty of the Art Department as well as at the Spring Honors Symposium. For general Departmental Honors requirements and ART 4000 course description, see appropriate sections of this catalog.

#### Teacher Certification Candidates

See Education entry in this section.

### Minor requirements in Art

#### Required semester hours

20 sh

#### Required core courses

ART 1030, 1040, 1100

Art History Requirement: ART 2017 or 2018; One of the following: ART 2010, 2011, 2013, 2014, 2015, 2016, 2017, 2018 or 2019 if not taken to meet the above art history requirement

#### Electives

10 sh in art

### Requirements for the Certificate in Arts Management

#### Required semester hours

10 sh

#### Required core courses

ART 1030, 1040, 1100

ART 3500, 4970 (2 sh); NONP 2710 (prerequisite of BSE 2211 waived with 30 sh or more of completed credits), 3710

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.



**1030 Two Dimensional Design (0-1 sh)**

Introduction and application of the elements of visual language. Studies in shape, color, line, texture, and value as they relate to two-dimensional art.

**1040 Three Dimensional Design (2 sh)**

Elements of visual language as they apply to three-dimensional art. Projects based on the study of volume, space, line, color, and texture.

**1100 Drawing I (2 sh) GE**

Line, tone, and composition in relation to a variety of subjects, such as still-life, architecture, figure, and landscape. Media will include pencil, ink, charcoal, Conte crayon, ink wash, etc.

**2000 Creative Guild (0 sh)**

This creative ensemble welcomes all students interested in art to register. This experience ushers students into the collaboration of art making and the organization of creative events. It fosters student interaction with and investment in Chicago's rich artistic landscape. Activities include studio and institutional visits, service projects both on and off campus, guest speakers, performances, and discussions. Course is variable credit and repeatable. Experienced students will have the opportunity to direct projects and activities.

**2010 History of African Art (2 sh) GE**

Study of the art produced on the continent of Africa. This course will include analysis of social and cultural traditions and how they have shaped visual arts from region to region. This course may cover art from any period, ancient through contemporary.

**2011 History of Art of the Americas (2 sh) GE**

Study of the art produced in North, Central and South America. Analysis of indigenous religious traditions and social structures and the way they have shaped the visual arts in the Americas. The art will be studied before contact with European civilization and after conquest and colonization.

**2013 History of Classical Western Art (2 sh) GE**

Study of Grecian and Roman art from B.C.E. 800 to C.E. 500. Architecture, sculpture, painting, and ceramics will be some of the art forms studied. Attention will be given to how the art produced by these two societies is similar and how it diverges.

**2014 History of Early Christian, Byzantine and Medieval Art (2 sh) GE**

Early Christian, Byzantine and Medieval art which was produced from about 300 C.E. to 1300 C.E. will be studied. The course will trace the development of Christian art from its origins in Roman art and culture to its full flowering in the Byzantine and Gothic styles.

**2015 History of Renaissance and Baroque Art (2 sh) GE**

Study of art produced in Europe between the years of 1400 C.E. and 1700 C.E. The course will study painting, sculpture, and architecture and will analyze the roles of the Reformation and the counter-Reformation as they impacted European Art.

**2016 History of Nineteenth Century Art (2 sh) GE**

Study of art produced primarily in Europe and America in the nineteenth century. The course will examine various media including, but not limited to painting, photography, architecture, and sculpture. Focus will be on major movements such as Neoclassicism, Romanticism, Realism, and Impressionism.

**2017 History of Early Modern Art (2 sh) GE**

The art of the first half of the 20th century produced primarily

in Europe and America. All forms of modern visual expression will be included but the primary focus will be upon the arts of painting, photography, sculpture, and architecture.

**2018 History of Contemporary Art (2 sh) GE**

The art of the second half of the 20th century and the art of the 21st century. The course will study all forms of visual expression including new media as well as covering art theory. A substantial portion of the course will focus on the art produced in America but art from around the world will also be studied.

**2019 History of Graphic Design (2 sh) GE**

The course examines the connections between Graphic Design history and contemporary design trends. Students will explore a variety of design influences through lectures, research assignments, and design exercises. Study will focus on design developments from the industrial revolution to the present.

**2020 Painting I (2 sh)**

Development of technical and conceptual skills involved in painting. Both direct and indirect techniques are stressed in oils and acrylics. Prerequisite: ART 1030, 1100.

**2030 Sculptural Practices I (4 sh)**

Investigation of media, tools, and techniques employed in ceramics, sculpture, and other three-dimensional forms of visual expression. Materials used may include stoneware clay, plaster, stone, wood, fabric, metals, and found objects. Techniques employed may include the ceramic techniques of hand building and wheel throwing and the sculpture techniques of modeling, carving, welding, assemblage, and installation. Prerequisite: ART 1040.

**2040 Printmaking: Relief (2 sh)**

This course is an exploration of relief woodcuts and linoleum block printing. Various approaches to relief, along with both the history and theory of the techniques, are investigated. Prerequisite: ART 1030, 1100.

**2050 Printmaking: Intaglio (2 sh)**

This course explores a variety of intaglio printing processes such as etching, engraving, drypoint, and aquatint. Students create plates with metal and plastic using traditional and contemporary techniques in black and white as well as color. Prerequisite: ART 1030, 1100.

**2060 Photography I (2 sh)**

The course will introduce students to camera mechanics, digital processing techniques, and photographic criticism. Students will explore creative techniques and operations with digital cameras.

**2070 Ethics of Creative Practice (4 sh) GE**

Creative Ethics is designed for any student whose primary focus within their discipline is creative. This course introduces students to the ethical thinking involved in creative production and its distribution. Students consider the making and distribution of artistic works as it relates to the betterment of self and community; fostering a concrete application of faith. Introducing students to various streams of making works of art and the ethical frameworks that develop around them encourages reflection on personal vocation. Familiarizing students with those communities engaged in ethical questions will help them identify their place within the larger social environment. Guest speakers and assigned readings will act as a basis for in-class discussions. Another goal of this course is researching and writing on the topic of ethics and creative production and/or distribution.

**2080 Introduction to Graphic Design (2 sh)**

This course is an introduction to the basic principles of visual communication, including an introduction to problem-solving strategies, symbolic association, and the problem of effective communication in a global culture. Students will explore the relationships between form and content, word and image, and practice the selection, organization and presentation of information in the form of text and images. Prerequisite: ART 1030.

**2081 Advanced Graphic Design (4 sh)**

This course considers advanced concepts in visual communication, including an introduction to user-based design theory. Students will explore the world of print media through a series of case studies, and practice single page compositions, multi-page compositions, and the integration of form, image, and text. Lab. Prerequisite: ART 1030, 1100, 2080.

**2100 Drawing II (2 or 4 sh)**

Continuation of Drawing I with the human form as subject matter. Drawing in various media directly from the figure. Prerequisite: ART 1100.

**3010: Third-Year Seminar in Art (1sh)**

This course reinforces objectives introduced in previous major coursework and prepares them for the advanced work of the Fourth Year Seminar in Art. Students build community through discussion and development of work for a focused third-year project. The course will deal with such topics as preparations for professional shows, organizing and mounting art exhibitions, and development of professional documents.

**3020 Painting II (2 or 4 sh)**

Intermediate study of painting in both oils and acrylics. Study of the history of painting included. Prerequisite: ART 2020.

**3030 Sculptural Practices II (2 or 4 sh)**

Intermediate study of spatial arts. Prerequisite: ART 2030.

**3040 Intermediate Printmaking (2 or 4 sh)**

Intermediate study of printmaking. Prerequisite: ART 2040, 2050.

**3060 Photography II (2 or 4 sh)**

Intermediate studies in digital photography and alternative processes, as well as photographic theory and criticism. Prerequisite: ART 2060.

**3081 Digital Illustration (2 sh)**

This class familiarizes students with the vocabulary, tools, and methods of vector-based drawing and reinforces ties to traditional media. Advanced concept in illustration software programs. Prerequisite: ART 1030, 1100, 2080.

**3082 Digital Imaging (2 sh)**

This class familiarizes students with the vocabulary, tools and methods of raster-based drawing and photo editing, and reinforces ties to traditional media. Advanced concepts in photo editing programs. Prerequisite: ART 1100, 2080.

**3100 Drawing III (2 or 4 sh) GE**

Advanced study of figure drawing. This is a studio course that incorporates discussion of assigned readings and investigates the conceptual aspects of drawing. The course includes the use of the computer. Prerequisite: ART 1100.

**3260 Methods in Art for Elementary Teachers (1 sh)**

This course will consist of methods of teaching art in the elementary school. Emphasis will be placed on both the theoretical and the practical information and skills essential for the teaching of art. Prerequisite: EDUC 2130, 2140, 2145, 2155.

**3390 Methods and Materials for Teaching Art K-8 (2 sh)**

Lesson planning, methods, and material selection for teaching art in the elementary school. Integration with the program of regular classroom teacher as well as planning for an entire art curriculum for elementary students. Prerequisite: EDUC 2130, 2140, 2145, 2155.

**3500 Introduction to Arts Management (2 sh)**

An introductory arts management course that will approach a broad range of topics related to the nonprofit arts sector. The course will include lectures, discussions, readings, guest speakers, and visits to arts organizations in the region. Prerequisite: BSE 2211, NONP 3710.

**3910 Topics in Art (2 or 4 sh)**

Investigation of a selected subject in art.

**4000 Departmental Honors in Art (4 or 8 sh)**

A special directed study course for the qualified student in either a studio or art history subject.

**4010 Fourth-Year Seminar in Art I (2 sh)**

This course provides a culminating experience for the art major. It will help art students prepare for a professional life by supporting and directing the development of a focused fourth-year project. The course will deal with such topics as preparations for professional shows, integration of theory and practice, integration of art historical precedent, organizing and mounting art exhibitions, and development of a professional portfolio.

**4011 Fourth-Year Seminar in Art II (2 sh)**

A continuation of the fourth-year seminar. Prerequisite: ART 4010.

**4020 Advanced Painting (2 or 4 sh)**

Advanced study of painting. Prerequisite: ART 3020.

**4030 Sculptural Practices III (2 or 4 sh)**

Advanced study of sculpture. Prerequisite: ART 3030.

**4050 Advanced Printmaking III (2 or 4 sh)**

Advanced study of printmaking. Prerequisite: ART 3040.

**4060 Photography III (2 or 4 sh)**

Advanced study of photography. Repeatable. Prerequisite: ART 3060.

**4910 Independent Study in Art (1-4 sh)**

The fourth-year students majoring in art may do additional work in history of art or in one of the applied fields.

**4930 Directed Research (2 or 4 sh)**

Students will work under the direction of an art faculty mentor on an advanced research project. Permission of the faculty mentor is required prior to enrollment in this course. This course may be repeated, though the department may limit the number of credit hours this course satisfies towards the major. Please see the departmental degree requirements for details. Students must be declared art majors with Junior or Senior status and have a minimum GPA of 3.0.

**4970 Internship in Art (1-4 sh)**

An apprentice experience in the professional world of art. The University has a working arrangement with several design studios, offices, and advertising agencies. Please refer to the Internship Section of the catalog for further internship requirements and guidelines.

## Biblical and Theological Studies (BTS)

*Widman, Johnson, Veeneman, Willitts*

The mission of the Department of Biblical and Theological studies within the General Education curriculum is to enable students to fashion lives of significance and service by providing them with the opportunity to develop intellectually, spiritually, and socially through their experience of a biblical and theological program. Such an experience occurs in the contexts of (1) an international student body and Faculty, (2) a culturally-diverse urban setting, (3) a vibrant dialogue about Christianity, faith, and culture, and (4) a school committed to a broad evangelical Christian tradition.

The Faculty of the Department of Biblical and Theological studies is committed to providing its majors with an opportunity to develop a life of significance and service by learning about God, the Bible, and its interpretive issues, as well as the various historic Christian and religious traditions. In such an experience, the student is engaged to become responsible enough to integrate one's personal faith collegially into the larger scope of a liberal arts education as well as the various opportunities afforded by University ministries. Thus, the Department is committed to students developing abilities in (1) Biblical, historical, and theological interpretation, (2) critical thinking, and (3) the responsibility of knowledge and faith for shaping behavior. The Department is committed to a rigorous assessment of its students and the expected outcomes of its program, through regular observation, evaluation, and feedback.

### Major requirements for the B.A. in Biblical and Theological Studies

#### Required semester hours

36 sh

#### Required core courses

BTS 2500, 2600, 2640, 2650, 2700, 4010

#### Electives

12sh from BTS 2110, 2120, 2130, 2210, 2260, 2310, 3150, 3240  
3250, 3410 with at least one course from each the Old Testament  
and New Testament

#### Notes and restrictions

Up to four hours of coursework in the major may apply to the General Education requirement in Biblical and Theological Studies. GE Designates a course that fulfills all or part of a General Education (G.E.) requirement; BTS 1850 is the prerequisite for each course.

### Minor requirements in Biblical and Theological Studies

#### Required semester hours

Five courses above BTS 1850

#### Required core courses

Two biblical studies courses

Two theological studies courses

One elective

#### Notes and restrictions

Up to four hours of coursework in the minor may apply to the Core Curriculum requirement in Biblical and Theological Studies.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

**1850 Introduction to the Bible (4 sh) GE**

An introductory survey of the history and theology of the biblical narrative as it informs Christian faith today. Particular emphasis on the theological unity of the Bible's message.

**2110 The Pentateuch (4 sh) GE**

The focus of this course is the story of biblical Israel as depicted in the first five books of the Bible, or the Pentateuch. The course will follow closely the concern of the Pentateuch for faith, particularly in relation to the covenant at Mount Sinai and the revelation of the law. Biblical Emphasis-Old Testament. Prerequisite: BTS 1850.

**2120 Old Testament Prophets (4 sh) GE**

A historical study of the Hebrew prophets within the economic, political, and social conditions of their time. The significance of the prophetic message for the Hebrew and Christian faiths. Biblical Emphasis-Old Testament. Prerequisite: BTS 1850.

**2130 Old Testament Poetry and Wisdom Literature (4 sh) GE**

A survey of the third major division of the Hebrew canon of the Bible, the Writings or Kethubim. The Writings are a miscellaneous collection of books important in understanding the history, faith, and practice of ancient Israel and early Judaism. This in turn is important for understanding the New Testament and the early Church. This course examines the different books of the Writings in their final, canonical form, with attention given to the various theological motifs. Different literary genres present in the collection are studied. The canonical role of the Writings as a collection is also examined. Biblical Emphasis-Old Testament. Prerequisite: BTS 1850.

**2210 Jesus of Nazareth (4 sh) GE**

The life and teachings of Jesus studied with reference to current research. Explores the "quest for the historical Jesus," the historicity of the gospels, and the method and message of Jesus' teachings. Biblical Emphasis-New Testament. Prerequisite: BTS 1850.

**2260 Paul (4 sh) GE**

A reconstruction of the life and letters of the Apostle Paul with reference to current research. Emphasis on Paul's theology of the church (ethics, mission, spirituality) and its practical importance for today. Biblical Emphasis-New Testament. Prerequisite: BTS 1850.

**2310 The Land of Israel in the Biblical and Post-Biblical Periods (4 sh)**

A study of the Land of Israel in biblical and early post-biblical periods from the Late Bronze Age to the Early Roman Period (13th c. BCE through 4th c. CE). The course will focus on the history of the Holy Land emphasizing Israelite, early Jewish and Christian material presence through the use of historical and archaeological sources. The study will employ multi-media resources to enhance students' classroom experience of the Land. Biblical Emphasis-Old & New Testaments. Prerequisite: BTS 1850.

**2400 Christian Origins from the City-Center (4 sh) GE**

A study tour which will introduce students to the diverse cultural, historical and geographical settings of the earliest Christianity of the Greco-Roman world through a first-hand encounter with the material evidence in the ancient cities of Rome, Pompeii and Herculaneum in Italy. The on-site exposure will provide the context for investigating the early development of the beliefs and practices that became Christianity in the

diverse world of the ancient urban social settings of Roman Empire. The travel portion of the course is required.

**2500 Introduction to Theology (4 sh) GE**

A study of the major theological doctrines of the Christian faith, with emphasis on their integration into personal belief. Theological Emphasis. Prerequisite: BTS 1850.

**2510 Christian Ethics (4 sh) GE**

A study of the moral implications of the Christian faith, with emphasis on their integration into personal belief. Theological Emphasis. Prerequisite: BTS 1850.

**2520 Christian Spirituality (4 sh) GE**

An examination of the nature of Christian spirituality with emphasis on spiritual development and maturity. Relevant literature of a variety of approaches to spirituality will be introduced and evaluated. Theological Emphasis. Prerequisite: BTS 1850.

**2530 C.S. Lewis (4 sh)**

A study of the life and thought of C.S. Lewis. Emphasis will be given to his religious ideas, his understanding of Christian doctrine, and his methods of commending the Christian faith by reason and imagination. Prerequisite: BTS 1850.

**2600 History of the Church (4 sh) GE**

The origin and development of Christianity in the world. Traces the institutional and doctrinal developments within the church from the post-apostolic period to the modern era. Theological Emphasis. Prerequisite: BTS 1850.

**2640 The Western Theological Tradition (4 sh) GE**

A survey of the great Christian thinkers of the West from beginnings to post-modernity. Focus will be placed on distinctly Western forms of Christian thought in the Roman Catholic and Protestant traditions, with some attention to the Anabaptist and Evangelical Covenant communities, as well as to emerging feminist and underrepresented theologies.

**2650 The Eastern Orthodox Theological Tradition (4 sh) GE**

A survey of the great Christian thinkers of the Eastern (Orthodox) tradition from beginnings to the post-communist era. Focus will be placed on the development of classical Christian faith in the Church Fathers and Ecumenical Councils from the 2nd through 14th centuries, with some attention to contemporary Orthodox thought in the West, including its feminist voices.

**2660 Eastern Orthodox Christianities (4 sh) GE**

An introduction to ancient Christian communities belonging to the cultural heritage of the Middle East, and their legacies in Russia and Eastern Europe. Emphasis will be placed on the unity and diversity of their theological views, liturgical cultures and missionary histories that have shaped their present identities. The course will include guest lecturers from these communities and excursions to local churches in the Chicago area.

**2700 World Religions (4 sh) GE**

Study of the common features and distinctive motifs that characterize some of the main religious traditions Hinduism, Buddhism, Islam, and others. Emphasis on development of a methodology for reading and interpreting the world's scriptures. Discussion of the relation of Christian to non-Christian religions. Theological Emphasis. Prerequisite: BTS 1850.



**2840 African-American Church History and Religious Thought (4 sh)**

Studies the religious thought of African-Americans employing as a frame of reference the Black Christian church from its beginning during slavery to its maturity in the present day. Includes the ideas of a variety of spiritual leaders such as Jupiter Hammon, David Walker, Marcus Garvey, Father Divine, John Perkins, James Cone, and E.V. Hill. Examines the influence of slavery, emancipation, migration, and White racism on the development of African-American religion. Cross-listed with AS 2840.

**3150 The Book of Psalms (4 sh)**

This course examines the characteristics of Hebrew poetry in order to study the book of Psalms according to literary types. The Psalter in its final form is studied as a coherent whole in terms of its collection and arrangement, and its varied teachings on faith and practice. Selected individual Psalms are studied in detail through exegesis of the English Bible. Biblical Emphasis-Old Testament. Prerequisite: BTS 1850.

**3240 Luke and Acts (4 sh) GE**

A literary and exegetical study of Luke and Acts, with special attention to historical setting, ecclesiastical purpose, and theology. Biblical Emphasis-New Testament Prerequisite: BTS 1850.

**3250 John (4 sh) GE**

A theological and exegetical study of the texts of the Fourth Gospel and the Epistles of John. Special emphasis on the unique contribution of John to biblical theology (especially Christology, eschatology, and pneumatology). Biblical Emphasis-New Testament Prerequisite: BTS 1850.

**3410 Women, The Bible, and The Church (4 sh) GE**

A study of the Old and New Testament texts that bear on the roles and status of women. This course reflects on a wide range of historical and theological perspectives relevant to the issues of women, the Bible, and the church. Biblical Emphasis-Old and New Testament. Prerequisite: BTS 1850.

**3510 Modern Theologians (4 sh)**

Exploration of recent trends in the thinking of biblical and systematic theologians. Relevance of theology to modern issues. Theological Emphasis. Prerequisite: BTS 1850.

**3550 Philosophy of Religion (4 sh)**

A seminar course on selected problems and topics in the area of philosophy of religion, e.g., the phenomenology of religious experience, the truth of religious belief, the existence and attributes of God. Theological Emphasis. Prerequisite: BTS 1850.

**3910 Topics in Biblical and Theological Studies (4 sh)**

An intensive investigation of a selected topic in biblical studies, theology, world religions, or philosophical theology. Extensive reading and research expected. Seminar format. Prerequisite: BTS 1850.

**3920 Advanced Topics in Biblical and Theological Studies (1-4 sh)**

This is a topics course allowing the BTS department to grant credit for selected courses taken at North Park Theological Seminary.

**4010 Fourth-Year Seminar in Biblical and Theological Studies (4 sh)**

Limited to fourth-year students majoring in biblical and theological studies, this seminar concentrates on critical reading, writing, and discussion skills. Topics of study will

change annually but in each case will explore current research and writing in biblical and theological studies.

**4910 Independent Study in Biblical and Theological Studies (1-4 sh)**

Intensive independent study of a topic chosen in consultation with an instructor in the Department of Biblical and Theological Studies. Student must have consent of instructor and division chairperson.

**4930 Directed Research (2 or 4 sh)**

Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor is required prior to enrollment in this course. This course may be repeated, though the department may limit the number of credit hours this course satisfies towards the major. Please see the departmental degree requirements for details.

**4970 Internship in Biblical and Theological Studies (1-4 sh)**

Please refer to Internship section of the catalog for internship requirements and guidelines.



## Biology (BIOL)

*Lin, Rholl (Chair), Schau*

The objectives of the Department of Biology are to provide students with:

- An understanding of living matter in its relation to the inorganic and organic world, and in the variety of forms in which it is manifested,
- An awareness of the complexity of the interactions between organisms and between the living and non-living worlds,
- A sense of the continuity of life,
- An appreciation of what the scientific method can achieve in biology,
- A knowledge of the structure and function of the human body, and
- An understanding of the human role in Christian stewardship of the environment.

A student who successfully meets these objectives will be prepared to:

- Enter graduate or professional programs in biology or the health care professions
- Prepare for teaching biology in secondary or middle schools and to
- Enter careers related to the biological sciences

In order to declare a major in Biology, Biomedical Sciences, or MBBT, a minimum GPA of 2.0 is required in the first 12 sh of BIOL taken at NPU, 4 sh of which must be BIOL 2200 or above. If a student does not meet this requirement, s/he must repeat one or more of those first 12 sh courses to achieve the 2.0 before s/he can register for any other BIOL course. Any student transferring to North Park with 45 or more credit hours will be assessed by the Chair of the Biology Department.

## Major requirements for the B.A. degree in Biology

### Required semester hours

36 sh

### Prerequisites and supporting courses

CHEM 1150 and 1160; CHEM 2310 or 1021 and 1031

### Required core courses

1. BIOL 1250, 1260
2. BIOL 2270 or 2280
3. BIOL 3210 or 3230
4. One of BIOL 3150, 3180 or 3190
5. Upper Division Biology credit 16 sh (courses numbered 2100 or above); CHEM 3330 can be used toward 16 sh of elective,
6. BIOL 3010 does not count for upper division credit
7. No more than a total of 8 sh of BIOL 2100 through BIOL 2155 or BIOL 4020 can apply to the major.
8. BIOL 4901 - Comprehensive Exam

## Major requirements for the B.S. degree in Biology

### Required semester hours

44 sh

### Prerequisites and supporting courses

CHEM 1150, 1160, 2310

### Required core courses

1. BIOL 1250, 1260
2. BIOL 2270 or 2280
3. BIOL 3210 or 3230
4. One of BIOL 3150, 3180 or 3190
5. Upper division Biology credit: 24 sh (courses numbered 2100 or above); CHEM 3330 can be used toward 24 sh of elective.
6. BIOL 3010 does not count for upper division credit
7. No more than a total of 8 sh of BIOL 2100 through BIOL 2155 or BIOL 4020 can apply to the major.
8. BIOL 4901 - Comprehensive Exam

### Honors

To be accepted into the Biology Honors program:

1. The applicant must have received credit for three biology courses above BIOL 1260.
2. The applicant must have received credit for one year of General Chemistry.

### To complete the Biology Honors program students must:

- Complete the B.S. in Biology requirements
3. Complete the following supporting courses: 1 year of Organic Chemistry and one semester of Calculus or Statistics.
  4. A Biology GPA of 3.50 (includes prerequisite, supporting, and all required courses)
  5. Completion of 4 sh of Directed Research (BIOL 4930) or an internship (BIOL 4970) with a research component.
  6. Take the Biology Comprehensive Exam and receive a passing grade of at or above the 75th percentile. Minor requirements in Biology

## Minor requirements in Biology

### Required semester hours

26 sh

### Required core courses

Required courses:

7. BIOL 1250, 1260
8. BIOL 2270 or 2280
9. Upper division Biology credit: 14 sh (courses numbered 2100 or above)

## Major requirements for the B.A. degree in Biomedical Sciences

### Required semester hours

36 sh

### Prerequisites and supporting courses

CHEM 1150 and 1160; CHEM 2310 or 1021 and 1031

### Required core courses

1. BIOL 1250, 1260
2. BIOL 2270 or 2280
3. BIOL 2910 or 2930
4. BIOL 3210 or 3230
5. Electives: 16 sh from the following courses. BIOL 2100 Topics (Cancer, Biological Nanomedicine), 2350, 2360, 2950, 3140, 3160, 3290, 3510, 3530, 3610, 3620, 3910, 4930, 4970; CHEM 3330; NURS 3240 or up to 4 credit hours of HSC 2800 or above.
6. BIOL 4901 - Comprehensive Exam

Note: A student completing both BIOL 3210 and 3230 will have one of the courses counted toward the 16 sh of electives for the major. A student completing both BIOL 2910 and 2930 will have one of the courses counted toward the 16 sh of electives for the major. Only 4 sh of directed research or internship can count toward the major.

## Major requirements for the B.S. degree in Biomedical Sciences

### Required semester hours

44 sh

### Prerequisites and supporting courses

CHEM 1150, 1160, 2310

### Required core courses

1. BIOL 1250, 1260, 2910, 2930
2. BIOL 2270 or 2280
3. BIOL 3210 or 3230
4. Electives: 20 sh from the following courses. BIOL 2100 Topics (Cancer, Biological Nanomedicine), 2350, 2360, 2950, 3140, 3160, 3290, 3510, 3530, 3610, 3620, 3910, 4930, 4970; CHEM 3330; NURS 3240 or up to 4 credit hours of HSC 2800 or above.
5. BIOL 4901 - Comprehensive Exam

A student completing both BIOL 3210 and 3230 will have one of the courses counted toward the 20 sh of electives for the major. Only 4 sh of directed research or internship can count toward the major.

## Major requirements for the B.A. degree in Molecular Biology and Biotechnology

36 sh

### Prerequisites and supporting courses

CHEM 1021/1031 or 2310, 1150, 1160; PHEN 1110 or 2110

### Required core courses

1. BIOL 1260, 2910, 3050, 3210, 3230, 3290, 4901

2. Upper division Biology credit: 14 sh (courses numbered 2100 or above). Must include two courses from Group A and one from Group B.
3. Group A: BIOL 3140, 3510, 3610, 3620, 2930, 4950-Molecular Biology Techniques in Field Biology
4. Group B: BIOL 2270, 2280 (both courses recommended)

Note: Students are advised to take MATH 1490 and BIOL 3010

## Major requirements for the B.S. degree in Molecular Biology and Biotechnology

42 sh

### Prerequisites and supporting courses

CHEM 1150, 1160, 2310, 2320, 3330; PHEN 1110 or 1210

### Required core courses

1. BIOL 1260, 2910, 3050, 3210, 3230, 3290, 4901
2. Upper division Biology credit: 20 sh (courses numbered 2100 or above). Must include two courses from Group A, one from Group B, and 4 sh from either BIOL 4930 or 4970.
3. Group A: BIOL 3140, 3510, 3610, 3620, 2930, 4950-Molecular Biology Techniques in Field Biology
4. Group B: BIOL 2270, 2280 (both courses recommended)

Note: Students are advised to take MATH 1510 and BIOL 3010

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### 1160 Microbes and Society (2 sh) GE

This course will focus on the importance of microbes in our world. Their role in disease, decomposition, biotechnology and products for health will be emphasized. The laboratory will concentrate on microbial identification, role in food production and spoilage, and problem solving ability.

### 1170 Survey of the Human Body (2 sh) GE

Provides an overview of the scientific study of the human body, focusing on development of metacognitive skills and foundational skills, and introducing terminology associated with the human body. The laboratory will concentrate on basic laboratory procedures and problem-solving ability.

### 1180 Introduction to Environmental Science (2 sh) GE

Survey of fundamental ecological principles supporting human society, examination of the effect human beings have on the earth's support system and the other living things with which humans share the earth. The role of values and ethical implications of environmental decision-making. Field trips to a variety of urban support systems: water purification, waste treatment, solid waste management. Lab included.

### 1250 Introduction to Human Anatomy (4 sh) GE

Includes structure and organization of human organ systems emphasizing skeletal, muscular, digestive, circulatory, respiratory, nervous, and urogenital systems. Lab included with cadaver demonstrations. It is recommended that the student complete one year of high school laboratory science.

**1260 Introduction to Cell Biology (4 sh) GE**

Includes cell systems, cell cycles, cell function, energy production and metabolic systems, biological control systems, protein synthesis, and genetics. Lab included. It is recommended that the student complete one year of high school laboratory science.

**1901 STEM Scholars Experience (0 sh)**

STEM Scholars Experience is the course experience for the NSF S-STEM cohort. The course will immerse students in industry as a learning cohort guided closely by faculty to expand job pathways for students into STEM fields. It is expected to foster strong connections with industry through twice-a-month faculty-guided excursions to companies or on-campus visits from them that will be leveraged for internships, undergraduate research opportunities, class project reviews, job skills development, and student industry familiarization.

**2100 Topics in Biology (2 sh)**

Selected topics in biology covered on a rotating basis. Lab included with some topics. Some topics will have prerequisites (see annual class schedule).

**2110 Economic Botany (2 sh) GE**

Influence of plants on human, economic, social, and political history, and the plants people have chosen to protect and cultivate. Numerous field trips include plant production facilities, bakery, commercial greenhouse, apple orchard, farm, and meetings with resource persons working with cultivated plants. Overnight field trip(s) and weekly lab included.

**2130 Urban Wildlife Ecology (4 sh)**

This course focuses on issues relating to the vertebrates that have chosen to live in human-dominated urban areas. We will explore real issues and concepts including the impact of habitat fragmentation and modification, synanthropy, and issues such as the predator paradox and population management. Site visits frame opportunities for active engagement.

**2140 Field Studies in Biology (2 or 4 sh) GE**

Experiential trip courses offered on a rotating basis. Past examples include “Ecology of the Boreal Forest”, “Prairie and Ranch Resources”, and “Ecology of Iceland.” Variable fees over and above tuition will be assessed to cover the cost of travel. Travel documents such as passport/visa may be required.

**2155 Culture and Ecology of Asia (4 sh) GE**

The course is designed to provide students an experiential learning opportunity about the ecology and culture and their interaction in a selected country of Asia. Special focus will be placed on how culture developed in adaptation to the local ecosystem and the environmental issues that the local population currently faces. Interaction with local scholars, experts, and students will provide perspectives. This course includes a mandatory trip. During the trip, students are required to participate in observation, discussions and related activities. A course trip fee over and above tuition will be assessed. Valid passport is required.

**2270 Introduction to Zoology (4 sh) GE**

Survey of major animal phyla. Relationships between structure and function. Emphasis on the diversity of animal forms. Relationships of organisms with each other and with their environment. Lab included. Writing research course. Prerequisite: BIOL 1250 or 1260.

**2280 Introduction to Botany (4 sh) GE**

Survey of the plant kingdom and related organisms from algae to flowering plants. Identification of campus Vascular plants. Basic life processes including photosynthesis, plant development, reproductive cycles, flowering and fruiting responses, and the ecological importance and conservation of plants. A WR emphasis with research term paper, experimental lab write-up and career development components. Lab included. Prerequisite: BIOL 1250 or 1260.

**2350 Introduction to Human Disease (2 sh)**

The purpose of this course is to provide the student with a basic understanding of the general principles of disease, as well as specific disease processes of body systems and individual organs. Previously learned concepts from courses in anatomy and physiology provide the foundation for investigating pathophysiological mechanisms. Concepts learned in this course are basic to those interested in a career in a health care setting.

**2360 Medical Terminology (2 sh)**

This course utilizes a programmed learning text/workbook to present a broad vocabulary base in medical terminology while developing the skills needed to “decode” newly encountered technical terms. Classwork is supported and extended through the use of online modules allowing individual pacing. Medical terminology is required or recommended for many health professions including pre-medicine, occupational and physical therapy, physician’s assistant, athletic training, and nursing.

**2910 Microbiology (4 sh)**

Selected aspects of bacteria, viral and eukaryotic parasite morphology, identification, physiology, and lifecycles, with a focus on how microbes affect human health, society and the environment. Includes an overview of the immune system’s function, dysfunction, and modulation. Lab included. Prerequisite: BIOL 1260.

**2400 Geospatial Technology (4 sh)**

Introduction to the application of geospatial technology. We will use the industry standard programs from ESRI, ArcGIS Pro, Survey123, and ArcMap. We will tailor the course to students’ fields by focusing assignments on data sets (such as the U.S. Census) related to their programs of study. We will apply geovisualization (such as 3D mapping) to that data to do critical thinking and problem solving in their fields. Students will create web and smartphone map applications in order to share their results with the broader class and their departments.

**2930 Advanced Human Physiology (4 sh)**

Structure and function of the nervous, circulatory, respiratory, endocrine, muscular, digestive, urinary, and reproductive systems of the body. Lab included. Prerequisite: BIOL 1250 and BIOL 1260.

**2950 Medical Parasitology (2 sh)**

This course emphasizes the geography, life cycles, clinical presentations and impact of parasitic diseases on global health. Protozoans, nematodes, trematodes, cestodes and arthropods will be covered. Prerequisite: BIOL 1250, 2910.

**3010 Ethics in Biology (2 sh) GE**

An overview of how we make ethical decisions in the field of biology. Coursework includes overviews of several ethical frameworks, but focuses on discussing and writing about of biological topics within the expertise of the Biology faculty

(e.g. genetic technologies, medical research and treatment, stewardship of environmental resources, etc). A science background is not required, but will be helpful for in-depth analysis. Student literature research and analysis of a real-world situation will culminate in a final paper and presentation. Does not count toward Biology department major/minor credit.

**3050 Biotechnology (4 sh)**

This course provides broad biotechnology skills and principles as well as their applications in a variety of research, clinical and industrial areas. Topics covered include electrophoresis, chromatography, macromolecule purification, cloning, basic genetic engineering, DNA and protein manipulation, purification/separation techniques, quantitative PCR and computational analyses. This course emphasizes basic laboratory skills essential for biotech industry employment and advanced research skills. Topics and laboratories will be constantly updated to introduce the new development of the field. Prerequisite: BIOL 1260, BIOL 2910, CHEM 1160.

**3140 Histology (4 sh)**

Micro-anatomy of vertebrate tissues with emphasis on mammals. Lab included. Prerequisite: BIOL 1250, 1260.

**3150 Biodiversity and Evolution (4 sh)**

This course examines the efforts to understand biological origins and diversity. Patterns and principles of biodiversity and the significance of diversity will be considered. Emphasis will be placed on the principles and process of evolution rather than on the products of evolution. The class will include lecture, discussion, and workshop elements. Pre-requisite: BIOL 2270 or 2280.

**3160 Exercise Physiology (4 sh)**

Study of human anatomy and physiology with emphasis on neuromuscular and cardiorespiratory systems, stressing the effects of exercise on those systems. Lab included. Cross-listed with EXS 3160. Prerequisite: BIOL 1250.

**3170 Native Wildflowers, Trees and Shrubs of the Great Lakes Region (4 sh)**

A survey of the native spring wildflowers, common trees and shrubs of the Great Lakes Region. Particular attention will be given to the use of taxonomic keys and field guides in field identification as well as information on the general ecology of each species. Weekly field trips to local and regional forest preserves, natural areas and a weekend field trip to southern Illinois will be required. Lab included. Prerequisite: BIOL 1280 or BIOL 2280.

**3180 Ecology (4 sh)**

Study of living and non-living factors in biotic communities and their interaction in controlling the structure and development of various ecosystems. Principles of succession, population dynamics, and conservation. Supplemental overnight trips included. Lab included. Co-requisite: BIOL 2270 or 2280.

**3190 Ethology (Animal Behavior) (4 sh)**

An introduction to the study of ethology (animal behavior) with emphasis on the development of behavioral patterns, orientation, maintenance behavior, and social behavior. Supplemental trips may be included. Lab included. Prerequisite: BIOL 2270.

**3200 Natural History of the Vertebrates (4 sh)**

This course will focus on the identification, habitat and natural history, and life history of vertebrates. Biodiversity and

strategies for survival are central themes. Fish, amphibians, reptiles, birds and mammals will be included with an emphasis on the vertebrates of North America. Lab included. Prerequisite: BIOL 1270 or 2270.

**3210 Genetics (4 sh)**

An introduction to Mendelian and non-Mendelian inheritance patterns as well as molecular genetics and biotechnology. Lab included. Prerequisite: BIOL 1260.

**3230 Molecular Biology (4 sh)**

A study of genes and gene regulation of living organisms at the molecular level. Particular attention will be given to modern biotechnology, genomics, and gene functions. Lab included. Prerequisite: BIOL 2910.

**3290 Bioinformatics (2 sh)**

The completion of genome projects for many species resulted in the establishment of genome and other related databases. A new biology subject, bioinformatics, has been developed to study genetics and other biological sciences by using these databases and computational analytical tools. It is used in research and industrial development from agriculture to medicine. This course is designed for students to understand the basic concept of biological databases as well as to acquire hands-on learning experience in these modern tools.

**3510 Embryology (4 sh)**

Germ cell formation, fertilization, cleavage, gastrulation, and organogenesis in vertebrates. Extra-embryonic membranes and their functions. Study of the frog, the chick, and the pig. Lab included. Prerequisite: BIOL 1250, 1260, 2270.

**3530 Neuroscience (4 sh)**

Study of the organization and function of the mammalian nervous system. Topics include but are not limited to basic neuroanatomy, neuronal networks of sensation, sensory perception and motor control, nervous system development, and the biological basis for higher cognitive functions including learning and memory. There is no separate laboratory section but some laboratory activities may be included during class meeting times. Prerequisite: BIOL 2930.

**3610 Medical Microbiology (2 sh)**

Course includes identification of a wide variety of pathogenic organisms, study of infectious diseases and treatments, and interpretation of laboratory tests used to identify etiological agents. Prerequisite: BIOL 1250, 2910.

**3620 Immunology (2 sh)**

A study of the immune system, stressing its role in protecting humans from the pathogenic microbes, by naturally and through medical intervention. Includes dysfunction associated with hypersensitivity, immunodeficiency, and autoimmunity. Clinically important immunological tests used in diagnostics will be presented. Prerequisite: BIOL 1250, 2910.

**3790 Advanced Topics in Biology (3-4 sh)**

Multiple topics allow for course repeatability. Students must be able to travel to offsite locations such as Morton Arboretum or Shedd Aquarium. Students must first register at North Park with instructor's permission.

**3791 Plant Animal Interactions - Morton Arboretum (4 sh)**

The study of the special ecological and evolutionary relationships between plants and animals. The basic interactions between plants and animals (herbivory,



pollination, and seed dispersal) will be studied by observing the natural history, conducting experiments, investigating the theory, and discussing current scientific literature.

Prerequisites: General Biology and one of: Botany, Ecology, Evolution, Genetics, Physiology, or Zoology.

### **3792 Soil Ecology - Morton Arboretum (4 sh)**

Soil is one of the earth's most important resources, mediating plant productivity and community composition, and ecosystem functions. Understanding the relationships among the physical, chemical, and biological components of soil is crucial for assessing soil functions and predicting soil responses to global environmental changes in natural, urban and agricultural systems. The interactions between organisms, environments, and soil will be discussed in lecture and laboratory sessions. Students will have the opportunity to conduct soil experiments, review scientific papers related to this topic, as well as getting hands-on experience in soil science during field exercises. Prerequisite: Biology, Chemistry, Physics are recommended.

### **3793 Woody Plants - Morton Arboretum (4 sh)**

Woody Plants of the Western Great Lakes Region is an introduction to the plants that make up the woody flora of the western Great Lakes region. Learn the identification and ecology of the plants you see most often in our woodlands and landscapes, including native plants, naturalized plants and important woody landscape plants of the area. Laboratory will provide an opportunity to apply learned taxonomic principles by examining fresh cut specimens and dried herbarium plant materials. Field trips to the grounds of the Arboretum will acquaint the student with field identification characteristics. Daylong field trips to regional natural areas rich in woody plants will provide an opportunity to apply learned identification skills and to learn habitat preferences of plants studied. Prerequisite: General Biology and at least one of the following courses: Botany, Ecology, Genetics, or Evolution.

### **3794 Freshwater Ecology - Shedd Aquarium (4 sh)**

This course exposes students to applied aspects of Freshwater Ecology. Students will gain an appreciation for the freshwater environment, the organisms that call these habitats home, and the human relationship with both. We cover a wide range of topics utilizing a Laurentian Great Lakes lens, but also incorporate a global perspective. Activities vary based on opportunities, but have included habitat restoration on the Chicago River, angling and aquaculture experiences in Wisconsin, and techniques for assessing fish behavior. Prerequisite: General Biology and sophomore status.

### **3890 Marine and Island Biology (4 sh)**

This course examines the ecology and culture of The Bahamas through classroom study and field experience. This rich marine and island ecosystem provides a context for the interaction of humans and their environment over an extended history. Pre-trip presentations, organism identification, personal journal/species field notebook, participation, and a term paper will comprise the majority of student assessment. A course trip fee over and above tuition will be assessed. Valid passport and instructor consent is required.

### **3910 Advanced Topics in Biology (2-4 sh)**

Concentrated study of topics and areas of special interest to students and faculty. Consent of instructor is required. Prerequisite: BIOL 1260, one other 4 sh BIOL course, or instructor approval

### **4020 ACCA Seminar (1 sh)**

Discussion of current topics in selected areas of biological research. Held at various ACCA (Associated Colleges of the Chicago Area) Institutions. These seminars are coordinated by professors from member schools and utilize research specialists from the Chicago area as speakers. Student must be of third or fourth year standing.

### **4901 Biology Comprehensive Exam (0 sh)**

Comprehensive examination of major requirements.

### **4930 Directed Research in Biology (1-4 sh)**

Students will work under the direction of a faculty mentor on a novel research project culminating in a formal presentation. Permission of the faculty mentor and the department is required prior to enrollment in this course. A maximum of 4 sh may be taken. Requires faculty mentor consent for enrollment. Course may be repeated.

### **4950 AuSable Institute of Environmental Studies (4-8 sh)**

Courses and field work at the Au Sable Institute (offsite). Course topics include Land Resources, Natural Resources, Ethnobotany and Ecological Agriculture, Field Botany, Animal Ecology, Water Resources, Aquatic Biology, and Ecology of the Indian Tropics. Multiple topics allow for course repeatability. Approval of the North Park Au Sable representative is required. Lab included.

### **4951 Alpine Ecology - AuSable Pacific Rim (4 sh)**

Ecology of the high mountains of the Pacific Northwest, with particular attention to adaptation of plant and animal life to montane climates and altitudes, and analysis and interpretation of altitudinal zonation of biotic communities with applications to latitudinal biogeography. Also included are topics of physiological responses of organisms to reduced oxygen levels, low temperatures and high altitude radiation regimes. Prerequisite: one year of general biology or one semester of zoology.

### **4952 Marine Biology - AuSable Pacific Rim (4 sh)**

Focuses on intertidal life and marine ecology in oceanic and geophysical context. Students study the biology of marine plants and animals in the field, specifically trophic dynamic relationships of eel grass communities and the intertidal zone, workings of the island systems of Puget Sound, ecological roles of sea birds and fishes, population and community structure dynamics, exploitation and oceanic microbialization, and biogeochemical processes and their linkages with the biosphere. Marine stewardship and effects of human activity on the marine environment are integral to the course. Prerequisite: one year of general biology.

### **4953 Marine Mammals - AuSable Pacific Rim (4 sh)**

Biology, behavior, ecology, identification, and conservation of the marine mammals of the Pacific Rim. This study area covers some major habitats in Puget Sound and the Salish Sea, with attention to the diving physiology, social behavior, and communications of whales and seals. The course aims to develop a stewardship perspective rooted in biological principles and directed at the global conservation of marine mammals and their ecosystems. Special attention is given to their use by cultures of the region in order to understand current issues. Prerequisite:



one year of general biology or one semester of zoology. A course in anatomy and/or physiology is recommended.

**4954 Environmental Chemistry - AuSable Great Lakes (4 sh)**

Principles, analysis, and impact of chemical movement and distribution - both natural and human-induced - in natural environments focusing primarily on the hydrosphere and atmosphere. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on site in natural habitats and on the laboratory. Prerequisite: one year of general chemistry and one semester of either biochemistry or organic chemistry. (4 sh). This course fulfills one of four chemistry course requirements for an Environmental Science major.

**4955 Field Biology - AuSable Great Lakes (4 sh)**

Springtime plants and animals, their field identification, field biology, behavior and landscape context, with a focus on spring flora and birds. Starting with the geologic history of the area and its soils, a wide variety of ecosystems are studied to learn how people have interacted with the organisms there through the post-glacial history. The sustainability of human impacts by logging, farming and tourism are evaluated within a faith perspective. Students learn natural history of this place to equip the future practice of natural history in other places. The importance of natural history is applied to a variety of student interests, including medicinal uses of plants, nutrient cycling, and impact of food on human and environmental health. Offered between the spring college semester and the end of the spring high school semester to provide an opportunity to investigate the natural history almost entirely in the field during this very active time of year.

**4956 Restoration Ecology - AuSable Great Lakes (4 sh)**

Ecological and theoretical foundations for ecosystem, community, and species level restoration. This course develops ecological principles for restoration and connects them to our faith-based emphasis on being redeemers of creation (II Cor. 5). Field studies include analysis of restoration and rehabilitation work with the Kirtland's Warbler, local rivers, coastal dunes, kettle-hole bogs, deforested lands, abandoned oil wells, as well as a full day field trip to engage urban restoration in practice. Practical field skills are emphasized through a class project during which a degraded area around Au Sable is made available for the students to develop and implement their own restoration plan. Prerequisite: one year of biology and one course in ecology or field biology.

**4957 Wildlife Ecology - AuSable Great Lakes (4 sh)**

This course covers the ecology, conservation, and stewardship of wildlife species and their habitats. The main components of the course include growth and structure of natural and managed populations, environmental and human social factors affecting wildlife communities, and wildlife conservation. The course is set in the context of the historical development of the field from management, to ecology, and to the land ethic of Leopold. It also includes discussions of how to apply this information for management and stewardship of non-game and endangered species, and long-term prospects of wildlife in changing environmental, climatic, and social contexts. Prerequisite: one course in biology.

## Business (BSE)

*Hicks (Dean), Al Naber, Farruggia, Gavoort, Hawkinson, Kamienski, Robinson-Levant, Sundholm, Vollmert*

(Business - Economics concentration will be discontinued as an academic major for students starting after the 2021 academic year.)

The School of Business and Nonprofit Management offers a single major (Business) with several relevant concentrations (Accounting, Economics, Finance, Management, Marketing, and Sport Management).

The courses required for the Bachelor of Arts provide the core for the Bachelor of Science, which also requires the selection of one or more concentrations.

Students planning an advanced career in business or management are strongly encouraged to complete the Bachelor of Science program, including an internship experience in their field of interest.

Students intending to sit for the CPA exam should consider North Park's BS/MBA option for completing the 150-semester hour requirement for the exam (see School of Business and Nonprofit Management graduate program description for more information).

Students preparing for graduate school are encouraged to complete the Bachelor of Science with a concentration in the particular area for which they seek the graduate degree.

For admittance into the major, a GPA of 2.67 or higher is required for the first 16 semester hours of business courses taken. Students may not take over 22 semester hours of business courses without acceptance into the major. Students transferring courses into the major from outside North Park can select the 16 semester hours of business credits to use in calculating the GPA for admittance into the major. If the transfer student brings fewer than 16 semester hours of course credit from outside North Park, he or she would need to take business courses at North Park to get to the required 16 semester hours. Or the transfer student could opt to use none of the transfer courses and simply use the GPA from the first 16 semester hours in business courses at North Park for admittance into the major. Transfer students must still take at least one half of the required courses in their degree program at North Park. For example, students earning a Bachelor of Arts degree must take 20 semester hours in the major at North Park. Students need not retake a similar course at North Park to fulfill the requirement, but may take any courses with a BSE designation.

A GPA of 2.67 or higher in the major courses is required for graduation from the university with this major. Students dropping below 2.67 in the major courses are required to meet with their advisor to develop a plan to repeat courses to bring up their GPA before taking additional courses. The dean of the School of Business and Nonprofit Management must approve the plan. Students failing to complete their plan successfully are subject to dismissal from the major.

Students begin their program with macroeconomics in order to gain an understanding of the context of business and complete their program with comprehensive courses in leadership/management and strategic management.

Guiding Principles:

- To prepare students for service and significance in the field of business.
- To develop intellectual curiosity.
- To enable students to make ethical decisions.

- To develop analytical and quantitative skills.
- To develop learning disciplines and critical thinking skills
- To develop written and oral communications skills.

## Major requirements for the B.A. degree in Business

### Required semester hours

40 sh

### Prerequisites and supporting courses

BSE 2550, COMM 1910, PHIL 2530, STAT 1490

### Required core courses

BSE 2110, 2120, 2211, 2212, 2310, 2510, 2520, 2540, 2610, 3520, 4520, NONP 2710

### Notes and restrictions

Students are strongly encouraged to complete an internship (BSE 4970).

## Major requirements for the B.S. degree in Business (with a concentration in Accounting)

### Required semester hours

66sh

### Prerequisites and supporting courses

BSE 2550, COMM 1910, PHIL 2530, STAT 1490

### Required core courses

BSE 2110, 2120, 2211, 2212, 2310, 2510, 2520, 2540, 2610, 3110, 3120, 3150, 3160, 3170, 3180, 3520, 4520, NONP 2710, SBNM 5120, 5121, 5130

### Notes and restrictions

Students planning to take the CPA exam are required to complete 150 sh and are encouraged to consider the B.S./M.B.A. program. Students are required to complete an internship (BSE 4970) or to provide documentation of other work experience.

5000 level courses are from the graduate program, requiring 3.0 GPA and senior status.

## Major requirements for the B.S. degree in Business (with a concentration in Economics)

### Required semester hours

56 sh

### Prerequisites and supporting courses

BSE 2550, COMM 1910, MATH 1510, PHIL 2530, STAT 1490

### Required core courses

BSE 2110, 2120, 2211, 2212, 2310, 2510, 2520, 2540, 2610, 3210, 3220, 3250, 3520, 4520, NONP 2710, SBNM 5211, 5220, 5230

### Notes and restrictions

Students planning to pursue graduate study in economics are advised to consult with their advisor and to plan additional

courses in computer science, math, and statistics. Students are required to complete an internship (BSE 4970) or to provide documentation of other work experience.

5000 level courses are from the graduate program, requiring 3.0 GPA and senior status.

## Major requirements for the B.S. degree in Business (with a concentration in Finance)

### Required semester hours

66 sh

### Prerequisites and supporting courses

BSE 2550, COMM 1910, MATH 1510, PHIL 2530, STAT 1490

### Required core courses

BSE 2110, 2120, 2211, 2212, 2310, 2510, 2520, 2540, 2610, 3110, 3120, 3220, 3310, 3330, 3350, 3520, 4520, NONP 2710, 3300

### Notes and restrictions

Students are required to complete an internship (BSE 4970) or to provide documentation of other work experience.

## Major requirements for the B.S. degree in Business (with a concentration in Management)

### Required semester hours

58 sh

### Prerequisites and supporting courses

BSE 2550, COMM 1910, PHIL 2530, STAT 1490

Two from the following: AS 2540, CTS 3100, PSYC 1000, SOC 1910, 2090, 2150, 3010, 3080

### Required core courses

BSE 2110, 2120, 2211, 2212, 2310, 2510, 2520, 2540, 2610, 3510, 3520, 3525, 3530, 3540, 3550, 3650, 4520, NONP 2710

### Notes and restrictions

Students are required to complete an internship (BSE 4970) or to provide documentation of other work experience.

## Major requirements for the B.S. degree in Business (with a concentration in Marketing)

### Required semester hours

64 sh

### Prerequisites and supporting courses

BSE 2550, COMM 1910, PHIL 2530, STAT 1490

### Required core courses

BSE 2110, 2120, 2211, 2212, 2310, 2510, 2520, 2540, 2610, 2620, 3510, 3520, 3610, 3620, 3630, 3650, 3660, 3670, 4520, NONP 2710

### Notes and restrictions

Students are required to complete an internship (BSE 4970) or to provide documentation of other work experience.

## Major requirements for the B.S. degree in Business (with a concentration in Sport Management)

### Required semester hours

52 sh

### Prerequisites and supporting courses

BSE 2550, COMM 1910, EXS 1400, PHIL 2530, STAT 1490

One from the following: EXS 1610, 2290, or 2950

### Required core courses

BSE 2110, 2120, 2211, 2212, 2310, 2510, 2520, 2540, 2610, 2810, 3520, 3660, 3830, 3840, 4520, NONP 2710

Notes and restrictions

Students are required to complete an internship (BSE 4970) or to provide documentation of other work experience.

### Honors

Application for admission should be made during the second semester of the third year. Students must have a 3.60 or higher GPA and must sign up for BSE 4000 (4 sh).

## Minor Requirements in Business

### Required semester hours

22 sh

### Required core courses

BSE 2110, 2211, 2310, 2610, 3520, NONP 2710

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 2110 Financial Accounting (4 sh)

A study of generally accepted accounting principles and techniques for measurement and reporting of financial information in a balance sheet, income statement, and statement of cash flows. It includes an introduction to analysis and interpretation of financial data for decision-making purposes.

#### 2120 Managerial Accounting (2 sh)

A study of managerial accounting concepts relevant to decision-making. Topics include cost accounting systems, the nature of costs, standard costs, and budgeting. Prerequisite: BSE 2110.

#### 2211 Principles of Macroeconomics (4 sh) GE

An introduction to basic economic concepts and models. An aggregate and analytical view of economic analysis focusing on national income, employment, the price level, and economic growth. The theory of income determination, fiscal policy, monetary policy, and the international economy. Current issues and policies in macroeconomics including studies on labor force and job structure. Historical review and development of economic doctrines. Co-requisite: BSE 2110.

#### 2212 Principles of Microeconomics (4 sh)

Development of the fundamental analytical tools of microeconomics analysis. Presentation of the concepts of the market, consumer behavior, and the behavior of the firm. The theory of production and cost, market structures, and distribution

theory. Current issues and policies related to exchange and resource allocation, decisions on choice, and income distribution in markets. Historical perspectives on income distribution and industry structure.

#### 2310 Foundations of Finance (4 sh)

An introduction to finance. The study includes a discussion of basic concepts, including accounting statements, security markets, interest rates, taxes, risk analysis, time value of money, and the basics of security valuation. It includes how financial managers can help maximize their firm's values by improving decisions in such areas as capital budgeting, choice of capital structure, and working capital management. Prerequisite: BSE 2110.

#### 2510 Operations Management and Information Technology (4 sh)

Enterprise Resource Planning (ERP) software such as SAP and Oracle will be introduced through the study of Operations Management. Operations Management today relies on ERP systems for all planning and customer service in most large organizations. The topics of forecasting, materials management, production planning and execution, logistics scheduling and execution, and order management and fulfillment will be studied in the context of ERP systems. Other topics will include make-buy decision making as well as introductions to quality management and linear programming. Prerequisite: BSE 2211, STAT 1490.

#### 2520 Business Law (2 sh)

The legal process surrounding civil dispute resolution, including intentional torts, negligence, and ethical standards. Introduction to contracts, mutual assent, contractual capacity, and Uniform Commercial Code. Will also focus on the relationship of principal and agent; duties, rights, and liabilities of partnerships; the nature, formation, and powers of corporations. Prerequisite: BSE 2211.

#### 2540 Business Communication (2 sh)

This course emphasizes the importance of communicating effectively and ethically in the workplace. Emphasis will be placed on multiple modes of communication; written, oral, and, non-verbal. Students will provide resumes developed through the Career Development Office programming to assess readiness for personal interviewing. Strategies for professional presentation methods such as Prezi or PowerPoint will be explored. Business writing will also include an executive summary of a persuasive speech, sales pitch, or fundraising request using qualitative and quantitative data. Prerequisite: BSE 2211 COMM 1910.

#### 2550 Introduction to Information Systems (4 sh)

This course will provide an introduction to information systems (IS). It will cover an overview of IS, the structure and management of data, and the impact of IS in business and related enterprises. Within businesses and enterprises, the course will focus on critical primary and support business processes and how IS enables and drives performance to become more efficient and effective. The course will also address personal productivity, the internet of things (IoT), artificial intelligence (AI), data management, e-commerce, business intelligence, cyber security, shared service organizations as well as IS investment and management.

#### 2610 Foundations of Marketing (4 sh) GE

An introduction to the marketing function in private and public organizations, designed to provide students with an overview

of marketing concepts, tools, and methods of analysis. The course takes a practical, managerial approach to managing the marketing process. Steps in the marketing process, including market research, segmentation, targeting, positioning, and the four P's (product, place, price, promotion) are explored, along with concepts of customer value and satisfaction, competitive analysis, brand strategy, consumer behavior, advertising, and the impact of the internet on marketing strategy and implementation. Concurrent enrollment in BSE 2211 is an option.

**2620 Introduction to Advertising (2 sh)**

This course provides an introduction to principles, techniques and tools of advertising. Key topics include media planning and strategy; creative development; customer research and campaign evaluation; and account management. Prerequisite: BSE 2610.

**2810 Introduction to Sport Management (4 sh)**

This course introduces and discusses the meaning of sport management in terms of its scope, principles, issues, and future trends. In addition, the course examines the job responsibilities and competencies required of sport managers in a variety of sports or sports-related organizations to acquaint students with the role of sport administrators as well as the career opportunities within the industry. Finally, the course provides the student with an overview of the different issues sports managers will be faced with such as: consumer behavior, public relations, budgeting, facility and event management. Prerequisite: BSE 2211; may take concurrently.

**3110 Intermediate Accounting I (4 sh)**

Application of accounting theory and concepts to financial accounting. Focuses on the conceptual framework underlying financial accounting, measurement and recognition of assets and liabilities. Prerequisite: BSE 2110.

**3120 Intermediate Accounting II (4 sh)**

A continuation of the application of accounting theory to financial accounting. Topics include the complexities involved in revenue recognition, including accounting for leases, income taxes, pensions, and accounting changes and errors. Prerequisite: BSE 3110.

**3150 Individual Tax Accounting (2 sh)**

A study of the political, economic, and social influences on federal income tax legislation. The course covers decisions related to individual taxation, including income, deductions, property transactions, and employee tax issues. Prerequisite: BSE 2110.

**3160 Auditing (4 sh)**

A study of generally accepted auditing standards, audit procedures, internal control procedures, professional ethics, auditors' legal responsibility, working papers, and report writing. Course is offered every other year. Prerequisite: BSE 3120.

**3170 Advanced Accounting (4 sh)**

A study of special accounting topics including consolidations and mergers; governmental and nonprofit accounting. Course is offered every other year. Prerequisite: BSE 3120.

**3180 Accounting Research and Analysis (2 sh)**

In this course students will learn ways in which to research various accounting issues using authoritative databases. Using a case study format, students will research accounting issues and communicate the results both in written and oral format. Prerequisite: BSE 3110.

**3210 Intermediate Microeconomics (4 sh)**

Intermediate microeconomics focusing on resource allocation and price determination in markets. Analyzes consumers and business firms as decision-making units. Emphasis on mathematical methods including calculus and optimization techniques. Applications of contemporary economic analysis related to business decisions. Prerequisite: BSE 2212, MATH 1510, STAT 1490.

**3220 Intermediate Macroeconomics (4 sh)**

The analysis of the aggregate economy. Presentation of national income accounting and the theory of income determination. Macroeconomics model building using IS and LM, theories of investment, growth, and the international economy. Economic fluctuations, monetary theory and policy, and fiscal policy. Mathematical applications and analysis of current data. Application and analysis for business decision-making. Prerequisite: BSE 2212, STAT 1490, MATH 1510.

**3250 Development of Economic Thought (4 sh)**

Presents the development of economic analysis. Relates economic conditions and the role of economic thought in historical context. Evaluates schools of economic thought, Mercantilism, Physiocracy, Classicism, and Keynesianism. Primary sources are used to present significant writers, such as Adam Smith, David Ricardo, J.S. Mill, and J.M. Keynes. Current writers and topics of debate including unemployment, labor markets, inflation, income, and economic growth are analyzed. A service learning project is included which provides the basis for application of economic concepts to solving contemporary problems. This project also provides the opportunity for research and data collection. Prerequisite: BSE 2212.

**3310 Investments and Portfolio Management (4 sh)**

This course is about investing in securities. It is aimed at providing a comprehensive introduction to the areas of investments and portfolio management. It approaches investing as a rational decision-making process in which the investor attempts to select a package or portfolio of securities that meets a predetermined set of goals. These investor goals are expressed in terms of return and the degree of uncertainty about the return or risk. More return is desirable; more risk is undesirable. Prerequisite: BSE 2310.

**3330 International Finance (4 sh)**

In this course we are concerned with financial management in an international setting. We are living in a highly globalized and integrated world economy. American consumers routinely purchase from foreign companies. People from around the world, in turn, purchase American-made products. In the financial markets, there have been developments that allow for integration. This allows investors to diversify their portfolios internationally. This global shift is in marked contrast to twenty years ago. The students of today must understand international finance to compete in the marketplace. Prerequisite: BSE 2310.

**3350 Financial Statements Analysis and Modeling (4 sh)**

This course covers advanced topics necessary for corporate financial management. Topics will include financial statement analysis, capital structure decisions, cash flow budgeting, corporate governance structure, and mergers and acquisitions. Students will calculate firm valuation using both discounted cash flows and multiples methodologies. Skill development



includes the construction of pro-forma Excel models used for strategic decision-making. Prerequisite: BSE 2310.

**3510 Public Relations & Corporate Communication (2 sh)**

This course covers public relations and corporate communications strategies. Topics include agency management, crisis strategies, personnel strategies, branding, and ethics. Analysis and writing of print, electronic, and oral messages to achieve organizational objectives i.e., writing backgrounders, boiler plates, fact sheets, press releases, speeches, newsletters, brochures, feature stories, annual reports, and intro bytes. Prerequisite: BSE 2540, 2610.

**3520 Principles of Management and Leadership (4 sh) GE**

This course addresses the principles of management and leadership along with their historical underpinnings. The scope of the course includes managerial (i.e. planning, organizing, leading, and controlling) and leader (i.e. process, influence, context, attainment, shared experience) function and responsibility; effective and ethical manager and leader characteristics. Particular attention is paid to issues of gender and cultural diversity. Application of the above theory is practiced throughout the course in the form of project based teams, self-management activities, assessments, authentic leadership development, presentations, and introductory level scholarly research using APA (American Psychological Association) style for research writing. Prerequisite: BSE 2110, 2211, 2610; BSE 2310 or NONP 3300.

**3525 Principles of Organizational Behavior (2 sh)**

This course provides an introduction to the principles and theories related to individuals and groups in the workplace, including employee motivation and processes for satisfying needs, strategies for effectively deploying people within the organizational structure, and creating an organizational culture to achieve the goals of managers and employees. Prerequisite: BSE 3520.

**3530 Small Business Management and Entrepreneurship (4 sh)**

Application of management concepts and techniques to the small firm. Special attention will be given to the particular nature, opportunities, needs, and problems of small manufacturing, wholesale, retail, and service firms. Topics include comparison of similarities, differences, and relations between small and large firms; the role/skills of the entrepreneur, the impact of small firms on the economy; intrapreneurship in larger firms, evaluation of business ideas and target markets; issues and methods of starting a small firm; risk and venture management for small firms, and venture financing. The course culminates with the oral and written presentation of a business plan for a new or existing small business. Students must be of third or fourth-year status. Prerequisite: BSE 2110, 2310, 2610.

**3540 Team and Group Dynamics (4 sh)**

This course examines the theoretical underpinning of team development and the interplay of group interactions inherent in organizational settings. Students will participate in simulated activities to become familiarized with conflict resolution strategies, and model the processes of initiating, cultivating, and maintaining team efficiency and effectiveness. Special attention will be given to developing soft-skills namely, emotional intelligence, building rapport and trust, persuasion, and perception management. Using an action-learning model, portions of classroom time will function as a laboratory, where students will work in teams to address real organizational

or societal problems that will culminate in a signature team project and presentation at the end of the term. Prerequisite: BSE 3520.

**3550 Introduction to Human Resource Management (2 sh)**

This course explores fundamental concepts and practices as they apply to the management of human resources within organizations, including recruitment and selection, training and development, performance evaluation, and compensation of employees as well as legal issues in personnel management. Prerequisite: BSE 3520.

**3610 Marketing Research and Consumer Behavior (4 sh)**

An introduction to marketing research strategies and consumer behavior models. Students identify consumer needs and desires. Qualitative research techniques: research design, sampling, statistical analysis, focus group interviews, demographic analysis, sensory and perpetual analysis, attitude analysis, and psychographics are investigated. Prerequisite: BSE 2610, STAT 1490.

**3620 Integrated Marketing Communication Strategy (4 sh)**

An analysis of marketing communication with an emphasis on business communication. Marketing decisions concerning message design, target markets, and media audiences. Evaluation of media vehicles, perceptual, social, cultural, and technological determinants of message and writing form, style, and content. Prerequisite: BSE 2610.

**3624 Integrated Marketing Communication Execution (4 sh)**

Advanced study of the creative advertising process, both theoretical and practical. The development of creative strategies for products and services, demonstration of copy platforms, review of various execution approaches, and instruction in writing skills needed for the development of headlines, subhead, body copy and scripts. Advertisements, including rough layouts and storyboards, are crafted. Students develop and prepare creative portfolios in preparation for entering the creative areas of the advertising industry. Prerequisite: ART 2080, BSE 2610, BSE 3620.

**3630 Marketing Channels and Supply Chain Management (2 sh)**

An analysis of marketing channels as systems of interrelated and interdependent organizations engaged in marketing goods and services to industrial, institutional, or household consumers. Behavioral dimensions of channel relations such as communication procedures, roles of channel members, and conflicts within the distribution network are discussed. Construction of effective and efficient distribution networks of manufacturers, wholesalers, retailers, transportation, and Internet based firms are emphasized. In particular, this course focuses on retail management and Internet marketing management. Prerequisite: BSE 2610.

**3640 Brand Management and New Product Development (4 sh)**

Students develop and evaluate a marketing plan for a product or service. Identifying markets, estimating demand, determining budgets, and evaluating the effectiveness of programs are emphasized. Creating product concepts; managing products through the product life cycle; understanding portfolio analysis; developing policies for pricing, advertising, sales marketing channels, and customer relations are discussed. Prerequisite: BSE 3610, 3620, 3630.



**3650 International Marketing (2 sh)**

Challenges facing companies that enter and operate in foreign markets. International marketing objectives, strategies, and policies are investigated, with an emphasis on foreign market selection. Corporate adaptation of products, distribution channels, and communications to fit each foreign market is addressed. Prerequisite: BSE 2610.

**3660 Principles of Professional Selling (4 sh)**

This course provides an introduction to principles, theories and techniques predominantly related to professional selling in a for profit or nonprofit business to business environment. Emphasis is placed on each step of the selling process, differences between inside and outside selling practices, and ethical considerations inherent to the profession. Students will participate in a variety of interactive activities and roleplay exercises. Prerequisite: BSE 2540.

**3670 Introduction to Interactive Marketing (4 sh)**

This course provides an introduction to principles, techniques and tools related to interactive marketing in the for-profit and nonprofit environments. Emphasis is placed on search engine marketing and optimization, social media marketing, email marketing, mobile marketing, and customer relationship management (CRM). Students will learn how to utilize data and technology to create a long-standing relationship with customers. Prerequisite: BSE 2610.

**3830 Sport Finance and Operations (4 sh)**

This course is designed to inform and educate the student on issues within finance, accounting and risk management applied to managers of sports organizations. Included are forms of ownership, taxation, financial analysis, fund-raising, licensing, and current legal issues. Prerequisite BSE 2110, 2120, 2310, 2510, 2520, 2810.

**3840 Sport Marketing and Sales (4 sh)**

This course focuses on the strategic role of marketing programs and sales techniques in generating sports business revenue. Through application of specific marketing tools and frameworks, students will gain skills necessary to: identify revenue-generating opportunities, develop criteria to compare and analyze alternatives, and lastly, make strategically sound business decision in the sports business context. Prerequisite: BSE 2610, 3660.

**3910 Topics in Business and Nonprofit Management (2 sh)**

An intensive investigation of a selected topic in business, economics or nonprofit management. Extensive reading and research expected. Seminar format. Prerequisite: BSE 2211.

**3920 Advanced Topics in Business (1-4 sh)**

This is a topics course allowing the School of Business to grant undergraduate credit for selected graduate courses taken through SBNM.

**4000 Department Honors in Business (4 sh)**

Honors independent study in Business.

**4520 Strategic Management (4 sh)**

This is the capstone course of the undergraduate business curriculum. As such it will synthesize the various disciplines of management and address the overall determination of strategic direction for the business organization. The student will begin by investigating the basics of human behavior in organizations and apply this theory to the organizational decision making process. Emphasis will be on the five steps of strategic

management: mission determination, environmental analysis, organizational analysis, strategy selection, and organizational implementation. Students will have an opportunity to participate in a computer simulation of a business organization, which requires them to synthesize the various disciplines they have studied throughout their undergraduate curriculum.

Prerequisite: BSE 2110, 2120, 2211, 2212, 2310, 2540, 2610, 3520.

Prerequisite or concurrent enrollment: BSE 2510, 2520, PHIL 2530.

**4910 Independent Study in Business (1-4 sh)****4930 Directed Research in Business (2-4 sh)**

Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor is required prior to enrollment in this course. Course may be repeated.

**4970 Internship in Business (1-8 sh)**

The Internship Program provides an opportunity for students to gain hands-on experience and to explore career options in their chosen field. The student earns a minimum of 1 semester hour for their internship. A maximum of 8 semester hours may apply toward graduation. The internship program is open to any North Park student who has completed at least one full year of study at North Park, has third- or fourth-year status and has a minimum GPA of 2.5 in their major. In addition, the student must apply and be accepted by a faculty sponsor and the Internship Committee. The faculty sponsor will monitor the student's progress throughout the internship, including meeting periodically with the student and maintaining contact with the site supervisor. During the course of the internship, interns must fulfill certain requirements. Interns will keep a daily journal of their activities throughout the internship. The faculty sponsor and the site supervisor may, at their discretion, assign certain reading materials to the intern. In addition, the faculty sponsor may assign a final paper. Finally, the intern must work for a minimum of 15 hours per week for one semester. Tuition is charged at the same rate as for other courses, based on the number of semester hours the student is requesting. Grading for all internships is Pass/Fail. Prerequisite: BSE 2110, 2211, 2310, 2540, 2610.

**4971 Documented Work Experience (0 sh)**

## Chemistry and Biochemistry (CHEM)

*Kelley, Randazzo, Silver (chair), Van Duzor*

The mission of the Chemistry and Biochemistry Department is to prepare students for lives of service to God and significance in the world through the knowledge and skilled practice of chemistry. Our students will develop an appreciation for the role chemistry plays in the world and will be prepared for careers as responsible citizens in chemical industry, health sciences, education, or governmental services either immediately upon graduation at North Park University or after further study in graduate or professional school programs.

Core Values of the Chemistry and Biochemistry Department at North Park University:

- Our students are knowledgeable: Each chemistry or biochemistry major will master fundamental chemistry concepts in the areas of general chemistry, inorganic chemistry, organic chemistry, analytical chemistry, physical chemistry and biochemistry.
- Our students are skilled: Each chemistry or biochemistry major will master fundamental laboratory skills, including observation, analysis, and manipulation of chemical reactions and processes in the general chemistry, inorganic chemistry, organic chemistry, analytical chemistry, physical chemistry and biochemistry settings.
- Our students are citizens: Each chemistry or biochemistry major understands the critical role chemistry plays by: serving to protect the world's environment, improving the quality of human health, and furthering technological advances by discovering new uses for chemicals and their reactions.
- Our students are responsible chemists: Each chemistry or biochemistry major understands the importance of participating in the greater scientific community of chemists and contributing to this community through teaching, conferences, research, and publication.

In order to declare a major in Chemistry or Biochemistry, a minimum GPA of 2.0 is required in the first 12 sh of CHEM courses taken at NPU, 4 sh of which must be CHEM 2310 or above. If a student does not meet this requirement, s/he must repeat one or more of those first 12 sh courses to achieve the 2.0 before s/he can register for any other CHEM course.

### Major requirements for the B.A. degree in Chemistry

#### Required semester hours

34 sh

#### Prerequisites and supporting courses

MATH 1150 required. Recommended courses: MATH 1510 and 1520; PHEN 1110 and 1120 or PHEN 1210 and 1220

#### Required core courses

CHEM 1150, 1160, 2310, 2320, 2410, 3010, 4020 (3 times)

#### Electives

8 additional semester hours in Chemistry numbered 2000 and above and 4 additional hours in Chemistry number 3000 and above.

### Major requirements for the B.S. degree in Chemistry

#### Required semester hours

46 sh

#### Prerequisites and supporting courses

PHEN 1210 and 1220 or PHEN 1110 and 1120; MATH 1510 and MATH 1520.

#### Required core courses

CHEM 1150, 1160, 2160, 2310, 2320, 2410, 3010, 3250, 3260, 3410, 4020 (3 times).

#### Electives

8 additional semester hours in Chemistry numbered 2000 and above.

#### Honors

For Departmental Honors in Chemistry students are required to take CHEM 4000 (4 sh) in addition to the requirements listed above. For general Departmental Honors requirements and CHEM 4000 course description, see appropriate sections of this catalog.

### Major requirements for the B.A. degree in Biochemistry

#### Required semester hours

34 sh

#### Prerequisites and supporting courses

BIOL 1260; MATH 1150

#### Required core courses

CHEM 1150, 1160, 2310, 2320, 2410, 3010, 3330, 3340; 4020 (3 times)

#### Electives

One of the following: Any CHEM course numbered above 2000; BIOL 3210 or 3230

### Major requirements for the B.S. degree in Biochemistry

#### Required semester hours

48 sh

#### Prerequisites and supporting courses

BIOL 1260; MATH 1510, 1520; PHEN 1110 and 1120 or PHEN 1210 and 1220

#### Required core courses

CHEM 1150, 1160, 2160, 2310, 2320, 2410, 3010, 3330, 3340, 3410, 3250 or 3260; 4020 (3 times)

#### Electives

Two of the following (one CHEM (2-4 sh), one BIOL (4 sh)): Chemistry courses numbered 2000 and above; BIOL 3210 or 3230

## Honors

For Departmental Honors in Biochemistry students are required to take CHEM 4000 (4 sh) in addition to the requirements listed above. For general Departmental Honors requirements and CHEM 4000 course description, see appropriate sections of this catalog.

## Minor requirements in Chemistry

### Required semester hours

24 sh

### Required core courses

CHEM 1150, 1160, 2310, and 2320.

### Electives

8 semester hours numbered 2000 or higher

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 1011 Chemistry in our World (2 sh) GE

Fundamental concepts in chemistry are presented, with specific emphasis given to environmental issues, including the chemistries of air, water, climate, and energy sources, among other topics.

Designed for non-physical science majors. Does not fulfill chemistry requirements for biology majors or the prerequisites for medical schools. Four hours lecture and two hours laboratory per week.

#### 1021 Survey of Organic Chemistry (2 sh) GE

A survey of the major functional classes of organic compounds including structure, nomenclature, properties, and reactions. Includes an introduction to the classes of natural products. Four hours lecture and two hours laboratory per week. Student must have completed one year of high school general chemistry. Prerequisite: CHEM 1011 or one year of high school general chemistry

#### 1031 Survey of Biochemistry (2 sh)

A survey of chemistry of cellular compounds. Introduction to the different classes of biochemicals. Introduction to bioenergetics and enzymology and to the major pathways of cellular chemical events. Four hours lecture and two hours laboratory per week. Prerequisite: CHEM 1021.

#### 1150 General Chemistry I (4 sh) GE

A presentation of the basic laws of chemistry with emphasis on stoichiometry, atomic and electronic structure, bonding, and the states of matter (gas, liquid, solid, and solution). Properties and reactions of some elements and simple compounds are used to exemplify the principles. Chemistry I and II form a year's sequential study of the principles of chemistry with applications describing elements and compounds and their reactions. This sequence meets the needs of students majoring in the physical and biological sciences. Four hours lecture and two hours laboratory per week. Prerequisite: MATH placement above 1010 or co-requisite MATH 1010.

#### 1160 General Chemistry II (4 sh)

Continuation of Chemistry I with emphasis on the energy changes associated with transformations of matter, kinetics of

reactions, and the equilibrium considerations associated with reactions. General reactions of metals and non-metals and their compounds are also considered (includes an introduction to coordination compounds). Four hours lecture and two hours laboratory per week. Prerequisite: CHEM 1150.

#### 2110 Topics in Chemistry (2-4 sh)

Concentrated study of topics and areas of special interest to students and faculty. Prerequisite: General Chemistry II (CHEM 1160) or instructor approval.

#### 2160 Inorganic Chemistry (4 sh)

Concepts in structure and bonding, periodic properties, molecular symmetry and its relationship to spectroscopy, coordination chemistry, and descriptive chemistry of selected elements. Four hours lecture and three hours laboratory per week. Prerequisite: CHEM 1160.

#### 2310 Organic Chemistry I (4 sh)

The chemistry of carbon compounds. Properties, synthesis, and reactions of saturated, unsaturated, and aromatic hydrocarbons, with emphasis on modern theoretical, mechanistic interpretations. Introduction to oxygen containing compounds. Four hours lecture and three hours laboratory per week. Prerequisite: Grade of C- or better in CHEM 1160.

#### 2320 Organic Chemistry II (4 sh)

Continuation of organic Chemistry I, emphasizing carbonyl and nitrogen containing compounds. Determination of molecular structure via IR, UV, NMR, and mass spectral methods. Introduction to the structure and properties of natural products and biomolecules. Four hours lecture and three hours laboratory per week. Prerequisite: CHEM 2310.

#### 2340 Introduction to Medicinal Chemistry (2 sh)

Study of the interaction between drugs and their molecular targets, structure-activity relationships, pharmacodynamics, and pharmacokinetics. Students will learn about the general principles of drug discovery, design, and development. Special topics in modern medicinal chemistry will be covered through case studies and student presentations. A section on societal and ethical implications of the current prescription drug system is also included. Prerequisite: CHEM 2320.

#### 2350 Principles of Pharmacology (2 sh)

This course is designed to develop an understanding of the theoretical concepts surrounding basic pharmacology concepts, such as the pharmacokinetics and pharmacodynamics of drugs. This course will survey general information concerning central and peripheral nervous system, sedatives/analgesics/anesthetics, cardiopulmonary, vascular, endocrine, cancer, and antimicrobial/antiviral drug groups. With each group of drugs surveyed, their chemical structures will be analyzed, their mode of cellular and molecular action will be presented, and what medical conditions they can be used to treat will be discussed. Prerequisite: CHEM 1031 and 1160; or CHEM 2320

#### 2410 Analytical Chemistry (4 sh)

A study of equilibrium with special emphasis on acid-base, oxidation-reduction, and heterogeneous ionic equilibria. The laboratory is aimed primarily at developing quantitative laboratory skill. Three hours lecture and six hours laboratory per week. Prerequisite: CHEM 1160.

#### 2510 Introductory Environmental Chemistry (4 sh) GE

A survey of the chemistry of the earth's environment, including atmospheric chemistry, pollution and the greenhouse effect,

renewable energy, hazardous and nuclear waste, and water pollution. The ethical and moral responsibilities of humans to the environment are also discussed. Four hours lecture and two hours laboratory per week. Prerequisite: CHEM 1160. Co-requisite: CHEM 1021 or 2310.

**3010 Chemistry Ethics, Skills & Professional Practices (2 sh) GE**  
A seminar designed to help students acquire: 1) essential chemistry information technology skills, including use of electronic databases and mastery of chemistry-related software; 2) an understanding of how chemistry research is funded, conducted, and published; and 3) an appreciation of the ethics, responsibilities, and expectations of professional chemists in a global society. Prerequisite: CHEM 2310.

**3250 Physical Chemistry: Thermodynamics and Kinetics (4 sh) GE**  
Kinetic theory of gases and the elements of thermodynamics applied to physical and chemical systems, including solutions and reactions. Fundamentals of reactions kinetics, including the study of catalysis, reaction mechanisms, and transition state theory applied to unimolecular and bimolecular reactions. Four hours lecture and three hours laboratory per week. Prerequisite: CHEM 1160 and MATH 1520.

**3260 Physical Chemistry: Quantum Chemistry and Spectroscopy (4 sh) GE**  
A study of the fundamentals of quantum mechanics applied to atoms and molecules. Applications to spectroscopy, including the study of lasers. Four hours lecture and three hours laboratory per week. Prerequisite: CHEM 1160 and MATH 1520.

**3330 Biochemistry (4 sh) GE**  
A study of the chemistry of biological compounds. Structure and properties of all classes of biomolecules. Interaction of biomolecules via catabolic generation of phosphate bond energy, and the utilization of this energy in biosynthesis. Four hours lecture and three hours laboratory per week. Prerequisite: CHEM 2320.

**3340 Advanced Biochemistry (4 sh)**  
Advanced topics in biochemistry, including lipid metabolism, photosynthesis, vitamins, nitrogen metabolism, protein synthesis, DNA and RNA metabolism, and chemistry of the storage, transmission and expression of genetic information. Modern biochemical problems will be explored through case studies, primary literature, and student presentations. The course emphasizes metabolic integration and nutrition. Prerequisite: CHEM 3330

**3410 Instrumental Analysis (4 sh)**  
Explore the theory and application of modern, widely used chemical instrumentation for the identification and classification of chemical samples. This course covers the fundamental physical and chemical principles behind the operation of analytical equipment, as well as thorough analysis of data and results. Students will gain marketable, hands-on experience which will provide the foundation to succeed in the workforce or in seeking an advanced degree. Lab is required. Prerequisite: CHEM 2320.

**3910 Topics in Chemistry (2-4 sh)**  
A study of selected topics in chemistry. Format may be an in-depth study of a selected area of chemistry or coursework off campus through Associated Colleges of Chicago Area (ACCA) chemistry cooperative courses. Laboratory work may be included, depending on topic. Student must be advanced standing in the department or have consent of instructor.

#### **4000 Departmental Honors in Chemistry (4 sh)**

Honors study in chemistry. Students will complete a special project consisting of either 4 sh advanced research extending a previous CHEM 4930 project or 4 sh of an unique departmental service project that promotes chemistry to the North Park campus or local community. Requires submission of a formal, oral report at the annual North Park Undergraduate Research Symposium and/or a local or national chemistry conference. Prerequisite: A 3.50 grade point average and departmental approval. Prerequisite: CHEM 2320, 2410.

#### **4020 Chemistry Seminar Series (0 sh)**

A series of seminars by chemical professionals, faculty, and students participating in undergraduate research. Provides students with exposure to current research topics in chemistry. One hour biweekly seminar, repeatable. Pass/fail. Cannot be used as a major elective course. Prerequisite: CHEM 1160.

#### **4930 Directed Research (2-4 sh)**

An introduction to chemical research. Student will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor is required prior to enrollment in this course. Course may be repeated.

#### **4970 Internship in Chemistry (1-4 sh)**

An on-site experience in industry. Recommended for BS Chemistry students interested in obtaining placement in the field after graduation.



## Christian Ministries Studies (CMS)

(Christian Ministries Studies will be discontinued as an academic major for students starting after the 2021 academic year.)

The purpose of an undergraduate Christian Ministries Studies (CMS) major at North Park University is to prepare undergraduates for leadership in Christian ministry. Dietrich Bonhoeffer's "view from the bottom" captures well the point of view of the CMS's curriculum. Jesus' pattern of life and teaching guides disciples to serve the margins of society within the diverse but intersecting social locations: global, city-centered and rural ministry contexts.

**CMS majors will be shaped as servant-leaders who:**

1. Have a progressively clarifying call for Christian ministry.
2. Have a developing discipline of curiosity fostering Holy Spirit-awareness, self-awareness, and others-awareness.
3. Have a deepening desire for lifelong development of the changing competencies necessary to lead conventional and unconventional ministry endeavors.

CMS seeks to form authentic disciples of Jesus who then make disciples. The work of Christian formation must center on a study of Jesus' call of discipleship, his teaching on the Kingdom of God, and his preparation of the first disciples for their commission to expand the whole mission of God to the whole earth.

The basic tasks of discipleship and formation nurture emotionally healthy Christian leaders. This emphasis on formation distinguishes the CMS major at North Park University, making it a cutting-edge ministry leadership training program at the undergraduate level. Designed to train the next generation of Christian leaders to have the agility to adapt to the rapidly shifting and changing cultural and ecclesial terrain of the middle twenty-first century, the CMS major focuses on catalyzing students to grow more Christ-centered, biblically grounded and skilled in the task of practical theology. A formation-focused leadership curriculum is the core of the CMS major at North Park University. Through an interdisciplinary curriculum student become capable to creatively, effectively and empathetically lead both people and organizations in a Christlike posture. Inside and outside the classroom students are personally mentored and nurtured toward deeper self-awareness, clearer vision of vocational call and establishment of spiritual habits that persevere humility, vulnerability and integrity over the span of a ministry career.

Complementing the Christian formation, the CMS major prepares students to be practitioners with a robust biblical-theological ministry philosophy and the prerequisite ministry skill sets. Students will be required to complete a ministry practicum and internship in a ministry specialization (e.g. youth ministry) providing a concrete social location to move from theoretical to the practical.

### Mission of Christian Ministries Studies

CMS is a catalyst for vocational discernment, self-awareness, ministry proficiencies and missional vision for future Jesus-centered ministry leaders.

## Major requirements for the B.A. in Christian Ministries Studies

### Required semester hours

36 sh

### Prerequisite and supporting courses

BTS 2600, 3240 or 3250; PSYC 1000, 2700

### Required core courses

CMS 1510, 1600, 2110, 2260, 2310, 3000, 3900, 4020, 4250, 4910

### Ministry Specialization

CMS 4500, 4650, 4710, 4970, 4971

### Notes and restrictions

All Christian Ministries Studies majors will be required to complete two supervised Christian ministry field experiences. Ministry General Practicum (CMS 1600) must be in a local Chicago city-centered church context not your own. The internships (CMS 4970 & 4971) must be taken in consecutive semesters and be either a full-time summer placement or part-time, nine-month placement during the school year in a church, para-church, or community-service setting.

### Introduction to Christian Ministry Studies (4 sh)

An orientation to the theology and practice of Christian ministry. The course introduces the diverse history of Christian ministry and models from the New Testament to its trajectories in the Western and Eastern and Global church. The course grounds ministry in a robust ecclesiology and prevents various philosophies of ministry. In addition, the course informs students about the essential features of ministry: discernment of vocation calling, spiritual giftedness, tasks of discipleship, pastoral care, church polity, leadership, and the spiritual life of the ministry leader. The Evangelical Covenant Church will be the case study.

### 1600 General Church Ministry Practicum (0 sh)

Students will integrate their classroom learning with access in a local church context in order to observe and serve in a low-level capacity. Students will be under the supervision of a ministry mentor and a faculty member. The setting of the practicum is a general church ministry experience, not one in a specialized segment of ministry. The local church will be approved by the program director. The practicum includes a summative assignment in which students consider the links between ministry principles, personal spiritual formation, and practical skills.

### 2110 Sacred & Embodied Habits of a Christian Ministry Leader (2 sh)

The course addresses the inner life of the ministry leader. Emphasis is placed on self-awareness and the awareness of their ways of relating to others, personality awareness, and autobiographical storytelling for formation and selective spiritual disciplines. The basic assumption of this course is that ministry leaders must hold as sacred the ethic to "do no harm." If a leader is to keep this code of conduct, they must affirm the principle that the degree to which they face and name their failures and traumas is the extent that they will escape the unfortunate but extensive propensity to do harm to those they serve. Prerequisite: Recommend CMS 1510



**2260 Jesus, Discipleship, and Making Disciples (4 sh)**

The course studies the Christian imperative to make disciples of every human ethnicity. While one can find fault in the history of this indispensable Christian task, to be Christian requires the church to be a disciple making community. Students will learn how to become and deepen in their own disciple as well as making disciples. The approach of this course rejects the pragmatism of twentieth century techniques of conversion for presence and curiosity. Students will cultivate a posture of authentic curiosity and attunement empowered by the Holy Spirit. Students will learn to embody and speak the truths of Jesus into everyday life with a humble and contrite posture in the post-Christian, globally informed West.

**2310 Global Mission in the Bible and World (2 sh)**

The course introduces the foundations of a Trinitarian mission for the world. The study of Christian mission surveys the Old and New Testaments' unified theme of God's mission for the whole world. In addition, historical missional movements are studied and the lived and embodied implication of these diverse ways the *Missio Dei* exists in the world. The underlying assumption is that God is pursuing the reconciliation of all things and He uses the people of God in the present to inaugurate his future restoration of all things. The course will pay special attention to the principle of ecclesial reciprocity in the praxis of mission. Prerequisite: Recommend CMS 1510

**3000 Vital Issues of Ministry in City-Centers (2 sh)**

This course examines the phenomena and effects of global city centers. Focus will be placed on the city-center's impact on global migration, ethnicity, justice, and diaspora faith communities. The results of globalization and the changing cultural implications are addressed. Students will be equipped to serve in a city-centered context as their imaginations are shaped by God's love for people whose social and cultural location is the city center. Also, students will see the tangible and faithful presence of Christian ministries in the city of Chicago. Engagement in the city of Chicago is transferable to any global city-center. Prerequisite: CMS 1510, 2310.

**3900 Pietism and the Evangelical Movement (2 sh)**

The course explores pietism and the evangelical movement. The two movements are twin sisters, having both begun in the 17th century in Europe. Pietism and the evangelical movement are intertwined but are not the same. Most Evangelicals would not know the term pietism, but their non-doctrinal perspectives, intuitions and daily habits are dependent on the pietists. The outline of the study is the identity and history of Evangelical Covenant Church. To examine the history of ECC, is to study the history of both movements. Key turning points and figures in the ECC's story will be used as teaching moments to grasp the wider stories of pietism and evangelicalism. The great contributions of the two movements for the renewal of the church in the modern period are presented alongside the perplexities and challenges of their nondoctrinal identity are presented. Prerequisite: CMS 2310

**3910 Topics in Christian Ministry Studies (2-4 sh)**

An intensive investigation of a selected topic in biblical studies, theology, or ministry. Prerequisite: Recommend CMS 1510.

**4020 Evangelical Practical Theology (2 sh)**

The course prepares students to learn to read texts broadly defined as anything that communicates ideology - a cultural object -critically, to recognize the importance of introspection, and

to learn to use incarnational evangelical theology and ethics as tools for assessing the beliefs, practices and actions of Christian individuals, movements and institutions. Cultural objects within the post-Christian consumer-oriented society we inhabit that shape the perceptions of church will also be assessed. Various methodologies for doing practical theology will be presented and assessed. In addition, a selection of the works of Dietrich Bonhoeffer will be a focus of the course as an exemplar of a practical theologian. Prerequisite: CMS 3900

**4250 Biblical Formation on Location (4 sh)**

The course gives students a first-hand engagement with the concrete world of the Bible. It presupposes that the Bible's own self-description defines its goal: form a disciple of Jesus' way of being in the world, and not to teach ideas. Students travel to the Holy Land where the biblical characters lived out their relationship with God. No other pedagogue is capable of the level of biblical formation than having a firsthand and embodied experience with the Bible. Because the course engages both the mind and the body, it has the greatest potential for life transformation: walking with others in ancient Israel and the Greco-Roman and Jewish world in the footsteps of Jesus and the early Jewish disciples. In addition, students will present a Senior Portfolio. Along with a self-assessment of their intellectual development, their formation as a disciple of Jesus from beginning to end, and their ministry skill set. The portfolio also includes a final program integration project born from the experience of the course. Prerequisite: CMS 1510.

**4500 Introduction to the Area of Ministry Specialization (4 sh)**

This course is an introduction to the ministry area of specialization. The biblical and theological foundations of the specialization are introduced as well as the unique profile and demographics of those whom are served in the specialization. The theory and practice of the ministry specialization and its current models are presented and assessed. Also, the competencies of the ministry leader in the field are addressed. The particular field's current prospects and challenges are considered. Prerequisite: CMS 2310

**4650 Programming for the Area of Specialization (4 sh)**

A study of the foundational components of church ministries programming which includes: developing a philosophy of ministry, ministry assessment, calendar planning, budgeting, leadership development, and safety issues. Prerequisite: CMS 4500. Co-requisite: CMS 4970.

**4710 Principles of Management Leadership in Ministry Specialization (2 sh)****4910 Independent Study in Christian Ministries Studies (1-4 sh)**

Independent study of a topic related to Christian Ministries Studies chosen by the student in consultation with a CMS professor.

**4970 Internship in the Area of Ministry Specialization I (2 sh)**

This course develops a student's ability to be a practitioner in the field of ministry specialization. Course work situates students in the arena where they are both invited and challenged to integrate their learning in real life ministry contexts. Students will become practical theologians through the practice of ministry. Students will experience the localized embodiment of ministry practiced in their traditional forms. Students are required to serve an average minimum of 6 hours per week in hands on field experience. Students must also participate in small groups

for reflection, mentoring, and spiritual formation. Internship application and approval is coordinated through the Office of Career and Internships. Prerequisites: CMS 4500

**4971 Internship in the Area of Ministry Specialization II (2 sh)**

This course is a continuation of the first semester and has a similar format in terms of classroom experience, field experience, and small groups. Students further develop their ability to reflect theologically on ministry through the employment of a method of practical theology which will produce a clarity a student's own theology for Christian ministry. Students are required to serve an average of 8 hours per week in hands on field experience. Students must also participate in small groups for reflection, mentoring, and spiritual formation. Internship application and approval is coordinated through the Office of Career and Internships. Prerequisite: CMS 4970

## Communication Arts (COMM)

Hodge (chair), Hostetter

(Media Studies will be discontinued as an academic major for students starting after the 2021 academic year.)

Communication Studies Major:

The purpose of the Communication Studies major is to enable students to learn the theory, analysis and practice of human communication in a variety of contexts. A major in Communication Studies develops an understanding of interpersonal, intercultural, and group relationships; the role of media in society; the spiritual roots of communication; and the role of communication in conflict and social transformation. Students develop skills in critical analysis, effective writing, speaking, and relationship building.

Students prepare for a variety of careers, including journalism, public relations, business and nonprofit management, law, event planning, social services, and human resources. Students are encouraged to enhance their preparation through one of the many internship possibilities offered in Chicago.

### Major requirements for the B.A. in Communication Studies

#### Required semester hours

36 sh

#### Required core courses

1910, 2010, 2030, 2150, 2350, 2810, 2070 or 2080 and 2085, 3490, 3910, 4010

#### Notes and restrictions

To be accepted into the major, students must pass Introduction to Communication Theory (COMM 2010) with a grade of “C” or higher. This course is also a prerequisite to continued coursework in the major.

Students completing the major must submit an e-portfolio to the student’s departmental advisor. Requirements of the e-portfolio may include:

1. Statement of specific goals upon entering the program
2. A self-assessment of the achievement of those goals, including what educational experiences most enhanced their learning;
3. Samples of, and reflections on, student work from multiple required courses in the major, as determined by the student’s advisor.
4. A comprehensive exam assessing program learning objectives.
5. Additional information may be requested as determined by the department chair

#### Core Curriculum

COMM 2350 - Intercultural Communication fulfills the Core Curriculum requirement in Culture and Society. Students are encouraged to register for COMM 2140, 2240, or 2250 to fulfill the Core Curriculum requirement in Art & Aesthetic Interpretation. See the Core Curriculum Program section of the catalog for more information.

#### Honors

For Departmental Honors in Communication Studies, the prospective student’s proposal must be submitted by May 1 of

the student’s third year, with the work commencing in the fall semester of the fourth year. Students should enroll in COMM 4000 for 8 sh: 4 sh fall semester and 4 sh spring semester. For general Departmental Honors requirements and description of COMM 4000, see appropriate sections of this catalog.

#### Special programs

Internships: Outstanding internships are available every year in nonprofit organizations, public relations, and other areas. Students are urged to arrange an internship with the department and the Career Planning Office.

International Communication: Students can participate in a number of study abroad options. Please contact the Office of International Affairs.

### Minor requirements in Communication Studies

#### Required semester hours

20 sh

#### Required core courses

COMM 2010

#### Electives

16 sh of electives, including at least 8 sh at the 3000 level

#### Notes and Restrictions

- Students must submit to the department a list of courses taken to complete the minor.
- Students completing a minor in Communication Studies must turn in a portfolio to the chair of the department containing the following:
  1. A statement of their specific goals upon entering the program
  2. A self-assessment of the achievement of those goals-including what educational experiences most enhanced their learning, curricular and extracurricular.
  3. Two samples of student work from each course: completed: projects essays or exams.

### Media Studies Major:

Students who complete the major requirements for a bachelor of arts (BA) in media studies will be well-versed in the theory, analysis, and practice of communication with a deep understanding of the role of the media in society.

### Major requirements for the B.A. in Media Studies

#### Required semester hours

36 sh

#### Required core courses

2150, 2250; either 1910, 2140 or 2240; 2155, 2175, 2355, 3310, 3100, 3450, 3480, 4010

#### Elective courses

4 sh of writing and production courses from 3355; 3320, 3321, 3331.

## Notes and restrictions

Students must pass the introductory class (COMM 2150) with a grade of “C” or better to be accepted into the major and to enroll in courses beyond the introductory level.

In support of their study of written communication, Media Studies majors are required to complete COMM 2810 concurrently or immediately after completing COMM 2150, Introduction to Media Theory.

Students completing the major must submit an e-portfolio to the student’s departmental advisor. Requirements of the e-portfolio may include:

1. Statement of specific goals upon entering the program
2. A self-assessment of the achievement of those goals, including what educational experiences most enhanced their learning;
3. Samples of, and reflections on, student work from multiple required courses in the major, as determined by the student’s advisor.
4. A comprehensive exam assessing program learning objectives.
5. Additional information may be requested as determined by the department chair.

## Core Curriculum

COMM 2240 or 2250 can be used to fulfill the Core Curriculum requirement in Art & Aesthetic Interpretation and COMM 2350 fulfills the the Core Curriculum requirement in Culture & Society. See the Core Curriculum Program section of the catalog for more information.

## Honors

For Departmental Honors in Media Studies, the prospective student’s proposal must be submitted by May 1 of the student’s third year, with the work commencing in the fall semester of the fourth year. Students should enroll in COMM 4000 for 8 sh: 4 sh fall semester and 4 sh spring semester. For general Departmental Honors requirements and description of COMM 4000, see appropriate sections of this catalog.

## Special programs

Internships: Outstanding internships are available every year in media studies related fields. Students are urged to arrange an internship with the department and the Career Planning Office.

Los Angeles Film Center: Offered through the Coalition for Christian Colleges and Universities, the LAFSC is located in Hollywood, Calif., and offers a one-semester program for upper-division students who are interested in the mainstream Hollywood film industry. The program includes 10 sh of course work and 6 sh of internship. Students must apply both to North Park and LAFSC. See the department chair for further information.

## Minor requirements in Media Studies

### Required semester hours

20 sh

### Required core courses

COMM 2150

## Electives

16 sh of electives, including at least 8 sh at the 3000 level

### Notes and Restrictions

- Students must submit to the department a list of courses taken to complete the minor.
- Students completing a minor in Media Studies must turn in a portfolio to the chair of the department containing the following:
  1. A statement of their specific goals upon entering the program
  2. A self-assessment of the achievement of those goals-including what educational experiences most enhanced their learning, curricular and extracurricular.
  3. Two samples of student work from each course: completed: projects essays or exams.

### 1910 Public Speaking (4 sh)

An introduction to the theory and practice of public speaking. Topics include types of speeches, types and uses of source material, organization, performance, and speech criticism.

### 2010 Introduction to Communication Studies (4 sh) GE

Introduction to theories of verbal and nonverbal human communication. Topics include intra- and interpersonal communication, communication in small groups, in organizations, and at the levels of public and mass communication. Required for admission to the Communication Studies concentration, and a prerequisite for most upper-level courses in that concentration.

### 2030 Interpersonal Communication (4 sh) GE

The theory, analysis, and practice of communication in the development, maintenance, and decay of interpersonal relationships. Topics include verbal and nonverbal communication, perceptual accuracy, and effective listening. Prerequisite: COMM 2010.

### 2070 Group Communication (4 sh) GE

An investigation of the principles and methods of small group communication, emphasizing decision making, problem solving, group structure, leadership, group dynamics, and effective group process. Prerequisite: COMM 2010.

### 2080 Social Media, Friends and Family (4 sh)

An analysis of the effects, nature, & societal impact of social media on family and friends within mediated contexts. Topics to be addressed will be the changing definitions of family, on-line relationships, the influence of artificial intelligence, the ethical uses of technology, and the components of fake news.

### 2110 Performance of Literature (2 sh)

An introduction to presentational approaches to interpreting texts through performance, with an emphasis on the analysis and staging of fiction.

### 2130 Storytelling (2 sh)

An introduction to storytelling as a crucial way of knowing, and as a central means of creating personal and social realities. Emphasis on the solo performance of folktales, everyday stories, personal narratives, and ethnographic stories from various cultural groups in Chicago.

### 2150 Media Literacy (4 sh)

This course develops students’ media, digital, and news literacy skills. Students construct a media product and learn to critique

media messages and technologies. Required for admission to the Media Studies major and pre-requisite for most upper-level courses in the major.

**2155 Audio Production I (2 sh)**

The course will teach the basic skills for producing, recording, and editing a variety of material (music, voice) using a Pro Tools digital audio workstation. The course also covers basic principles of acoustics and the basic laws of physics that affect sound. Prerequisite: COMM 2150.

**2175 Audio Production II (2 sh)**

Advanced projects in audio production. Prerequisite: COMM 2150, 2155.

**2240 Introduction to Performance Studies (4 sh) GE**

This course is an introduction to the field of performance studies. The course will include aesthetic performances (literature, theatre, art, dance, and visual media), ethnographic performances (personal narratives and narratives of others), and other cultural sources. We will explore the relationship of performance studies to related fields, while placing an emphasis on performance and social change. We will attend live performances in Chicago.

**2250 Film Studies (4 sh) GE**

An introduction to film as art, business, and cultural force. It examines the “Hollywood paradigm” as the dominant form of storytelling in Western movies; explores the artistic elements involved in filmmaking; and examines major cultural issues reflected in film narratives. Students attend a major international film festival in Chicago.

**2350 Intercultural Communication (4 sh) GE**

An introduction to major topics, major theories and direct experience of inter-cultural communication. Through readings, discussion, exercises and field trips, students prepare for encounters with different cultures.

**2355 Video Production I (Field Production) (4 sh)**

The production of documentary film using techniques of field production and linear video editing. Prerequisite: COMM 2155.

**2650 Scandinavian Film (2 sh)**

A survey of films from Denmark, Norway, and Sweden, with a critical analysis of actors and directors, narrative style, structure and content, social context, and history. COMM 2250 is strongly recommended.

**2750 Latin America on Film (2 sh)**

A study of recent films about Latin American experience, the influence from and resistance to the Hollywood model of filmmaking by Latin American directors, and other critical issues concerning cultural diversity, national identity, class, gender, religion, and politics. Films will be shown with original languages and English subtitles. COMM 2250 is strongly recommended.

**2810 Critical Reading, Writing and Analysis (4 sh) GE**

A writing course providing a review of writing basics, such as sentence structure and grammar, and emphasizing critical thinking and analysis. Prerequisite: COMM 2010.

**3100 Foundations of Media Industries (2 sh)**

This course addresses the development of major U.S. media industries, including newspapers, magazines, radio, television, the Internet, and social media. It focuses on the impact of

media innovations on culture, and the ways established media adapt to innovations. Prerequisite: COMM 2150.

**3310 Media Writing (4 sh)**

The study and practice of writing in various television and video formats, including news, commercials, public service announcements, and documentary scripts. Emphasis on journalistic writing for televisual media. Prerequisite: COMM 2150.

**3320 Dramatic Writing I (4 sh) GE**

The study and practice of dramatic writing for theatre and film. Focus on the writer's process, character development, story structure, and the completion of a one-act play or a short screenplay. Cross-listed with ENG/THEA 3320. Prerequisite: COMM 2140, 2150 or 2250.

**3321 Dramatic Writing II (4 sh) GE**

Advanced study in writing the full-length stage play or full-length screenplay. Cross-listed with THEA 3321. Prerequisite: COMM 2140, 2150 or 2250.

**3331 Multi-Media Journalism (4 sh) GE**

A laboratory-oriented newspaper reporting and editing course that utilizes the student newspaper (both print and online editions) as a hands-on learning environment for print, broadcast and web-based platforms. Students will be assigned specific stories and will write for the paper while also shooting and editing stories for the paper's website and creating a news blog. Field trips and outside speakers will provide direct exposure to the profession. Prerequisite: COMM 2010 or 2150 and 3330.

**3355 Video Production II (New Media) (4 sh)**

Develops skills in the production of digital media for the internet and other new media. Prerequisite: COMM 2150, 2355.

**3450 Media and Society (4 sh) GE**

A study of the interaction of mass communication and society. Emphasis on critical and cultural theory, the interplay of programming, business, politics and other aspects of American culture. May include field trips to television stations. Prerequisite: COMM 2150.

**3480 Media Ethics (2 sh) GE**

Using case studies, this course explores a range of ethical issues confronted by media practitioners. A moral reasoning process is used to evaluate conflicting values, apply ethical theories, and evaluate to whom ethical loyalty is due. Prerequisite: COMM 2150.

**3490 Rhetorical Theory and Analysis (4 sh) GE**

An introduction to the theory and practice of rhetorical criticism, from classical to contemporary perspectives, including the analysis of a variety of contemporary public discourses. Prerequisite: COMM 2010. Strongly recommend: COMM 1910.

**3550 International Communication (4 sh)**

An examination of international mass media, including concentration of ownership, internationalization, diversification, New World Information Order, satellites, shortwave radio, film, and television. Prerequisite: COMM 2010, 2150 or consent of instructor.

**3910 Topics (1-4 sh) GE**

Variable credit may be given for short-term seminars, study trips, service learning, experimental courses, and advanced



# Computer Science and Information Systems (CSIS)

## Minor requirements in Information Technology

### Required semester hours

20 sh

### Prerequisites and supporting courses

MATH 1410

### Required core courses

CSIS 1210, 1220, 2230, 3310, 3410

#### 1010 Introduction to IT and Cybersecurity (4 sh)

Introduction to IT hardware and software in and on computing and communication devices. Prepares students for the CompTIA ITF + Certificate Exam.

#### 1210 Computing Science I (4 sh)

Top-down structured design and programming in a high level language such as Python. Topics including arithmetic, control structures, strings, functions, arrays, input/output, and introduction to objects.

#### 1220 IT Fundamentals for Cybersecurity (4 sh)

Understanding information technology for a cybersecurity career. How to build, connect, manage, and troubleshoot multiple devices in authentic scenarios. IT device installation, configuration, maintenance, and networking. Prepares students for the CompTIA A + Certificate Exam 1001. Prerequisite: CSIS 1010 or permission of Department; Corequisite: MATH 1010.

#### 2230 Object Oriented Programming (4 sh)

Continuation of CSIS 1220. Object-oriented design and programming in Java, covering objects, classes, methods, inheritance, polymorphism, and dynamic binding, with emphasis on practical applications of these concepts. Graphic user interface class libraries. Ethical issues in information technology. Prerequisite: CSIS 1220. Co-requisite: MATH 1410.

#### 3120 Computer Architecture (4 sh)

Digital logic and digital systems. Machine level representation of data and assembly level machine organization. Memory system organization and architecture. Interfacing and communication. Functional organization and performance enhancements. Multiprocessing and alternative architectures. Prerequisite: CSIS 1220.

#### 3250 Data Structures and Algorithms (4 sh)

Fundamental programming constructs and data structures. Algorithms and problem solving. Recursion. Event-driven programming. Basic algorithm analysis. Software design. Using APIs. Software tools and environments. Software requirements and specifications. Prerequisite: CSIS 2230.

#### 3310 Networking Essentials for Cybersecurity (4 sh)

Understanding how network vulnerabilities are assessed, corrected, and issues are mitigated. A comprehensive foundation in networking concepts and technologies. How to use, install, and configure twisted pair, fiber optics, LANs, routers, switches, cloud computing, intranets, and others. Prerequisite: CSIS 1220

#### 3320 Cybersecurity Fundamentals (4 sh)

Introducing students to the knowledge necessary to improve security by identifying and prioritizing potential threats and vulnerabilities of a network; raising cybersecurity awareness, implementing a layered approach to security. Understanding web attacks, hacking, spyware, network defense, phishing, and denial of service attacks; and more advanced topics.

Prerequisite: CSIS 3310

#### 3410 Databases and Information (4 sh)

Introduction to database design and management. Information collection and retrieval. SQL and the relational model. Normalization issues. Logical design and physical design. Distributed databases and the Internet. Such application packages as Access and Oracle. Prerequisite: CSIS 1220.

#### 3510 Operating Systems Programming (4 sh)

Introduction to systems-level programming in a variety of environments such as Unix/Linux and Windows. Scripting languages. Prerequisite: CSIS 1220.

#### 3910 Topics in Computer Science (4 sh)

An in-depth treatment of selected computer science or information system topics. Consent of instructor required.

#### 4910 Independent Study in Computer Science and Information Systems (1-4 sh)

#### 4970 Internship in Computer Science and Information Systems (1-4 sh)

Please refer to the appropriate section in the catalog for internship requirements and guidelines.

## Conflict Transformation Studies (CTS)

*R. Hostetter (director)*

In fulfillment of the university's mission and vision, the mission of the Conflict Transformation Studies major (CTS) is to prepare students for nonviolent peacebuilding and conflict transformation in local, national, and international contexts. Students will develop interdisciplinary skills for analyzing the root causes of particular conflicts; integrate theory and practice, including spiritual resources, for conflict transformation; and seek to understand the root causes of protracted conflicts, and to work for their transformation through sustainable justice, peace and reconciliation processes (conflict transformation). Students majoring in Conflict Transformation Studies may consider careers in community organization, mediation, teaching, international mission work, community activism/organizing, interfaith dialogue facilitation, and youth ministry; in fields such as restorative justice, violence reduction, community arts programming, negotiation, labor relations, not-for-profit leadership, UN and other nongovernmental peacebuilding, human rights, government agencies, environmental advocacy, peace and conflict research, and graduate work. The program welcomes students from all backgrounds to examine the theory, analysis, history, religions, and cultures involved in generating both conflict and transformational peacebuilding. The program is built on a "flexible structure," which includes choosing supporting courses in the Core Curriculum Program, completing a core of five courses for all majors and minors, and creating an interdisciplinary concentration which connects core courses to the student's interest in a particular discipline, topic, type of activity, or career goals.

### Major requirements for the B.A. degree in Conflict Transformation Studies

#### Required semester hours

36

Supporting courses: Students will choose three of the following courses to meet Core Curriculum requirements, a minimum of 12 hours:

1. COMM 2350 Intercultural Communication (4)
2. One BTS course (4) focused on social justice and conflict transformation:
3. BTS 2120 Old Testament Prophets; BTS 2700 World Religions; or BTS 3910 Political Theologies.
4. One Keystone course (4) focused on social justice issues, peacebuilding, or other other courses related to conflict analysis and conflict transformation. See a CTS advisor for a current list of Keystone courses related to the CTS major.

#### Required core courses (24 sh):

CTS 3000, 3100, 3200, 3300, 3400, 4000, 4970

#### Electives

(12 sh): see Concentration (below)

#### Notes and restrictions:

- Concentration and Capstone Project: In consultation with an advisor in this major, students will design a capstone project which includes:

A written application for the major and a plan for the Concentration (12 sh), Internship (2-4 sh), and Capstone (2 sh). Concentrations may be focused around a type of conflict or conflict transformation, a particular conflict, a region, and/or other appropriate topics, such as: urban conflict transformation, restorative justice, the arts and conflict transformation, human rights, international conflict, conflict and environmental studies, racial justice, women and peacebuilding, economic justice, and more. For students with a double major, no more than eight hours may be cross-listed. Eight of the 12 hours must be at the 3000 level.

Students completing the major must submit an e-portfolio to the student's departmental advisor. Requirements of the e-portfolio may include:

1. Statement of specific goals upon entering the program
2. A self-assessment of the achievement of those goals, including what educational experiences most enhanced their learning;
3. Samples of, and reflections on, student work from multiple required courses in the major, as determined by the student's advisor.
4. A comprehensive exam assessing program learning objectives.
5. Additional information may be requested as determined by the department chair.

### Minor requirements in Conflict Transformation Studies

CTS 3000, 3100, 3200, 3300, 3400

#### 3000 Introduction to Conflict Transformation (4 sh)

This is an introduction to the practice and philosophy of nonviolent conflict transformation. The course assumes that conflict is a normal part of our daily lives, with both constructive and destructive potential. Students will learn introductory skills in conflict analysis and conflict transformation, including theories, methods, and practices for conflict transformation and peacebuilding; examine their own approaches to conflict; meet North Park faculty and others working in the broad field of conflict transformation; and develop a deeper understanding of the role of the arts and spirituality for conflict transformation, including the interplay of justice, truth, forgiveness, and peacebuilding.

#### 3100 Conflict and Community (4 sh)

This course is designed to integrate various definitions of peace and community into a practical outcome. Students will identify their own approaches to conflict, assess their strengths and needed areas of growth, and apply learned strategies to ending violence in Chicago. Specifically, students will be involved in all areas of planning, development, and production of a major community conference during the spring semester. Areas of collaboration with community organizations will include fundraising, public relations, community outreach, conference logistics, and facilitation.

#### 3200 Mediation (4 sh)

This course provides students with both theoretical and practical knowledge of mediation. Through case studies and other readings, experiential exercises, guest presentations, and lectures, students will be introduced to the practice of

mediation in interpersonal, intercultural, and organizational contexts. Students will also examine issues of ethical relevance to the practice of mediation. Upon completion of this course, students will have the skills to conduct mediations. However, this course is not designed to certify participants for specialized mediation services such as court-mandated mediation or arbitration.

### **3300 Performance and Social Change (4 sh)**

The goals of this course are: to develop skills, competencies, and points of view needed to create ethnographic performances-through engagement with theory, research, field work, empathy, advocacy for social justice, and writing for performance; to learn several models for connecting performance and social change; and to develop and present a performance for social change. Recent research topics have included immigration experiences and peacemakers in Chicago.

### **3400 International Conflict Transformation (4 sh) GE**

An introduction to the theory, analysis, and practice of nonviolent, international conflict transformation through one or more international case studies. This course will enable students to develop a wide range of skills for analyzing specific international conflicts, to understand the role of non-government mediators in international conflict transformation, and to explore their own possible “calling” to conflict transformation. Theory and analysis will be drawn from the fields of peace and conflict studies, global studies, communications, cultural studies, religious studies, the arts, and media studies. The course includes guest presentations, role plays, and field trips. The course may involve an international trip to one or more conflict zones.

### **3910 Topics in Conflict Transformation (1-4 sh)**

Variable credit may be given for short-term seminars, study trips, service-learning and experimental courses.

### **3920 Topics in Graduate Studies - Conflict Transformation (1-4 sh)**

Undergraduate registration for graduate courses in other North Park programs, such as the School of Business and Nonprofit Management and North Park Theological Seminary.

### **4000 Conflict Transformation Capstone (2 sh)**

Students will synthesize their coursework and practical experience, and complete their Concentration and Capstone project. Research projects may vary widely in topic and form, and may include research papers, performances, original art work, ethnographic work, advocacy work, international research, or some combination. At the end of the semester, students will present their research to each other and invited guests. Students will also write a reflective essay, summarizing and analyzing what they have learned and how they plan to pursue this work after graduation.

### **4970 Internship in Conflict Transformation (1-4 sh)**

Working with an advisor from the CTS program, students will complete 2 sh (or more) credits of internship experience. Students will be expected to integrate CTS theory and practice, including: description of concrete experience; reflection on the experience; generalizations about the experience; connections to the student's concentration; how the experience has affected the student; and how the internship has promoted conflict transformation in a particular arena or context. Internships will be arranged with organizations such as

World Relief (Chicago), Chicago Coalition for the Homeless, Refugee One, Albany Park Neighborhood Council, Albany Park Theatre Project, Interfaith Youth Corp, Parliament of the World's Religions, World Vision, Chicago Center for Conflict Resolution, Community Renewal Society, Eighth Day Center for Justice, and many others.

### **5000 Introduction to Conflict Transformation (4 sh)**

An introduction to conflict studies and the philosophy and practice of conflict transformation, this course begins with the premise that conflict is part of our daily lives-an important dynamic in personal growth and social transformation, as well as a source of alienation, violence and war. The course examines major sources of conflict, introduces a range of conflict management and conflict transformation processes, including active listening and communication, storytelling, mediation, negotiation, role playing and forgiveness, helps students assess their own approach to conflict, and offers resources for faith-based approaches to conflict transformation. Required for admission to the CTS Certificate Program and upper-level CTS courses.

## Core Seminar (CORE)

The North Park Core Seminar program is built around some of the most powerful and compelling questions that humankind has ever faced. “Who am I?” is the centerpiece of the first CORE seminar. In the third year, students join the rest of the North Park community as they explore topics such as “Who is my neighbor?”, “Who is God?”, and “What is truth?”

Reflecting on these questions, which have formed the cornerstone of philosophical, theological, and ethical inquiry for centuries, North Park students not only become an active part of scholarly tradition, they also develop key critical thinking skills and insights necessary for successful and meaningful lives. Through opportunities to respond in writing and discussion, to the important issues at the heart of the curriculum, students explore their own beliefs, deepen their own commitments, and find new ways of expressing ideas and thoughts to others.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### 1000 Cornerstone Seminar (4 sh) GE

The First-Year Seminar is an interdisciplinary seminar focused on the classic philosophical question, Who am I?. Students gain an introduction to the educational experience at North Park and sharpen skills of oral and written communication. Student must pass the course with a minimum grade of C-. Prerequisite: WRIT 1000 with a minimum grade of C- or registration by placement.

### 3000 Keystone Seminar (4 sh) GE

In the Capstone Seminar students join the entire campus community in examining one of several annual theme questions. These interdisciplinary seminars allow students to integrate their own intellectual interests into their understanding of the world and their place in it. Note: While these courses may be cross listed in a major department students must register for CORE 3000 to meet the requirement. A student may not receive credit for Keystone Seminar and credit in the major.

#### *Note to Students and Advisors:*

*Most CORE3000 courses are cross-listed in a major. Because the same course cannot be used to fulfill more than one requirement in the Core Curriculum, be sure that in any cross-listed course, you have registered correctly for the requirement you wish to fulfill. You may not take a CORE3000 to receive both KYST and major credit. If you need credit in the major, register under the major rubric. If you need CORE3000 KEYSTONE credit, register under the CORE3000 rubric. Please note that you may not change credit retroactively once you’ve completed the course, even if you have changed your major.*

## CRUX Discipleship Program

CRUX creates a space for students to live and learn in an active, intercultural, and urban Christian discipleship community. As a CRUX student, you will grow your identity in Christ, increase your knowledge of the city around you, and discover your unique place within the world through coursework, experiential learning, mentorship, and practical discipleship training.

As part of North Park's guiding educational philosophy—that Chicago is our classroom—CRUX puts learning and faith into practice through a gap-year-like experience. On and off campus, students deepen their Christian identities through academic, spiritual, and creative formation. All the while, they're earning credits in North Park's general education curriculum.

### **1200 Practicum (2 sh)**

Practicum is the curricular means by which the academic aspect of the discipleship program recognizes, assists, and integrates the learning happening on the co-curricular side of the program. The co-curricular side of the program (activities, events, and programs) provides the material for the course; Practicum provides the space and time, the questions and prodding, and the intellectual and physical resources to reflect on co-curricular experience.



## Departmental Honors Program

The Departmental Honors program is designed to challenge North Park's most talented and motivated students to achieve at the highest level in their major fields. The requirements of this program are:

- A minimum overall GPA of 3.5 and a minimum major GPA of 3.7 for admission and retention in the program.
- A minimum of 45 and a maximum of 90 semester hours earned at the time of admission into the program.
- A grade of A or B in 3-8 semester hours of DH 4000, which requires a paper or project at honors level.
- Presentation of the DH 4000 paper or project at a Spring Honors Symposium.
- Departmental approval.

For additional requirements, specific to a particular major, see departmental descriptions. Applications for admission may be obtained from the department chair.

Each department that offers an honors option will list a course with its own prefix and the catalog number 4000.

## Education (EDUC)

*Balodimas-Bartolomei, Cleary, Flanagan, Laukaitis,  
Madl, Maduram, Poterek, Walsh, Zervas*

The North Park University School of Education prepares competent, respectful, and reflective professionals who are dedicated to serving diverse learning communities.

The strategic location of North Park University permits the students to complete clinical experience in public, private, urban, and suburban schools.

The following programs received continued approval of the Illinois State Educator Preparation and Licensure Board and the Illinois State Board of Education (ISBE): Early Childhood; Elementary; Middle Grades; Senior High: Biology, Business, Marketing and Computers, Chemistry, Economics, English Language Arts, Foreign Language, Health, History, Mathematics, Physics, Physical Education, Political Science, Psychology; K-12 (Art, Foreign Language, Music, Physical Education. The Illinois State Board of Education determines the rules and requirements for educator licensure in Illinois. In order to ensure that candidates meet all state requirements at the time they complete the program and apply for a Professional Educator License, the School of Education reserves the right to modify the course of study for the approved licensure programs outlined in the university catalog.

### Early Childhood/Elementary Education Majors

Full admission into the early childhood and elementary education majors is based on:

- Formal application to the School of Education when enrolled in EDUC 2145
- An overall GPA of 2.5 for Elementary (Licensure and Studies) and an overall GPA of 3.00 for Early childhood (Licensure and Studies)
- Completion of Professional Blocks 1 and 2
- Positive recommendations from School of Education Faculty
- Approval by the Education Screening Committee

The Content Area Test must be passed prior to student teaching. The edTPA must be passed prior to receiving a Professional Educator License.

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade no lower than C or equivalent in order to be counted toward fulfillment of the applicable requirements.

### Early Childhood Licensure Program

This program is designed for students who are planning to teach children from birth through grade 2 leading to an Illinois Professional Educator License in the State of Illinois. The curriculum is sequenced in six professional blocks:

Professional Block 1: EDUC 2120, 2140

Professional Block 2: EDUC 2130, 2145

Professional Block 3: EDUC 3015, 3430, 3510

Professional Block 4: EDUC 2300, 3130, 3360, 3930, 3510

Professional Block 5: EDUC 3180, 3330, 3520

Professional Block 6: EDUC 4130, 4600

### Elementary Education Licensure Program

This program is designed for students who are planning to teach children in self-contained, grades 1-6 and to obtain an Illinois Professional Educator License.

The curriculum sequence is sequenced in six professional blocks:

Professional Block 1: EDUC 2120, 2140

Professional Block 2: EDUC 2130, 2145

Professional Block 3: EDUC 3015, 3345, 3346, 3368, 3369, 3430, 3510

Professional Block 4: EDUC 3347, 3370, 3371, 3280, 3130, 3510

Professional Block 5: EDUC 3260, 3270, 3339, 3340, 3520

Professional Block 6: EDUC 4130, 4600

### General Education Courses For Early Childhood and Elementary Education Majors

Students are advised to consult with their Education advisor to identify the classes that most appropriately helps address State Standards.

Undergraduate Early Childhood and Elementary Education candidates should take the following North Park Core Curriculum courses in order to strengthen their content preparation. All undergraduate transfer students and license-only candidates who have earned a bachelor's degree from another university should consult with the Education advisor to identify comparable content courses that meet this requirement.

Content Area	Course for Early Childhood
Science	BIOL 1180: Environmental Science PHEN 1060: Astronomy CHEM 1011: General Chemistry
Social Science	HIST 1000: Global Themes in History
Culture and Society	BSE 2211: Principles of Macroeconomics

Content Area	Course for Elementary
Mathematics	STAT 1490: Introduction to Statistics
Science	BIOL 1180: Environmental Science PHEN 1060: Astronomy OR CHEM 1011: General Chemistry
English / Language Arts	ENG 1750: Studies in Literature
Social Science	HIST 1000: Global Themes in History

All Early Childhood and Elementary Education candidates should consult with their Education advisor to identify additional courses that will best prepare candidates to meet state standards.

## Honors in Early Childhood Education and Elementary Education

For Departmental Honors in Early Childhood or Elementary Education, 8 sh of EDUC 4000 are required in addition to the hours stated for licensure. Students must apply for admission into the program during the first semester of their third year. For honors in these majors, students must present their papers or project to the faculty of the Education department. For general departmental honors requirements and description of EDUC 4000, Departmental honors in Education (1-4 sh), see later pages in this section.

## Middle Grades Education Major

Full admission into the middle grades education major is based on:

- Formal application to the School of Education when enrolled in EDUC 2145
- An overall GPA of 2.5
- Completion of Professional Blocks 1 and 2
- Positive recommendations from School of Education Faculty
- Approval by the Teacher Education Screening Committee

The appropriate content area test must be passed prior to student teaching. Candidates must pass the edTPA prior to licensure.

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade no lower than C or equivalent in order to be counted toward fulfillment of the applicable requirements.

This program is designed for teacher education candidates who are planning to teach in the middle grades (grade 5-8) in one of the following content areas: Literacy, Mathematics, Science, or Social Science. A candidate successfully completing a program within the selected Content Pathway would be eligible to obtain an Illinois Professional Educator License endorsed in grades 5-8 in that content area.

The curriculum sequence is sequenced in six professional blocks:

Professional Block 1: EDUC 2120, 2140

Professional Block 2: EDUC 2130, 2145

Professional Block 3: EDUC 3011, 3015, 3430, 3510

Professional Block 4: EDUC 3130, 3315 (Math, Science, Social Science), 3357, 3510

Professional Block 5: EDUC 3310 and 3356 (Literacy Pathway); 3380 and 3381 (Math Pathway); 3230 and 3231 (Science Pathway); 3240 and 3241 (Social Science Pathway), 3520

Professional Block 6: EDUC 4130, 4600

Candidates who complete the requirements for a middle grades program and endorsement will need to choose and complete 18-24 semester hours in content-area coursework for one or more of the following content areas.

Literacy Content Pathway

Required Content Categories

- American Literature
- British Literature

- World Literature
- Communications
- Adolescent Literature
- Additional Content Pathways Courses

Mathematics Content Pathway

Required Content Categories

- Statistics
- Calculus
- Number Theory
- Geometry

Science Content Pathway

Required Content Categories

- Biology
- Chemistry
- Physics
- Earth/Space Science

Social Science Content Pathway

Required Content Categories

- United States History
- World History
- American Government
- Economics

All Middle Grades Education candidates should meet with an advisor in the School of Education to determine the correct sequence of courses that will satisfy the content course requirements of their chosen Content Pathway.

Transfer and license-only candidates should consult with School of Education faculty and advisors to ensure that courses taken at other colleges and universities satisfy Illinois requirements for licensure within each Content Pathway.

## Senior High Education Major Program

The senior high education major is a second major only. No student may graduate from North Park University with senior high education as his or her only major.

The senior high education major leads to teacher licensure. In order to be licensed for senior high education in Illinois, a candidate must complete a state approved program in a specific content area. Currently, North Park's approved programs in the content areas noted below are the equivalent of the North Park departmental major (with certain additional courses for core standards in some programs) combined with School of Education courses for the senior high education major.

Full admission into the senior high education major is based on:

- Formal application to the School of Education when enrolled in EDUC 2120

- An overall GPA of 2.5
- Completion of Professional Blocks 1 and 2
- Acceptance into appropriate major
- Positive recommendations from School of Education Faculty
- Approval by the Teacher Education Screening Committee
- Completion of TB clearance
- Successful results of criminal background check

The Content Area Test must be passed prior to student teaching. The edTPA must be passed prior to receiving a teaching license.

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade no lower than C or equivalent in order to be counted toward fulfillment of the applicable requirements.

The senior high education major leading to teacher licensure is designed for students who are planning to teach in grades 9-12 and obtain an Illinois Professional Educator License.

The curriculum is sequenced in six professional blocks:

Professional Block 1: EDUC 2120, 2140

Professional Block 2: EDUC 2130, 2145

Professional Block 3: EDUC 3011, 3015, 3430, 3510

Professional Block 4: EDUC 3130, 3160, 3315 (Math, Science, Social Science), 3510

Professional Block 5: EDUC 3310 (English), 3407, 3520

Professional Block 6: EDUC 4130, 4600

The Illinois State Board of Education has approved the following programs at North Park University.

1. Biology
2. Business
3. Chemistry
4. English
5. Health
6. History
7. Mathematics
8. Physical Education
9. Physics
10. Politics and Government
11. Psychology
12. Social Science: Economics
13. Foreign Language

## Special K-12 Programs (Art, Foreign Language, Music, Physical Education)

The Special K-12 licensure program is not a second major. Candidates wishing to teach these subject areas will complete a content area major and a licensure program.

Full Admission into the Special K-12 licensure sequence is based on:

- Formal application to the School of Education when enrolled in EDUC 2120
- An overall GPA of 2.5
- Completion of Professional Blocks 1 and 2
- Declaration of an appropriate content area major
- Positive recommendations from School of Education Faculty
- Approval by the Teacher Education Screening Committee
- Completion of TB clearance
- Successful results of criminal background check

The Content Area Test must be passed prior to student teaching. The edTPA test must be passed prior to receiving a teaching license.

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade no lower than C or equivalent in order to be counted toward fulfillment of the applicable requirements.

The curriculum is sequenced in six professional blocks:

Professional Block 1: EDUC 2120, 2140

Professional Block 2: EDUC 2130, 2145

Professional Block 3: EDUC 3011, 3015, 3430, 3510

Professional Block 4: EDUC 3130, 3170, 3310 (Foreign Language), 3510

Professional Block 5: EDUC 3290 (Foreign Language), 3390 (Art), 3407 (Art, Foreign Language, Physical Education), 3520

Professional Block 6: EDUC 4130, 4600

## Optional Endorsements

### Bilingual Education Endorsement:

EDUC 3540, 3602, 3604, 3605, 3606, and 3607.

Candidates seeking the Bilingual Education endorsement need to pass the appropriate ISBE language proficiency test.

### English as a Second Language (ESL) Endorsement:

EDUC 3540, 3601, 3602, 3603, 3604, and 3605

### Combined Bilingual/English as a Second Language (ESL) Endorsement:

EDUC 3540, 3601, 3602, 3603, 3604, 3605, 3606 and 3607

Candidates seeking the Bilingual Education Endorsement need to pass the appropriate ISBE language proficiency test.

### Learning Behavioral Specialist I Endorsement:

EDUC 3430, 3431, 3436, and 3437

Candidates seeking the LBS1 Endorsement need to pass the appropriate ISBE content area tests.

## Early Childhood/Elementary Education Studies (Non-Licensure) Majors

- Full admission into the early childhood and elementary education majors is based on:
- Formal application to the School of Education when enrolled in EDUC 2145
- An overall GPA of 2.5 for Elementary (Licensure and Studies) and an overall GPA of 3.00 for Early childhood (Licensure and Studies)
- Completion of Professional Blocks 1 and 2
- Positive recommendations from School of Education Faculty
- Approval by the Education Screening Committee

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade no lower than C or equivalent in order to be counted toward fulfillment of the applicable requirements.

If a student requests teacher licensure after graduation, he/she will need to complete EDUC 3510, 3520, 4130, and 4600. (Passing of the Early Childhood or Elementary Content Area Test is required for EDUC 4130, and edTPA for licensure).

## Early Childhood Studies Non-Licensure Program

This major is designed for students who are planning to teach children from birth through 2nd grade without the Illinois Professional Licensure. In addition to the early childhood studies major courses, specific general education courses and 5 sh elective courses in the program are required.

The curriculum is sequenced in six Blocks:

Foundation Block 1: EDUC 2120, 2140

Foundation Block 2: EDUC 2140, 2145

Professional Method Courses Block 3: EDUC 3015, 3180, 3130, 3430

Professional Method Courses Block 4: EDUC 3360, 2300, 3930

Professional Method Courses Block 5: EDUC 4970, 3130

Professional Method Courses Block 6: EDUC 4970, CORE 3000

## Elementary Education Studies (Non-Licensure) Program

This program is designed for students who are planning to teach children from grades 1 to 6 without Illinois Professional licensure. In addition to the Elementary Education Studies major courses, specific general education courses are required.

The curriculum is sequenced in six Blocks:

Foundation Block 1: EDUC 2120, 2140

Foundation Block 2: EDUC 2140, 2145

Professional Method Courses Block 3: EDUC 3015, 3345, 3346, 3368, 3369, 3430

Professional Method Courses Block 4: EDUC 3347, 3370, 3371, 3280, 3130

Professional Method Courses Block 5: EDUC 3260, 3270, 3339, 3340, 4970

Professional Method Courses Block 6: EDUC 4970, CORE 3000

### 2120 Introduction to Teaching: Professional Responsibilities (2 sh)

This course is an introduction to the teaching profession. Topics covered include historical, philosophical, contemporary, and ethical perspectives on education as well as social and cultural expectations in teaching. In this introductory course, students are informed on the appropriate role of technology; state and national standards; policies governing education at the national, state, and local level; and careers and organizations related to teaching and education. This course also introduces students to state licensure requirements.

### 2130 Educational Psychology: Classroom Environment (2 sh)

Study of the psychological aspects of human development applied to teaching and learning environment. Topics include cognitive and psycho-social development, cognitive theories, student variability, motivation, diversity, classroom management, child abuse, and problem solving. Special emphasis is placed on relating theoretical understanding of education to classroom learning environment. Prerequisite: EDUC 2140.

### 2140 Curriculum: Planning and Preparation (2 sh)

Basic principles of curriculum including, planning, organizing and developing lesson plans in relation to the individual learner, the school, and the society are discussed. Historical developments and recent innovations in school curriculum, lesson planning and preparation, and instructional delivery will be analyzed. Emphasis is on planning and preparation of lesson plans according to the School of Education lesson plan template aligned with the Danielson Domains, edTPA, Illinois Learning Standards and Common Core Standards. Needs of multi-cultural and special needs students are addressed. Electronic professional portfolios will be developed. Prerequisite EDUC 2120.

### 2145 Instruction and Assessment (2 sh)

This course introduces students to research-based instructional strategies along with basic principles and practices of classroom assessment. Special attention will be given to differentiated instruction, maximizing student engagement and learning, formative and summative assessment practices, and the use of data in classroom decision-making. Prerequisite: EDUC 2130.

### 2300 Infant and Child Development (2 sh)

This course prepares pre-service teachers to gain knowledge of the general characteristics of cognitive, affective, moral, language, physical and moral development of infants, toddlers, preschool and primary age children. In addition, emphasis is on how the understanding of developmental theories, research, methods of study and developmentally appropriate assessment facilitates in creating quality of learning environment to all



children. The course also explores the factors such as personality, emotional development, special needs, culture, behavior, mental health, nutrition, and adult roles influence in child development. An experiential learning component is included.

**3011 Adolescent Development in the Middle Grades and Senior High (2 sh)**

A study of the physical, intellectual, emotional, and social development of the young and middle adolescent. Examination of developmental issues that impact the middle and senior high school, its philosophy, and its practices which are responsive to the adolescent, both cognitively and affectively. Prerequisite: EDUC 2145.

**3015 Classroom Management (0 - 1 sh)**

This course presents a framework for developing effective classroom management skills. Areas of focus include establishing a classroom environment conducive to learning through planning, preparation, and procedures; monitoring and responding to student misbehavior through research-based and culturally responsive practices; and promoting a safe and accessible environment through student supports and the organization of physical space. Prerequisite: EDUC 2145.

**3130 Intercultural and Urban Education (2 sh)**

This course examines the intercultural and urban dimensions of education with an intentional emphasis on race, ethnicity, socioeconomic status, and religion. Historical and sociological perspectives as well as pedagogical practices and principles will frame the course to better prepare teacher candidates to understand the dynamics of urban education and prepare them to be effective educators in urban schools.

**3160 Instruction in Senior High (2 sh)**

Basic principles of instruction for middle grades and senior high schools including analysis of teaching and learning experiences, organization for instruction, and assessment of students work. Prerequisite: EDUC 2145.

**3170 Instruction in Special K-12 Programs (2 sh)**

Basic principle of instruction. Preparing for teaching experiences, organizing for instruction, and working in a teacher aiding situation. This course is part of Professional Term B. Prerequisite: EDUC 2145.

**3180 Language and Literacy Development in Early Childhood (2 sh)**

Introduction to language and literacy development of young children with an emphasis on reading, writing, speaking and listening skills. Emphasis will be on the appropriate knowledge of alphabetic code, phonics, vocabulary, reading comprehension, fluency, organization of print, writing, and use of both narrative and informative text and opportunities for social discourse. The students will create instructional units that apply appropriate methods, instructional strategies, understanding of student, and understanding of children's ownership of literacy development.

**3230 Science Content and Methods for the Middle Grades I (2 sh)**

This course prepares candidates to teach science in the middle grades. Candidates will learn about the place of science learning in the middle grades and middle schools. This course will prepare middle grades teachers by focusing on selected science content, along with specific methods and techniques for helping middle grades students develop skills specific to the sciences. Prerequisite: EDUC 2145.

**3231 Science Content and Methods for the Middle Grades II (2 sh)**

This course prepares candidates to teach science in the middle grades. Candidates will learn about the place of science learning in the middle grades and middle schools. This course will prepare middle grades teachers by having candidates review selected science content, develop unit plans, and evaluate resources. Prerequisite: EDUC 3230.

**3240 Social Science Content and Methods for the Middle Grades I (2 sh)**

This course prepares candidates to teach social science in the middle grades. Candidates will learn about the place of social science learning in the middle grades and middle schools. This course will prepare middle grades teachers by focusing on selected social science content, along with specific methods and techniques for helping middle grades students develop skills such as reading, discussion, and critical thinking. Prerequisite: EDUC 2145.

**3241 Social Science Content and Methods for the Middle Grades II (2 sh)**

This course prepares candidates to teach social science in the middle grades. Candidates will learn about the place of social science learning in the middle grades and middle schools. This course will prepare middle grades teachers by having candidates review selected social science content, develop unit plans, and evaluate resources. Prerequisite: EDUC 3240.

**3260 Methods in Art for Elementary Teachers (1 sh)**

This course will consist of methods of teaching art in the elementary school. Emphasis will be placed on both the theoretical and the practical information and skills essential for the teaching of art. Prerequisite: EDUC 2145.

**3270 Methods in Music Education for Elementary Teachers (1 sh)**

Methods and techniques of teaching music by the classroom teacher at all levels in the elementary school. Special emphasis will be placed on current music educational trends. Prerequisite: EDUC 2145.

**3280 Methods of Teaching Physical Education and Health for K-8 Teachers (1 sh)**

A presentation of the current trends in elementary physical education and health; human body systems and promotion of social, emotional, physical, mental and environmental health; theories and principles of health promotion and disease prevention; methodology, class organization, basic movement principles, and identifying teaching resources for physical education. Prerequisite: EDUC 2145.

**3290 Methods in Foreign Language K-8 (2 sh)**

Lesson planning, methods, and material selection for teaching foreign language in the elementary school. Integration with the program of regular classroom teachers as well as planning for an entire foreign language curriculum for elementary students. Prerequisite: EDUC 2145.

**3310 Literacy Methods in Middle Grades and Senior High (2 sh)**

As a literacy course in the Middle Grades and Senior High education program, this course presents an analysis of the materials and the methodologies used in reading and writing including cognitive strategies, instructional scaffolding, strategies for interacting with text and multicultural literature, writing, modification, and assessment procedures in middle grades. Teacher candidates will learn how to plan literature units and implement effective differentiated literacy instruction. Field

experience with the students of the age group will be required for the course. Prerequisite: EDUC 3510.

**3311 Middle School Curriculum and Instruction (2 sh)**

Emphasis on the middle school classroom and its structure (curriculum and instruction) of the young adolescent. Examination of curriculum development, teaching and instructional strategies, support of students as changing young people, parent and community development, service learning, advisor-advisee programs, block scheduling, learning communities, homework and assessment, exploratories, teaming, reading and writing across the curriculum, and other current middle school issues that impact curriculum and instruction for the 10 to 15 year old. Pedagogy is based on middle school philosophy, curriculum, instruction, and instructional models for designing and teaching developmentally appropriate programs including content area reading instruction. Prerequisite: EDUC 2145.

**3315 Content Reading Methods in the Middle and Secondary Grades (2 sh)**

The purpose of this course is to extend your knowledge of reading/writing, instructional strategies, methodology, and assessment procedures used in middle and secondary grades. We will explore the following content areas: evaluation of instructional materials, comprehension instruction, learning vocabulary, reading and writing across the curriculum, assessment of student progress, diversity in the classroom, and current approaches to content reading and writing. Prerequisite: EDUC 3510.

**3330 Instruction in Early Childhood I**

This first instruction course explores the developmentally appropriate approaches, methods, and literacy-based instructional strategies for teaching fine arts, health, U.S. history, and geography appropriate to early childhood. The course will also emphasize SEL and management skills in classrooms along with how to communicate expression and diverse experiences. Creating units based on the understanding of the interrelationships in social sciences will be included in the class.

**3339 Social Science Content and Methods for the Elementary Teacher (2 sh)**

This course prepares candidates to teach social science in the elementary grades. In addition to learning social science content and teaching methods appropriate to the elementary grades, candidates will strengthen their writing skills, standards-based lesson and unit planning skills, and teaching in an interdisciplinary setting. Prerequisite: EDUC 2145.

**3340 Science Content and Methods for the Elementary Teacher (2 sh)**

As the first content and methods science course in the elementary program, this course allows pre-service teachers to demonstrate knowledge and teaching methods about content related to the natural sciences (biology, physics, chemistry, earth and space science, and physical geography). Currently the Next Generation Science Standards (2013) and Illinois Teaching Standards require students to learn specific concepts within each branch of science. This course will address and meet those content knowledge requirements. Field experience will be required for this course.

**3345 Methods of Reading, Language Arts, and Social Studies K-4 (4 sh)**

Emphasis on theory, methodology, strategies, and principles of instruction related to reading, language arts, and social science in grades Kindergarten through grade four. Prerequisite: EDUC 2145.

**3345 Elementary Literacy I (2 sh)**

As the first literacy method course in the elementary education program, this course prepares pre-service teachers to demonstrate the knowledge of balanced literacy in relation to reading, writing, speaking, and listening in primary grades. This course emphasizes emergent literacy, theoretical models, approaches to teaching, selecting children's literature, state and national standards, and designing instruction. Field experience with the children of the age group will be required for the course. Prerequisite: EDUC-2145.

**3346 Elementary Literacy II (2 sh)**

As the second literacy method course in the Elementary Education program, this course prepares pre-service teachers to demonstrate the knowledge of integrated approach to theory, literacy instruction, and assessment. It will offer expertise in literacy strategies, differentiated instruction, standard-based literacy lessons, construction of meaning through reading and writing, and developing literacy units. Field experience with the children of the age group will be required for the course. Prerequisite: EDUC-3345.

**3347 Integrating Literacy Into the Content Areas (2 sh)**

The purpose of this course is to provide the teacher education candidate with the basic theories and skills necessary to understand the development of literacy in the content areas. One of the basic assumptions of this course is that knowledge of content and study strategies are necessary prerequisites for the teaching of reading and other literacy skills. The strategies developed in the two previous literacy courses will apply to this course. A primary goal of reading instruction is to enable the student to apply literacy skills to learning content area information. Prerequisite: EDUC-3346,

**3355 Grammar and Writing Pedagogy (2 sh)**

Intended for English majors in the secondary education sequence, this course will review grammar basics and will study methods of teaching writing. Student must have completed foundational course in composition or the equivalent. Prerequisite: EDUC 2145.

**3356 Methods in Teaching Grammar and Writing Pedagogy in Middle Grades and Senior High (2 sh)**

This course examines the teaching of writing and grammar at the middle grades and senior high school level. Particular emphases are placed on teaching writing as a process, planning curricula to improve student writing, integrating best instructional practices for teaching composition and grammar, and developing effective strategies for assessing student writing. Prerequisite: EDUC 2145.

**3357 Adolescent Literature (2 sh)**

This course examines literature particular to the early- and middle-adolescent reader. The primary areas of focus include exploring the purposes of adolescent or young adult literature in relationship to social, cultural, and psychological frameworks; critical practices for the selection and evaluation of literary texts; and research-based methods of instructing and supporting adolescents to become complex readers through

comprehension and interpretation strategies. Prerequisite: EDUC 2145.

**3360 Instruction in Early Childhood II (2 sh)**

This second instruction course prepares pre-service teachers to gain knowledge in mathematics and science content, instructional methods, and literacy based resources to teach early childhood. In mathematics, the emphasis is on emergent knowledge of numbers and operation, algebraic thinking, measurement of data and basic geometry. In science, the focus is on scientific inquiry on principles and knowledge of interrelationships among science. The pre-service teachers are expected to create, design, implement units that reflect the content multimodality in early childhood.

**3368 Elementary Mathematics I (2 sh)**

As the first mathematics course in the elementary education program, this course prepares pre-service teachers to demonstrate knowledge of the development, use and representation of number and number system, basic operations, whole-number place value, and fraction concepts. Emphasis will be on problem solving, math equity for all children, NCTM standards, assessment, and technology for instruction. Field experience will be required for the course. Prerequisite: EDUC 2145.

**3369 Elementary Mathematics II (2 sh)**

As the second mathematics course in the Elementary Education program, this course prepares pre-service teachers to demonstrate knowledge of the development, use and representation of decimal, percent, proportional reasoning, measurement, geometric concept, data analysis, probability, exponents, integers and real numbers. Emphasis will be on problem solving, math equity for all children, NCTM standards, assessment, and math strategies for instruction. Field experience with the children of the age group will be required for the course. Prerequisite: EDUC-3368.

**3370 Methods of Elementary Mathematics I (2 sh)**

This course provides the pre-service teacher candidate opportunities to develop understanding of how elementary children think about and learn mathematics. Teacher candidates will engage in mathematical tasks and study research on how elementary children best learn mathematics. Course content includes focused analysis on the NCTM Principles and Standards and the Common Core State Standards for Mathematics. Candidates will learn how to engage elementary students in authentic and meaningful mathematical experiences that align to national and state standards, incorporate effective instructional strategies supportive of student mathematical reasoning and problem solving, and develop student's ability to communicate to others mathematically. This course includes a required field experience. Prerequisite: EDUC 3369.

**3371 Methods of Elementary Mathematics II (2 sh)**

This is the second of the elementary methods courses for pre-service teacher candidates. Course content is designed to focus on strategies that engage elementary students in authentic and meaningful mathematical experiences through the integration of best practice in theory, curriculum, instruction, and assessment in the teaching of mathematics. This course includes a required field experience. Prerequisite: EDUC 3370.

**3380 Mathematics Methods for the Middle Grades I (2 sh)**

This course focuses on the methods and techniques for mathematics instruction and assessment in the middle grades. Candidates will develop differentiated lessons and implement

effective strategies through collaborative planning and peer teaching. This course will emphasize and review specific math content and skills appropriate to middle grades learners as identified in the Common Core State Standards. Prerequisite: EDUC 2145.

**3381 Mathematics Methods for the Middle Grades II (2 sh)**

This course focuses on the methods and techniques for mathematics instruction and assessment in the middle grades. Candidates will develop a comprehensive, interdisciplinary unit plan and implement effective strategies through collaborative planning and peer teaching. This course will emphasize and review specific math content and skills appropriate to middle grades learners as identified in the Common Core State Standards. Prerequisite: EDUC 3380.

**3390 Methods and Materials for Teaching Art K-8 (2 sh)**

Lesson planning, methods, and material selection for teaching art in the elementary school. Integration with the program of regular classroom teacher as well as planning for an entire art curriculum for elementary students. Prerequisite: EDUC 2145.

**3407 Methods of Teaching Middle and Senior High School (2 sh)**

Specific methods and materials for teaching middle and secondary school subjects: topics and problems of general instructional media. Basic principles of instruction, preparing for teaching experiences and organizing for instruction. Regular and special populations are included. Music education majors must register for MUS 3408 and 3409 in place of this course. Prerequisite: EDUC 3510; EDUC 3160 or 3170.

**3430 Survey of Teaching Exceptional Learners (3 sh)**

Survey of the psychology of the identification of, and the methods of instruction for the exceptional child, including the learning disabled, with special emphasis on characteristics and methods of instruction for cross-categorical special education students.

**3431 Characteristics of Special Needs Students (3 sh)**

An introduction to the characteristics of students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, and orthopedic or other health impairments and implications of these characteristics in the educational setting and throughout the life-span. The provisions of the Individuals with Disabilities Education Act (IDEA) for these learners are explored as well as the definitions of the disabilities, etiologies, preventions, and interventions. Issues related to the identification, screening, labeling, and placement of culturally and linguistically diverse students in Special Education will also be presented. Attention to past, present, and future issues and trends in the field are given. Early childhood through high school student populations are included. Leads to cross-categorical approval for early childhood, elementary, secondary and K-12 certificates when combined with EDUC 3430, 3436 and 3437. Prerequisite: EDUC 2145.

**3436 Psychological and Educational Assessment for Special Populations (3 sh)**

An examination of assessment and evaluation instruments appropriate for use with special populations. Standardized, aptitude, achievement, diagnostic, and criterion reference tests will be analyzed. Validity, reliability, norming, and standard scores will be examined. Prerequisite: EDUC 2145.



**3437 Methods of Teaching Students with Special Needs (3 sh)**

An introduction to the philosophies and theories underlying the variations in educational programming for students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, and orthopedic or other health impairments. Educational approaches and best practices used by teachers to design curriculum, and instruct and assess students with disabilities will be presented. Prerequisite: EDUC 2145.

**3510 Clinical I: Teacher Aiding (1 sh)**

As the first clinical experience course in the Teacher Education Program, this course requires teacher candidates to observe and teacher aide in a classroom in order to demonstrate an understanding of the classroom environment along with instructional and assessment practices. Teacher Aiding experiences include focused reflection on Danielson's Framework for Teaching and edTPA. Candidates take this clinical twice. Prerequisite: EDUC 2145; Full Admission into the Teacher Education Program

**3520 Clinical II: Mini-Teaching and Seminar (2 sh)**

Mini-teachers meet regularly with School of Education faculty to share and reflect on the experience and prepare for the edTPA. There will be a minimum of 35 hours of mini-teaching in a local school in connection with methods courses. The student must meet the required grade point average and have a receipt by the School of Education of meeting the Illinois basic skills requirement. Prerequisite: EDUC-3510.

**3540 ESL Practicum (0 or 1 sh)**

The purpose of this course is to observe and assist a teacher in an ESL school setting for a minimum total of 100 clock hours. The requirements for this course may also be met through certification of three months of teaching experience with ESL students. Only those who have verification by a principal or other administrators of three months of teaching ESL students prior to entering the program may use that experience to fulfill the requirement. To be taken at the end of the five-course ESL course sequence.

**3601 Introduction to Linguistics (3 sh)**

Introduction to the basic principles of linguistics, the study of human language. Origins of language; what it means to know a language; comparisons of the difficulty levels of different languages; how children acquire language and common threads that may connect languages will be explored.

**3602 Sociolinguistics and Cross Cultural Differences (4 sh)**

Exploration of various aspects of the relationship between language and society. Culture, sex differences, communities, dialects, and speech will be examined.

**3603 Theoretical Foundations of Teaching ESL and Foreign Languages (3 sh)**

Philosophical and theoretical considerations for teaching a second language. An explanation of theories as well as comparisons among the different theories of teaching a second language will be explored. The student will build a personal framework for teaching a second language. Kindergarten through high school student populations will be the focus of attention including design and sequencing of ESL courses.

**3604 Assessment of ESL and Foreign Language Students (4 sh)**

Assessment techniques of ESL students. Different types of assessment instruments, the theoretical viewpoints of these

instruments, and testing procedures in general will be discussed. Assessment of all levels of proficiency and grade levels will be considered.

**3605 Method and Materials for Teaching ESL and Foreign Languages (4 sh)**

Introduction to the various methods of teaching a second language in K-12 based on the philosophies and theories that were presented in 3603. Strategies used when working with ESL or second language students and exposure to the issues of multicultural diversity and socioeconomic diversity.

**3606 Foundations of Bilingual Education (3 sh)**

This course provides the current research and theories forming the foundation of bilingual education. It examines and reviews the historical, legal, philosophical, theoretical, pedagogical, and political issues concerning bilingual education programs in the United States. It also analyzes the linguistic, psychological, social, and cultural underpinnings of current practices in the field and cultivates multicultural perspectives.

**3607 Methods and Materials for Teaching Bilingual Students (3 sh)**

This course introduces various models, philosophies, and theoretical underpinnings of bilingual education for language minority students. It provides and prepares the participants with the theoretical basis, methods, and techniques needed for effective teaching in bilingual/bicultural classrooms.

**3910 Topics in Education (1-4 sh)**

Intensive examination of a selected theme.

**3915 Academic Odyssey: Creating Global Classrooms Through International School Visits (2 sh)**

The Academic Odyssey is a short-term study/travel course offered through the School of Education at North Park University. It is especially designed for prospective teachers seeking to strengthen social and linguistic skills needed for teaching in a multilingual and multicultural global society. By visiting local schools and interacting with students, faculty and school administration of the host country, students are exposed to an in-depth study of unique educational systems across the globe along with current forces and challenges affecting education. A special focus of the course is to examine, compare and contrast the integration of culturally and linguistically diverse student populations in each country while creating culturally responsive instructional materials and activities for the global classroom. Historical and cultural sites are also an integral part of this trip.

**3930 Family and Community Relationships (2 sh)**

Exploration of the role families, schools, and community services in the education of young children. The course will also examine the social, economic, medical, financial and cultural trends that impact the partnership with families of all young children. The students will be required to design family workshops and find resources to support family, school and community.

**4000 Departmental Honors in Education (1-4 sh)**

A project in a school setting emanating from a proposal that has been approved by the education department.

**4130 Student Teaching (8 sh)**

Supervised observation and teaching in a school and grade level appropriate to the program and licensure endorsement sought by the candidate. The candidates will complete one 60 day (approximately 12 week) student teaching clinical experience.

The candidate must meet the required grade and GPA requirement, pass the state content-area test, and be fully admitted into the Teacher Education Program prior to beginning student teaching. Prerequisite: EDUC 3520; Additionally, EDUC 3360 for Early Childhood candidates; EDUC 3345 for Elementary candidates; EDUC 3407 for Secondary and K-12 candidates. Co-requisite: EDUC 4600.

**4600 Capstone Seminar for Student Teachers (4 sh)**

As the capstone course in the teacher education program, this course enables students to create personal syntheses of their educational experiences as university students and as future educators. Students will develop their own philosophy of teaching. Students will assemble professional portfolios and prepare for teacher certification. Part of Professional Term D. Co-requisite: EDUC 4100, 4110, or 4120. Co-requisite: EDUC 4130.

**4970 Internship in Education (1-4 sh)**

An assignment outside a school setting in a business or not-for-profit institution in which education is the primary goal. Please refer to the Internship section of the catalog for internship requirements and guidelines.



## English (ENG)

*Arnesen, Acosta, Dooley (chair), Odelius*

The Department of English seeks to prepare students for meaningful lives of significance and service through the study of literature and creative writing. Students consider literary representation in a wide range of cultural, historical, and interpretive contexts. In so doing students confront fundamental questions of meaning, and acquire skills of persuasion, analysis, and interpretation, as well as the virtues of imaginative and reflective thinking and a heightened awareness of self and other.

### Major requirements for the B.A. in English

#### Required semester hours

36 sh

#### Prerequisites and supporting courses

The general education first-year dialogue course or its equivalent.

#### Required core courses

Literature: 2010; 2020; 2030; 2040; one from Group A: ENG 3090, 3170, 3190; one from Group B: ENG 3240, 3250; one from Group C: ENG 3260, 3270, 3280; 4010; and an elective course from the 3000 level.

Creative Writing: either 2010 or 2020; 2030; 2040; 2050; three courses from 3320, 3350, 3360, 3390; 4020; and an elective literature course from the 3000 level.

#### Notes and Restrictions

Students who pursue a double major in Communication Arts may double-count no more than 8 hours of cross-listed courses.

In support of their study of literature and/or writing, English majors are required to complete at least one course in each of the following Humanities departments: Art, History, and Philosophy. Students are encouraged to consult their advisor for suggestions about particular courses. Students with a double major or those obtaining a secondary teaching certificate are exempt from the Humanities core requirements.

#### Additional requirements:

All students take a comprehensive examination and submit a final project in the spring semester prior to graduation. See the department faculty for more information on these requirements.

#### Honors

For Departmental Honors in English, the applicant must submit a proposal for study by the second semester of her or his third year (or equivalent). Work commences at the beginning of the fourth year. Students shall enroll in ENG 4000 for eight semester hours: four in the first semester of the fourth year, and four in the second semester of the fourth year. Only four semester hours may be included in the total course requirements for the major. For general Departmental Honors requirements and a course description of ENG 4000, see the appropriate sections of this catalog.

### Minor requirements in English

#### Required semester hours

20 sh in courses numbered 2000 or 3000 ranges

#### Required core courses

The general education requirement in first-year dialogue or its equivalent.

#### Electives

Any English courses in the 2000 or 3000 ranges totaling 20 sh.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 1750 Studies In Literature (2 sh) GE

Reading and analysis of the major forms of literary expression. This course is designed to introduce students to the impact of literature on culture, and introduces methods of critical reading as applied to significant texts of world literature of various historical periods. Some sections may be topically focused on a subject pertaining to one of North Park's distinctive strengths (Christian, urban, or international/multicultural); such sections are designated in the schedule of classes.

#### 2010 British Literature I (4 sh) GE

A survey of British literature from Beowulf to Puritan period. Individual works will be studied in relation to literary traditions, cultural contexts, methodology and literary theory.

#### 2020 British Literature II (4 sh) GE

A survey of British literature from the Restoration of Charles II to the modern period. Individual works will be studied in relation to literary traditions, cultural contexts, methodology, and literary theory.

#### 2030 American Literature (4 sh) GE

Study of selected North American writers and their works from the seventeenth to the twentieth century. Individual works will be studied in relation to literary traditions, cultural contexts, methodology, and literary theory.

#### 2040 World Literature in English (4 sh)

Study of selected writers from various nations outside the United States and the United Kingdom. Individual works will be studied in relation to literary traditions, cultural contexts, methodology, and literary theory.

#### 2050 Introduction to Creative Writing (4 sh) GE

The study and practice of the major forms of creative writing. The course will be taught as a seminar, emphasizing the study of model texts and the development of students' work.

#### 3090 Shakespeare (4 sh)

A study of Shakespearean drama, including selected comedies, tragedies, and romances. Cross-listed with COMM 3090.

#### 3170 English Romanticism (4 sh)

Intensive study of selected writers and works of English Romanticism in light of their cultural contexts. Prerequisite: ENG 2020.

#### 3190 Victorian England (4 sh)

Intensive study of selected writers and works of Victorian England in light of their cultural contexts. Prerequisite: ENG 2020.

#### 3240 Modern Literature (4 sh)

A study of poetry, fiction, and drama from 1900 to 1950 with emphasis on innovative styles and techniques. Prerequisite: ENG 2020, 2030, or 2040.

**3250 Postmodern Literature (4 sh)**

A study of literary genres and theory from 1950 to the present with emphasis on fiction.

**1750 Studies In Literature (2 sh) GE**

Reading and analysis of the major forms of literary expression. This course is designed to introduce students to the impact of literature on culture, and introduces methods of critical reading as applied to significant texts of world literature of various historical periods. Some sections may be topically focused on a subject pertaining to one of North Park's distinctive strengths (Christian, urban, or international/multicultural); such sections are designated in the schedule of classes.

**2010 British Literature I (4 sh) GE**

A survey of British literature from Beowulf to Puritan period. Individual works will be studied in relation to literary traditions, cultural contexts, methodology and literary theory.

**2020 British Literature II (4 sh) GE**

A survey of British literature from the Restoration of Charles II to the modern period. Individual works will be studied in relation to literary traditions, cultural contexts, methodology, and literary theory.

**2030 American Literature (4 sh) GE**

Study of selected North American writers and their works from the seventeenth to the twentieth century. Individual works will be studied in relation to literary traditions, cultural contexts, methodology, and literary theory.

**2040 World Literature in English (4 sh)**

Study of selected writers from various nations outside the United States and the United Kingdom. Individual works will be studied in relation to literary traditions, cultural contexts, methodology, and literary theory.

**2050 Introduction to Creative Writing (4 sh) GE**

The study and practice of the major forms of creative writing. The course will be taught as a seminar, emphasizing the study of model texts and the development of students' work.

**3090 Shakespeare (4 sh)**

A study of Shakespearean drama, including selected comedies, tragedies, and romances. Cross-listed with COMM 3090.

**3170 English Romanticism (4 sh)**

Intensive study of selected writers and works of English Romanticism in light of their cultural contexts. Prerequisite: ENG 2020.

**3190 Victorian England (4 sh)**

Intensive study of selected writers and works of Victorian England in light of their cultural contexts. Prerequisite: ENG 2020.

**3240 Modern Literature (4 sh)**

A study of poetry, fiction, and drama from 1900 to 1950 with emphasis on innovative styles and techniques. Prerequisite: ENG 2020, 2030, or 2040.

**3250 Postmodern Literature (4 sh)**

A study of literary genres and theory from 1950 to the present with emphasis on fiction.

**3260 Postcolonial Literature (4 sh)**

Selected readings in postcolonial literature and theory emphasizing cultural contexts. Prerequisite: ENG 2020 or 2040.

**3270 Gender and Literature (4 sh)**

Selected readings in literature and theory that addresses gender issues. Prerequisite: ENG 2010, 2020. You must also take one of the following: ENG 2030 or 2040.

**3280 Race and Literature (4 sh)**

Selected readings in literature and theory that addresses race issues. Prerequisite: ENG 2010, 2020. You must also take one of the following: ENG 2030 or 2040.

**3320 Dramatic Writing (4 sh)**

The study and practice of dramatic writing for theatre, television, and film. Focus on the writer's process, character development, story structure, and the completion of a one-act play or a short screenplay. Offered alternative years. Cross-listed with THEA-3320. Prerequisite: ENG 1750 or THEA 1040.

**3340 Grammar and Writing Pedagogy (2 sh)**

Intended for English majors in the secondary education sequence, this course will review grammar basics and will study methods of teaching writing. Prerequisite: CORE 1000.

**3350 Writing Fiction (4 sh)**

The study and practice of fiction writing. The course will be taught as a work-shop, emphasizing development of students' work.

**3360 Writing Poetry (4 sh)**

The study and practice of poetry writing. The course will be taught as a workshop, emphasizing development of students' poetic form and technique.

**3390 Writing Creative Non-Fiction (4 sh) GE**

The study and practice of creative non-fiction writing. The course will be taught as a workshop, emphasizing development of students' work.

**3910 Topics in English (1-4 sh)**

Intensive study of selected literary topics of interest to students and faculty, for example: Christianity and the Novel, Latina Literature, Film and Fiction, and others.

**4000 Departmental Honors in English (4 sh)**

Honors independent study in English.

**4010 Senior Seminar in English (4 sh)**

Concentrated study in areas of literature of special interest to students and faculty, intended as a capstone course for the major. (Seminars that may be offered include: Asian-American Literature; Central American Writers; Christianity, Literature and Culture; Film and Literature; The Renaissance Epic; The Rise of the Novel; Russian Writers.) Prerequisite: Two English Courses in 3000 level.

**4020 Senior Seminar in Creative Writing (4 sh)**

Concentrated study in areas of literature and creative writing of special interest to students and faculty, intended as a capstone course majors who have selected the writing emphasis. Prerequisite: Two English Courses in 3000 level.

**4910 Independent Study in English (2-4 sh)**

Advanced level of study of topics not covered in the regular English department curriculum. Prerequisite: Completion of at least 20 hours in the English department

**4930 Directed Research (2 or 4 sh)**

Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor is required prior to enrollment in this course. This course may be repeated, though the department may limit the number of credit hours this course satisfies towards the major. Please see the departmental degree requirements for details.

**4970 Internship in English (4 sh)**

Please refer to the appropriate section in the catalog for internship requirements and guidelines.

## English as a Second Language (ESL)

The English as a Second Language coursework provides international students a fundamental grounding in spoken and written English to prepare them for the demands of mainstream academic coursework. Students will also be helped in their understanding of American culture.

### Notes and restrictions

Open only to students for whom English is a second language. Three levels are offered: low-intermediate, high-intermediate, and advanced. Placement is by testing and/or departmental recommendation. Previous study of English is assumed. A total of 8 semester hours is applicable towards graduation and fulfills the foreign language requirement.

#### **1000 English Language Clinic (1 sh)**

Provides students with an opportunity to receive additional, personalized attention in English as needed. Co-requisite: ESL 0960, 0970, or 0980.

#### **1010 Advanced Speaking and Listening (4 sh)**

Provides students with intensive practice in topic control and participation in various discussion formats (e.g., debates, presentations). Students become familiar with lecture and seminar-styles of teaching. Recommended TOEFL score of 61 or higher on the Internet Based Test (IBT). Co-requisite: ESL 1020, 1030.

#### **1020 Advanced Reading and Writing (4 sh)**

Provides students with intensive practice in reading and writing academic English. Students read short stories and essays. Different types of compositions (e.g., narrative, descriptive) are examined, and the students are exposed to different formats of research projects. Co-requisite: ESL 1010, 1030.

#### **1030 Advanced Structure (4 sh)**

Provides students with a comprehensive review of complex sentence structure. Proofreading forms an important part of the course. Co-requisite: ESL 1010, 1020.

## Exercise and Sport (EXS)

*Anderson, Cobb, Lundgren (chair), Potteiger, Wooding, Yu*

The mission of Exercise and Sport is to develop well-educated, competent, reflective and respectful leaders in the fields of human movement and health dedicated to serving diverse populations and committed to lifelong learning. Its programs seek to prepare leaders in education, health, athletics, and healthcare recreation by developing a thorough understanding of that body of knowledge related to human movement and its scientific foundations. There are two undergraduate EXS majors: physical education and exercise science. There is also a Master of Science in Athletic Training (MSAT) and a 3+2 accelerated track that combines the exercise science - pre-athletic training concentration with the MSAT.

### Physical Education Major:

The Physical Education curriculum is designed to prepare students for teaching careers. Students may qualify for K-12 or senior high teaching certificates. Students who do not seek teacher certification may concentrate on a non-school curriculum.

#### Major requirements for the B.A. degree in Physical Education

Required semester hours

41 sh

Prerequisites and supporting courses

BIOL 1250; STAT 1490

Required core courses

EXS 1500, 2700, 3010, 3130 or 3140, 3160, 3700

Electives

Any EXS courses or others approved by advisor (12 sh)

#### Major requirements for the B.S. in Physical Education

Required semester hours

41 sh

Prerequisites and supporting courses

BIOL 1250; STAT 1490

Required core courses

EXS 1500, 2700 or 3800, 2800, 3010, 3130, 3140, 3160, 3700, one course from EXS 4970 or EDUC 4130 and at least 4sh from EXS 2290, 2600, 2950, 3070, 3500, or 3800

Electives

Any EXS courses

Notes and restrictions

Recommended Supporting Courses: EXS 2500, 3190;

Students seeking teaching certification must complete the education sequence.

### Exercise Science Major:

The Exercise Science curriculum prepares students for careers as physical fitness specialists and graduate work as an allied health practitioner. Graduates are prepared to enter the field as personal trainers, group fitness leaders, and fitness consultants, as well as do graduate work in exercise and/or health related fields.

#### Major requirements for the B.S. in Exercise Science - Kinesiology concentration

Required semester hours

46 sh

Prerequisites and supporting courses

BIOL 1250; EXS 1000 or PSYC 1200, PHEN 1050 or 1110 or 1210  
STAT 1490

Required core courses

EXS 1400, 2500, 2600, 3010, 3070, 3160, 3180, 3500, 3700 or 3800, 4010

Electives

EXS 3190, 3910, 4200, 4910, 4930, 4970 or other courses approved by faculty advisor (8 sh)

Notes and restrictions

A comprehensive exam is required. Students interested in pursuing graduate work should take BIOL 2930. Courses in Business, Marketing and Communications are recommended.

Honors

No requirements beyond the University guidelines

### Athletic Training Program:

Major requirements for the B.S. in Exercise Science - Pre-Athletic Training Concentration

Required semester hours

46 sh

Prerequisites and supporting courses

BIOL 1250, 1260; CHEM 1021 or 1150, PHEN 1050 or 1110 or 1210, PSYC 1000, HSC 1490 or STAT 1490

Required core courses

BIOL 2930, EXS 1400, 2500, 2600, 3010, 3070, 3160, 3180, and 16 hours from the following courses: 5000, 5010, 5210, 5310, 5320, 5410

Electives

None

Notes and restrictions

This concentration is for those students intending to apply to the MSAT program as part of the 3+2 accelerated master program. Application to the MSAT is due by May 1st the year prior to which the student intends to begin taking the graduate courses. If the student does not gain entry into the MSAT they will not be able to continue in the pre-athletic training concentration. See more specific application information in the MSAT portion of the catalog.

Honors

No requirements beyond the University guidelines

Note: The Master of Science in Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).



GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

**1000 Personal Health (2 sh) GE**

A study of physical and psychological well-being, including exercise and nutrition.

**1400 Introduction to Exercise Science (4 sh)**

An overview of health/fitness professions and content areas including exercise physiology, biomechanics, and exercise programming. Career paths and professional ethics are also presented. This also offers the basic knowledge and skills required to work as a Personal Trainer.

**1500 Introduction to Physical Education (4 sh)**

An introductory course giving an overview of physical education including history and principles and a study of organization, administration, and assessment in physical education, exercise science, and sport. Includes the development of a philosophy of physical education.

**1600 First Aid/CPR (2 sh)**

Study of immediate care of the injured or ill. Based on American Red Cross standards. Certification in First Aid, CPR, and AED available.

**2290 Coaching Principles and Administration (2 sh)**

This course will focus on examining theoretical and applied concepts of sports coaching, including administrative coaching duties. Emphasis will be placed on coaching at a secondary or college level. The goal of the class will be for students to improve their own coaching practices through research, reflection, and observation.

**2500 Health and Behavior (4 sh) GE**

Study of the dimensions of health and selected health topics with emphasis on how one's behavior affects health. Prerequisite: EXS 1000 or PSYC 1200.

**2600 Applied Musculoskeletal Anatomy (4 sh)**

This course will provide a foundational knowledge base regarding the structure and biomechanics of the musculoskeletal system as it relates to movement and function. Prerequisite: BIOL 1250.

**2700 Movement Experiences for Elementary School Age Children (4 sh)**

Introduction to designing physical education programs for regular and special populations in elementary schools. Emphasis is on application of curricular models to programming of physical education activities in order to accomplish desired outcomes. A focus on tumbling, appropriate apparatus stunts, and rhythmic activities based upon movement analysis and an exploratory approach.

**2800 Physical Education Curriculum: 6-12 (4 sh)**

Introduction to designing physical education programs for regular and special populations in the secondary schools. Emphasis is on application of curricular models to programming of physical education activities in order to accomplish

desired outcomes within an established philosophical framework.

**2950 Sport Psychology (2 sh)**

Develop an understanding of the principles of motivation, the importance of leadership and communication skills, and the different psychological skills athletes can use to improve performance.

**3000 Methods of Teaching Aquatic Skills (2 sh)**

Instruction and practice for teaching basic swimming skills and American Red Cross water safety courses. Emphasis on the various educational methods and approaches applicable to swimming and water safety instruction, as well as on health and safety precautions and guidelines. American Red Cross certification as Water Safety Instructor is available. Prerequisite: EXS 1600, 2800.

**3010 Biomechanics (4 sh)**

Systematic analysis of human movement. The integrated study of applied anatomy and applied mechanics to the analysis of movement. Movement terminology as well as muscular system function in sport will be studied. Prerequisite: BIOL 1250.

**3070 Introduction to Evidence Based Practice (4 sh)**

This course is designed to introduce exercise science students to concepts related to evidence-based practice. In addition, students will develop literacy and communication (i.e. written and verbal) skills necessary to explain their findings to a variety of audiences.

**3120 Principles and Practice of Physical Education for Children and Adolescents (2 sh)**

Study of child growth and development, motor learning, and movement experiences, including teaching of elementary and middle school games, as well as evaluation procedures with regular and special education students. Cross-listed with EDUC 3120. Co-requisite: EDUC 3520.

**3130 Individual and Dual Sports (4 sh)**

Instruction and practice for teaching basic motor skills related to individual and dual activities to regular and special populations with specific study of rules and equipment required. Prerequisite: EXS 1500, 2800, 3010, or EDUC 2140.

**3140 Team Sports (4 sh)**

Instruction and practice for teaching basic motor skills related to team sports to regular and special populations and specific study of the rules and equipment required. Prerequisite: EXS 1500, 2800, 3010, or EDUC 2140.

**3160 Exercise Physiology (4 sh) GE**

Study of human physiology with emphasis on the acute and chronic effects of exercise upon the muscular and cardiorespiratory systems. Lecture and lab required. Cross-listed with BIOL 3160. Prerequisite: BIOL 1250.

**3180 Nutrition (2 sh)**

This course will introduce students to an evidence-based review of the direct effects of diet on health and physical activity. Specific topics addressed include nutrient metabolism, body composition management, hydration, health effects, supplement and food ethics.

**3190 Health Promotion (4 sh)**

Study of health issues as they relate to fitness professionals. Topics of study include weight management, stress management, and substance abuse. Counseling skills, screening

instruments, and referral procedures will also be covered.  
Co-requisite or Prerequisite: EXS 2500.

**3500 Health Appraisal and Fitness Testing (4 sh)**

Knowledge and skills necessary to obtain health appraisals and conduct physical fitness assessments for diverse populations. Interpretation of results and application to fitness activities is also emphasized. Co-requisite or Prerequisite: 3160.

**3700 Exercise Programming and Leadership (4 sh)**

Class planning and exercise prescription based on test and appraisal results. Teaching group exercise classes and use of exercise equipment is also emphasized. Co-requisite or Prerequisite: EXS 3010, 3160.

**3800 Conditioning for Health and Performance (4 sh)**

Classroom education and practical experience using advanced techniques of conditioning. Includes theory and practice of a variety of conditioning models, exercises, and equipment. Prerequisite: EXS 3160.

**3910 Topics in Exercise and Sport (1-4 sh)**

Concentrated study in areas of special interest to students and faculty. Consent of Instructor required. Prerequisite: Two Exercise and Sport Courses.

**4000 Departmental Honors in Exercise and Sport (1-4 sh)**

Consent of instructor required.

**4010 Seminar in Exercise Science (4 sh) GE**

This course examines principles and practices of program organization and administration, including equipment design and purchase, marketing and promotion strategies, and legal issues. Guidelines of professional organizations and government agencies will be studied, compared, and applied to diverse populations. Co-requisite or Prerequisite: EXS 3700.

**4200 Assessment of Human Movement (4 sh)**

Investigates issues in human movement through the lenses of the practitioner and researcher. The course will emphasize quantitative reasoning and application of concepts from various disciplines including exercise physiology, biomechanics, and motor control.

**4910 Independent Study in Exercise and Sport (1-4 sh)**

Consent of instructor and chairperson of division required.

**4930 Directed Research (1-4 sh)**

This course is open to students with an interest in a special topic in research related to Athletic Training, Exercise Science or Physical Education. Students must be an EXS major, either a junior or senior in standing, with a minimum EXS GPA of 3.0. Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor and departmental approval is required prior to enrollment in this course.

**4970 Internship in Exercise and Sport (1-4 sh)**

Please refer to internship requirements and guidelines in another section of this catalog. Prerequisite: Completion of at least 30 hours in the Exercise and Sport department.

**5100 Prevention and Care with Cadaver Lab (4 sh)**

A study of preventative measures and acute care techniques used in athletic training. Concepts, applications, and procedures used in taping, equipment fitting, and splinting will be emphasized. This course also considers how environmental conditions and strength conditioning concepts can influence an individual's risk

of injury or illness. Formal cadaver lab experience will be embedded. Prerequisite: Formal admittance into the MSAT program. Co-requisite: EXS 5300, NURS 5010.

**5300 Orthopedic Assessment I (4 sh)**

A comprehensive study of the lower extremities including the foot, ankle, knee, thigh, hip, pelvis, and spine. Injuries will be discussed from the following viewpoints: 1) prevention, 2) etiology and mechanism of injury, 3) pathology, 4) recognition and evaluation techniques, and 5) treatment. The clinical decision model will incorporate evidence based practice. Prerequisites: Formal admittance into the MSAT program. Co-requisite: NURS 5010, EXS 5100.

**5400 Therapeutic Interventions I (4 sh)**

This course provides an evidence-based overview of the theory and application of therapeutic interventions common to the rehabilitation of select musculoskeletal injuries and conditions. Emphasis will be placed on the foundational theories such as physiology of injury, pain, stages of healing, altered movement as well as the exercises, modalities, and pharmacological interventions specific to the inflammatory and proliferation stages of healing. Prerequisite: EXS 5310, 5320, 5200. Co-requisite: EXS 5210, 5500.

**5410 Therapeutic Interventions II (4 sh)**

This course provides an evidence-based overview of the theory and application of therapeutic interventions common to the rehabilitation of select musculoskeletal injuries and conditions. Emphasis will be placed on exercises and modalities specific to the remodeling stage of healing and for the return to participation. Special considerations for the physical rehabilitation of various anatomical segments will also be explored. Prerequisite: EXS 5210, 5400, 5500. Co-requisite: EXS 5220.

## French (FREN)

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### 1010 Basic French I (4 sh) GE

Introduction to contemporary French language and French and Francophone cultures through real-world learning materials relating to everyday events. Students will learn to identify, describe, and characterize people, object, places, and events; give information and instructions; issue simple commands and requests. Taught in French. Notez bien: No credit for FREN 1010 will be granted to students who have had more than two years of high school French within the last five years.

### 1020 Basic French II (4 sh) GE

Companion course to FREN 1010. Students will learn to speak and write in French about past and future events; tell a story (narrate and describe using the passe compose and the imparfait); and promise, predict, and propose simple hypotheses and conjectures. Taught in French. Prerequisite: FREN 1010.

### 2010 Intermediate French I (4 sh)

Intermediate course for students striving for fluency. Students will develop active vocabulary, reinforce mastery of basic grammar, deal with more complex structures (verbal phrases, subordinate clauses), and use some patterns of indirect speech (e.g., repeating or relaying messages, giving reports, summarizing). Taught in French. Prerequisite: FREN 1020.

### 2020 Intermediate French II (4 sh)

Companion course to FREN 2010. Students will solidify and further expand their listening and reading comprehension, and will produce a more sophisticated level of spoken and written discourse emphasizing subjective expression. Concepts covered: issuing indirect commands and requests; giving opinions; making proposals; building arguments; defending and critiquing ideas. Taught in French. Prerequisite: FREN 2010.

### 3910 Topics in French (4 sh)

Guided reading and discussion of a selected topic in French or Francophone literature or culture. Topics change each semester, so the course may be taken again and again. Reading comprehension tests, presentations, and essays should be expected. Taught in French. Prerequisite: FREN 3150 or professor's permission.

### 4910 Independent Study in French (1-4 sh)

Advanced independent research. Open to majors in other disciplines with reading knowledge in French. Student must obtain consent of instructor and division chairperson to register for this course. Student must be of fourth-year standing.

## Gender Studies (GNDR)

Students who complete the minor requirements for the gender studies program will develop an understanding for their own and others' identities by recognizing the nexus of gender and other identity markers, such as race, class, nationality, religion, sexuality, and others.

### Minor requirements in Gender Studies

#### Required semester hours

20 sh

#### Required core courses

2010, 2110, 2150, 2210

#### Electives

4 sh from GNDR 2250, 3910, 4910; ENG 3270, 3280; PSYC 3250.

#### 2010 The Gender Matrix (4 sh) GE

This course introduces students to gender studies by exploring gender diversity at the intersections of race, class, and other-isms. It focuses on structures and systems that sustain inequalities, but also examines strategies for social justice and positive change.

#### 2110 Identity: Women and Femininities (4 sh)

This course explores the experiences of women and queer persons through an intersectional lens, including race, class, sexuality, and disability. Their experiences across cultures and co-cultures are emphasized.

#### 2150 Identity: Men and Masculinity (4 sh)

This course explores the diverse experiences of men in relation to other identity markers, such as race and class. Students will explore the constructed nature of gender and the ways in which definitions of masculinity have varied across time and cultures.

#### 2210 Gender, Race and Popular Culture

This course explores various types of popular culture, such as sports, celebrities, and film, emphasizing the differing portrayals of, and implications for, persons of diverse genders, races, classes, and other-isms.

#### 3100 Gender Issues (4 sh)

Exploration of male and female gender roles in culture and society. Importance of gender in workplace, family, education, and belief systems. Analysis of power. Assessment of the contribution of feminist theories to study of gender. Cross-listed with SOC 2150.

#### 3910 Topics in Gender Studies (1-4 sh)

An in-depth study of a chosen topic within any discipline.

#### 4910 Independent Study in Gender Studies (1-4 sh)

Advanced independent research in Women's Studies.

## German (GERM)

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### **1010 Basic German I (4 sh) GE**

Introduction to the sound and structure of contemporary German through materials relating to everyday events. Equal emphasis on listening, speaking, reading and writing. No credit for GERM 1010 will be granted to students who have more than two years of high school German within the last five years.

### **1020 Basic German II (4 sh) GE**

Conversation-oriented grammar and lexical patterns. Reading comprehension skills through primary texts. Writing assignments on German life and culture. Supplemental audio-visual presentations. Prerequisite: GERM 1010.

### **2010 Intermediate German I (4 sh)**

Expansion of vocabulary, review of grammar, and extended involvement in conversation and writing through work on short readings about contemporary German culture. Prerequisite: GERM 1020.

### **2020 Intermediate German II (4 sh)**

Expansion of vocabulary, review of grammar, and extended involvement in conversation and writing through work on short readings about contemporary German culture. Prerequisite: GERM 2010.

### **4910 Independent Study in German (2-4 sh)**

Advanced level of study for material not offered in the regular curriculum. To be arranged in consultation with the chair of the Department of Modern Languages and the instructor. Prerequisite: GERM 2010 or GERM 2020.



## Global Studies (GBLS)

(Global Studies will be discontinued as an academic major for students starting after the 2021 academic year.)

The mission of the Global Studies major is the development of international and intercultural awareness of global issues from an interdisciplinary perspective. Through the pursuit of coursework in the humanities, the social and natural sciences, religion, and ethics, our graduates will be informed global citizens with a broader understanding of the complexities of issues facing peoples and nations around the world.

### Major requirements for the B.A. in Global Studies

#### Required semester hours

36 sh

#### Supporting Courses (up to 12sh):

BSE 2211

Foreign Language any modern language at the 2020 (intermediate II) level

Foreign Study Experience:

A minimum of one quad of full-time study in an approved program in another country where the second language is spoken. Programs shorter than 8 weeks must have advisor approval.

#### Required core courses

12sh GLBS 2130, 3000 (total of four times), 4000

Perspectives (24sh, with a minimum of 4 sh from each group)

Political: POGO 2200, 2300, 3210, 3230

Historical and Religious: BTS 2700; HIST 2210, 2260, 3460, 3591

Environmental: BIOL 1180; CHEM 1011; PHEN 1030

Cultural: COMM 2350; CTS 3000, 3400; ENG 2040, 3260; PHIL 2910; SOC 2090, 3310, 3800.

approved perspectives courses in any group may be taken during the study abroad experience.

issue affecting a country or region. They will also complete a portfolio with samples from course work taken as part of the major. Prerequisite: GBLS 2130, 3000

#### 4910 Independent Study in Global Studies (1-4 sh)

A course of independent research that can be applied to the regional study or the capstone requirement with the consent of the Global Studies Advisor.

#### 4970 Internship in Global Studies (2-4 sh)

Students work on a local project that clearly reflects a global/international dimension.

#### 2130 Between Worlds: Introduction to Global Studies (4 sh)

In our increasingly global world, many students plan to live and work in different parts of the world and to be otherwise engaged with the increasing integration of societies worldwide. This course will introduce students to essential concepts of global studies to enable them to better understand the effects of globalization on peoples, nations, regions, and the world.

#### 3000 Global Studies Proseminar (1 sh)

Discussion-based course in which students examine a current issue of global import. Some sessions may be student-led. Global Studies majors must complete four proseminars. Prerequisite: GBLS 2130. Repeatable.

#### 3910 Topics in Global Studies (2-4 sh)

An intensive examination of a selected theme.

#### 4000 Senior Seminar (4 sh)

Capstone seminar on current global issues. Students will complete an interdisciplinary research project focusing on a global

## Greek (GRK)

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### **1010 Basic Greek I (4 sh) GE**

The grammar and vocabulary of Hellenistic Greek, noting significant variations from classical grammar and syntax. Special emphasis on reading New Testament literature.

### **1020 Basic Greek II (4 sh) GE**

The grammar and vocabulary of Hellenistic Greek, noting significant variations from classical grammar and syntax. Special emphasis on reading New Testament literature. Continuation of Greek 1010. Prerequisite: GRK 1010.

## Health Sciences (HSC)

*Bakken, Moeller*

The Bachelor of Science in Health Sciences is designed to advance the learner's critical thinking, communication skills, theoretical knowledge and professional development. The design of the curriculum is to prepare students for career paths in the health sector, including administration, management, and health and wellness promotion. The Bachelor of Science in Health Science program prepares graduates for non-clinical positions within the healthcare industry and/or leadership and management roles in a professional discipline.

Service Learning is an important part of the program. A senior internship and capstone project will provide students with opportunities to work with community partners and gain experience in the healthcare system.

Learning Objectives:

At the completion of this program, graduates will be able to:

- Discuss the structure and functions of the health care system
- Use critical analysis to respond to health care issues and societal needs
- Utilize evidence-based decision-making in the health care setting
- Establish collaborative relationships with clients and function effectively as part of an interprofessional team
- Evaluate the legal, ethical, political, and policy issues that shape and change health care
- Demonstrate leadership, professionalism, and cultural sensitivity in the practice of health care
- Demonstrate an understanding of human, fiscal, and materials management in the delivery of health care (Health Systems Management Track)
- Demonstrate an understanding of how to promote and support health and wellness behaviors in a variety of educational and clinical settings (Health and Wellness Track)
- Understand the role of information technology in the changing U.S. health care system

The Bachelor of Science degree in Health Sciences is granted to students who complete the required program of study. These requirements will include supporting life science classes, the health science core, and a specialty concentration. The degree is designed to meet the needs of two student populations.

Option One:

Allows students who have completed an Associate Degree in an allied health field from an accredited program to build on their knowledge base and enhance their opportunities for advancement in management and health promotion.

Option Two:

Is available for students who do not have a health profession background but would like to pursue a Bachelor of Health Science degree. As a major, students will blend three areas of emphasis.

1) pre-requisite/supporting courses, 2) Health Science core requirements, and 3) a specialized concentration in health and wellness and/or health systems management.

## Major requirements for the B.S. in Health Sciences

### Health Systems Management Concentration

Required semester hours

47 sh

Prerequisites and supporting courses

BIOL 1250, 2350, CHEM 1021, 1031, HSC 1490

Required core courses

HSC 2100, 2800, 3540, 3560, 4240, 4540

Health Systems Management core

BSE 2110, 2211, 2310, 2610, 3520; HSC 3800, 3900, 4010

Notes

Students during their senior year may take a maximum of 3 graduate courses with permission of the Nursing and Health Science Division.

## Major requirements for the B.S. in Health Sciences

### Health and Wellness Concentration

Required semester hours

43 sh

Prerequisites and supporting courses

BIOL 1250, 2350, 2930; CHEM 1021, 1031; EXS 1000; SOC 1910; HSC 1490

Required core courses

HSC 2100, 2800, 3540, 3560, 4240, 4540.

Health and Wellness core

EXS 2500, 3190; HSC 2850, 3120, 4010; NURS 2540 or EXS 3180; PSYC 1000

### 1490 Statistics for the Health Professions (4 sh) GE

This course introduces students to biostatistics, focusing on the application of statistical ideas and methods to collect, summarize, analyze and interpret health sciences data. Topics covered include: data types, summary statistics, graphical methods, correlation, regression, standard scores, probability, risk and odds ratios, normal distributions, confidence intervals, parametric and nonparametric inferential tests. Students develop analytic skills for working with data and critical thinking skills regarding the role of statistics in research in the Health Sciences professions.

### 2100 Introduction to the Health Sciences (4 sh)

This course serves as an introduction to the field of health science. The student will develop an understanding of the health care system in the United States and the professions which impact it. The student will be learning how to navigate

the health care resources and acquire knowledge of how health care is delivered.

**2800 Introduction to Epidemiology (4 sh)**

This course provides knowledge and skills to apply a population focused approach to addressing health-related problems in the US. This course will cover basic epidemiological concepts, statistics, and tools used in descriptive and analytic epidemiology. Students will gain practice in reading and interpreting epidemiologic studies used as a basis for improving health. Tools for improving public health will also be covered, including screening programs, Healthy People initiatives, and disease surveillance systems. Prerequisite: STAT 1490.

**2850 Nutrition Science for Population Health (4 sh)**

Students will learn to evaluate and interpret the latest nutrition science, with an emphasis on nutritional epidemiologic in large populations, including nutritional assessment methods. This course will describe the scientific basis of national nutrition recommendations and how to support patient/consumer efforts to implement dietary advice provided by public health officials and clinicians. Prerequisites: HSC 2800 and either NURS 2540 or EXS 3180.

**3120 Fads and Emerging Health and Wellness Therapies (4 sh) GE**

Students will build health literacy skills by learning how to evaluate and communicate the science behind fads and emerging new health and wellness therapies both verbally and in writing for general lay audiences. Topics will include nutritional supplements, diet and exercise “fads,” and various alternative and complementary health therapies. Prerequisite: EXS 3180 or NURS 2540; NURS 4240.

**3540 Ethics in Health Care (2 sh)**

Issues and dilemmas in the health care system serve as a basis for examination of theories and principles of ethics. The spiritual domain is considered a valued context for decision-making. Prerequisite: HSC 2100.

**3560 Healthcare Informatics (3 sh)**

This course prepares healthcare professionals to successfully apply technology to manage healthcare challenges and opportunities. It emphasizes the vital requirement of healthcare professionals to effectively use technology tools that will engage healthcare consumers as partners in care. A theoretical foundation for the field of informatics is introduced and applied. The course is designed for students in nursing or health science programs of study. It is built upon and connected to the University urban, intercultural, and Christian distinctives. Prerequisite: HSC 2100.

**3800 Regulatory and Oversight Issues in Health Care (2 sh)**

The course explores how legal, policy, and political considerations influence legislative enactments and administrative agencies' regulatory policies in the health care arena. The first part of the course will examine policy and political reasons for government intervention at the state and federal level. The second unit will review the manner in which administrative agencies' implement health care statutes. The third unit will address health care enforcement and compliance issues. Prerequisite: HSC 2100.

**3900 Health Organizations: Principles and Practice (4 sh)**

Students will learn to integrate organizational principles with organizational practice in the preparation of healthcare leaders and managers. This course will lead students through

foundations, research and new directions in health organizations. Pre-requisites: HSC 4240 or NURS 4240, or equivalent.

**3910 Topics in Health Sciences (2-4 sh)**

Concentrated study on selected topics in the health sciences. Some topics may have prerequisites (see annual class schedule).

**4010 Health Science Capstone (4 sh)**

The Health Science Capstone course enables students to synthesize their educational experiences in the major and prepare for careers in their selected field of health care. The capstone project will require the student to demonstrate critical analysis of data and develop a plan to respond to an issue in health care relevant to their concentration (Health Systems Management or Health and Wellness). Students will present their research at the end of the semester through a research paper and formal presentation to each other and invited guests.

**4910 Independent Study in Health Science (2-4 sh)**

Intensive, independent study of a topic chosen in consultation with an instructor in the Department of Health Sciences. Students must have consent of the instructor and department chairperson to register.

**4240 Research Process (2 sh)**

Introduces elements of the research process with emphasis on becoming a consumer of research. Focus is on relevance of research findings to evidenced-based quality health care. Considers ethical issues in research. Prerequisite: HSC 3540.

**4540 Health Care Policy and Politics (2 sh)**

Examines and emphasizes the challenges and opportunities related to issues in health policy and health care from a local, national, and international perspective. Addresses the political, economic, legal, and ethical aspects of the United States Health Care policy and health care issues; their impact on patients; and mechanisms and strategies for political advocacy and influence. Prerequisite: HSC 4240.

**4930 Directed Research (1-4 sh)**

This course is open to students with an interest in a special topic in research related to Health Sciences. Students must be an HSC major, either a junior or senior in standing, with a minimum HSC GPA of 3.0. Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor and departmental approval is required prior to enrollment in this course.

**4970 Internship in the Health Sciences (1-4 sh)**

An on-site internship at an approved business or organization. The student must have completed at least 14 semester hours of credit in the Health Sciences and have a minimum GPA of 2.75 in NPU Health Sciences core and track courses. A maximum of 4 semester hours of elective credit can count toward the overall graduation requirement. Please refer to the internship section of the catalog for additional requirements and guidelines. Prerequisite: Completion of at least 14 semester hours in Health Science courses.

## History (HIST)

*Doherty, Johnson (chair)*

The study of history is an essential component of one's understanding of God, self, and others. It engages students deeply and actively in their own world through disciplined reflection on the significant persons, events and dynamics which have helped to create it and give it meaning. History gives students both breadth and depth of understanding through comparative study of world civilizations and their development over time. The major in History provides specialized courses in the history of the United States, Europe, Africa, and the Middle East. It provides the tools of critical analysis, evaluation of evidence, and historical argumentation, and examines the methodologies and schools of historical writing. As stewards of public memory, historians have a unique calling to serve the community, the Church, and the world.

### Major requirements for the B.A. in History

#### Required semester hours

36 sh

#### Required core courses

HIST 2110, 2120, 2200, 2210 and 4010; Students who declare a History major after having completed the Core Curriculum Global Themes in History course may substitute that course for either HIST 2200 or 2210.

#### Electives

16 sh of 3000 level seminars with the following distribution:

Ancient or Medieval (4 sh)

Modern Europe (4 sh)

Non-Western (4 sh)

United States (4 sh)

In addition, students will take at least one course each from English, Philosophy, and Art, and one course from either Political Science or Sociology.

#### Notes and Restrictions

The history department shares with other departments in the Faculty of Humanities a common spirit and orientation toward the search for the truth. We require history majors to enhance their major learning experiences with at least one course each in Philosophy, Art, and English. Students are encouraged to consult their advisor for suggestions about particular courses. Students with a double major or those obtaining a secondary teaching certificate are exempt from the Humanities co-requirements. Presentation of the senior seminar research at a History Department conference and presentation of a major portfolio are required for graduation.

#### Honors

For departmental honors in History, students must apply no later than the second semester of their third year. The student must earn 8 sh of HIST 4000 in addition to the credit required for a major in History. For general Departmental Honors requirements and HIST 4000 course description, see appropriate sections of this catalog.

## Minor requirements in History

### Required semester hours

20 sh

### Electives

One of the following: HIST 2110 or 2120; One of the following HIST 2200 or 2210. Three courses from seminars numbered 3000 or above, chosen from at least two geographical areas.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 1000 Global Themes in History (4 sh) GE

An introduction to the cultures, historical developments and global interactions of world history through an intense examination of one of its significant themes.

#### 2110 United States to 1877 (4 sh)

Development of a Western civilization on the American seaboard from colonial beginnings to 1877.

#### 2120 United States Since 1877 (4 sh)

Development of an industrial and urban society and its political, economic, social, and intellectual significance; emergence as a world power.

#### 2200 World History to 1500 (4 sh) GE

An introduction to the cultures and historical developments of the major world regions and their global interactions from the establishment of sedentary societies to ca. 1500 C.E. This course is required of History majors.

#### 2210 World History Since 1500 (4 sh) GE

An introduction to the cultures and historical developments of the major world regions and their global interactions from ca. 1500 C.E. to the present. This course is required of History majors.

#### 2230 The Mediterranean World (4 sh) GE

An introduction to the cultures, historical developments and global interactions of the Ancient World, from the establishment of sedentary societies through the fourth century C.E. For students who entered prior to fall 2013.

#### 2250 The Atlantic World (4 sh) GE

An introduction to the cultures and historical developments of the major world civilizations and their global interactions from ca. 1500 C.E. to ca. 1800 C.E.

#### 2260 The Modern World (4 sh) GE

An introduction to the cultures and historical developments of the major world regions and their global interactions in the nineteenth, twentieth, and twenty-first centuries.

#### 3130 History of Rome (4 sh)

A study of the Roman world and its political, institutional, and cultural transformations from its origins through the fifth century. The course will focus in particular on the intercultural dynamics of the Empire.

#### 3140 Society and Culture in the Middle Ages (4 sh)

An inquiry into the development of the institutional, cultural, and intellectual life of Europe from ca. 300 to ca. 1450. The course will be interdisciplinary in character.



**3150 Religion in the Middle Ages (4 sh)**

An examination of the religious culture, institutions, and thought of medieval Europe and the Mediterranean, with particular attention to Christian, Muslim, and Jewish interaction.

**3190 Topics in Ancient and Medieval History (4 sh)**

Intensive exploration of a particular theme within the area of Ancient and Medieval history. Emphasis on developing the requisite skills for historical inquiry.

**3210 African History I (4 sh)**

African history from earliest times to 1880. Themes include population movements, trade, state formation, slavery, and the African response to the nineteenth century revolutions.

**3220 African History II (4 sh)**

African history since 1880. Themes include imperialism and the partition of Africa, the establishment of colonial rule and the African response, national liberation movements, and independent Africa.

**3230 Ancient Civilization of Africa (4 sh)**

Early civilizations of the Nile Valley; ancient Egypt; Nubia; Kush; Ajsum; civilization of North Africa; the Phoenecians; the Greeks and Romans in North Africa; the Sahara in classical antiquity; early Christian era in Africa; the historiography of the east coast; peoples and cultures of east, central, and Southern Africa.

**3240 Themes in North African History (4 sh)**

The history of ancient peoples of the Maghrib; foreign invaders; development of the Trans-Saharan trade; international trade; the imperialist scramble; establishment of colonial rule and the struggle for independence; Northeastern Africa: Egypt, the Sudan, and Ethiopia.

**3260 Imperialism and Nationalism in Africa (4 sh)**

Examination of the nature of European Imperialism and Nationalism in Africa with emphasis on European conquest; conquest and occupation; imperialist exploitation and domination; origins and development of nationalism; triumph of the nationalist liberation movements; legacies of colonialism, nationalism and issues of development in the post-independence era.

**3290 Topics in African History (4 sh)**

Intensive exploration of a particular theme within the history of Africa. Emphasis on developing the requisite skills for historical inquiry.

**3310 Middle East to 1453 (4 sh) GE**

An inquiry into the political, cultural, religious, and institutional development of the Middle East from Constantine and the establishment of Byzantium through the rise of the Ottoman Turks.

**3320 Ottoman Empire (4 sh)**

Examination of the complex imperial culture, politics, institutions, and intellectual life of the Ottoman Empire and its interaction with other Middle Eastern and European powers, from 1453 to 1921. The course will focus in particular on the intercultural and interreligious dynamics of the Ottoman world.

**3391 Topics in Middle Eastern History (4 sh)**

Intensive exploration of a particular theme within the history of the Middle East. Emphasis on developing the requisite skills for historical inquiry.

**3415 The Reformation Era (4 sh)**

An inquiry into the movements to reform the Christian Church in Western Europe in sixteenth and seventeenth centuries with special emphasis on Protestantism, Christian Humanism, and Catholic Reformation.

**3421 Scientific Revolution and Enlightenment (4 sh)**

An inquiry into the Scientific Revolution, the Enlightenment, and the evangelical Awakening of the seventeenth and eighteenth centuries.

**3431 The Rise of the State 1550-1789 (4 sh)**

The sovereign national state is one of the unique developments of Western Civilization. This course will trace its development from the Wars of the Religion to the French Revolution.

**3440 Secularization in the Nineteenth and Twentieth Centuries (4 sh)**

This course will trace the increasingly secular character of Western society from the French Revolution to the Eve of World War I. Topics will include Darwin and Evolution, Einstein and Relativity, and Marx and Communism.

**3450 Twentieth Century Germany (4 sh)**

A study of Germany from World War I to its reunification in the 1990s, focusing on Weimar and Nazi eras.

**3460 Russia, Soviet Union, and Eastern Europe (4 sh)**

The Russian political, social, and cultural tradition; the revolutions of 1917 and the emergence of Leninism and Stalinism; World War II, the eastern European empire, and the Cold War; stagnation under Brezhnev and reform and revolution in both eastern Europe and the Soviet Union in the Gorbachev era.

**3491 Topics in Modern European History (4 sh)**

Intensive exploration of a particular theme within the history modern Europe. Emphasis on developing the requisite skills for historical inquiry.

**3515 The 1960's and American Culture (4 sh)**

American social, cultural, and political history during the 1960s, including 1950s culture, popular politics, the Vietnam War, the Civil Rights Movement, Youth Protest, the Counter Culture, Multiculturalism, Feminism and Gay Activism.

**3521 Immigration and Ethnicity in United States History (4 sh)**

Analysis of the immigration waves that have shaped the American population from the colonial era to the present, including causes of migration; shifting attitudes toward immigrants; immigration policy; economic and social adjustment of newcomers; ideologies of the Melting Pot vs. cultural pluralism.

**3531 Industrialization and Urbanization in Nineteenth Century America (4 sh)**

America's transformation from a geographically compact agrarian republic to an urban, industrial, transcontinental empire. Topics include American nationalism, slavery, the growth of capitalism, urban poverty during the Gilded Age, popular literature and politics.

**3540 American Religious History (4 sh)**

Covers the history of American religions from the Puritan era to the present. The focus of the course will be the history of American Christianity, but will also include the development of uniquely American and world religions. Topics include Puritanism, Evangelicalism, Revivalism and Reform, Mormonism, the Civil War, fundamentalism, Pentecostalism, Immigrant religion, Roman Catholicism, Feminism, African-American voices, and the rise of the Religious Right.

**3591 Topics in U.S. History (4 sh)**

Intensive exploration of a particular theme within the history of the United States. Emphasis on developing the requisite skills for historical inquiry.

**4000 Department Honors in History (4 sh)**

Honors independent study. The student produces a paper at honors level. It must be at least “B” quality to receive honors credit. Presentation of the paper at a Spring Honors Symposium is required.

**4010 Capstone Seminar (4 sh)**

Capstone seminar in advanced historical research of a major integrative theme. Explicit focus on the sources of history, research methods, trends in historiography, and philosophies of history. Major paper required incorporating insights derived from the course.

**4910 Independent Study in History (1-4 sh)**

Intensive independent study of a topic chosen in consultation with an instructor in the Department of History.

**4970 Internship in History (1-4 sh)**

Please refer to internship requirements and guidelines in another section of this catalog

## Honors (HON)

### A Place of Achievement and Preparation

North Park prizes its tradition of high accomplishment by students, faculty, and alumni. The North Park University Honors Congress is designed to bring students and faculty into a learning community that promotes academic excellence, rigorous intellectual development, community involvement, campus and community service, leadership development, and vocational direction. A major goal of the Honors Congress is to prepare students for acceptance into graduate schools and for competition for graduate school fellowship programs. Honors Congress students are encouraged to apply for awards and fellowships both in their individual disciplines and in competitive national programs to serve and learn beyond their undergraduate years. Honors Congress students are assigned mentors to assist them in creating an undergraduate portfolio that will enhance these applications starting in the first year of study. Academic achievement at North Park is also recognized through numerous scholarship and departmental honors that are awarded annually to students demonstrating excellence in the classroom.

### Honors Congress

The North Park University Honors Congress brings together students of high academic ability with faculty in a learning community designed to promote academic excellence, rigorous intellectual development, community involvement, service to others, and vocational direction.

Students receiving Trustee and Nyvall Scholars awards upon admission are invited to join the Honors Congress. Completion of the program will result in honors designation and distinction in major at graduation. Transfer students will be invited to join the Honors Congress upon admission to receive distinction in their major.

### Requirements of the Honors Congress

#### Year 1

- Students participate in the Honors Congress.
- Students complete the first year Honors Seminar, 2 sh each in the fall and spring semesters.
- Students attend the Undergraduate Research Symposium.

#### Year 2

- Students participate in the Honors Congress.
- Students complete at least one GE course with Honors designation.
- Students attend Undergraduate Research Symposium.

#### Year 3

- Students participate in Honors Societies in their major or as leaders in major clubs.
- Students complete a Community Service Honors Project
- Students attend Undergraduate Research Symposium.

#### Year 4

- Students participate in Honors Societies in their major or as leaders in major clubs.
- Students complete a Senior Honors Project in their major.

- Students present their Senior Honors Project at the Undergraduate Research Symposium.

### Graduate School Application

The Office of Career Development and individual school deans work with the Director of the Honors Congress to run seminars and plan events to consider graduate education. Vocational exploration undertaken in the first two years becomes actual planning in the second two years of university study.

### Internship

Chicago connections explored in the first two years become work place learning environments during the last two years. Students take advantage of the city and put their academic knowledge to the test, gaining valuable experience for choices after graduation.

### Rewards of the Honors Congress

The Honors Congress at North Park University provides opportunity for students of promise to excel during their first two years of undergraduate study. If you are highly motivated, and if you are ready to be challenged and to challenge yourself, this program may be for you. We strive to take the Jesus's words "To whom much is given much will be required," and give them special life during your North Park experience. Our philosophy is simply this: The Honors Congress gives students of high intellectual ability an array of learning experiences from which to choose, places them side-by-side faculty mentors who care, and offers guidance and encouragement along the way.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 1010 Honors Congress First Year Seminar (2 sh)

The first of two first-year Honors courses, designed to stimulate critical and creative thinking on a key virtue of the human person (e.g. imagination, beauty, wisdom, etc.) In its interdisciplinary and multicultural character, the course helps prepare advanced students for an intentional and creative approach to their studies and future vocation.

#### 1020 Honors Congress First Year Seminar (2 sh)

The second of two first-year Honors courses, designed to stimulate critical and creative thinking on a key virtue of the human person (e.g. imagination, beauty, wisdom, etc.) In its interdisciplinary and multicultural character, the course helps prepare advanced students for an intentional and creative approach to their studies and future vocation. Prerequisite: HON 1010.

#### 2010 The Imagined City (2 sh)

This is an honors course designed for sophomore students who are joining the honors program in their second year. This interdisciplinary course intends to focus on all three distinctives of North Park University—Christian, Urban, Intercultural—as it analyzes the complex and complicated roles cities in our cultural and personal imagination. This course will explore multiple ways in which the city, and in particular the city of Chicago, is both imagined by its citizens and stirs the citizen's imagination of the good life. The course will engage artistic, philosophical, psychological and environmental (biological) disciplines to help students more deeply engage their place in urban life.

**2020 The Curious Citizen (1 sh)**

This course is for 2nd year students in the Honors Program and serves as a companion course alongside their Honors Designated Core Curriculum course. This course cultivates the skills necessary to design and plan inquiry-based projects (research, creative, or pedagogical) outside of one's own expertise. The course teaches students on how to practice intellectual community and communicate new ideas to a general audience. Lastly, the course is guided by the value of the curious citizen of the world that seeks to build bridges across intellectual divides.

**4000 Honors Portfolio (0 sh)**

Reviews academic progress and evidence of program outcomes in the Honors Congress through personal reflection. Student will submit an organized sample of course work and reflections for review. Independent study.

## Italian (ITAL)

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### **1010 Basic Italian I (4 sh) GE**

This course introduces students to the basic structures of Italian grammar through written and oral usage. Vocabulary is selected from concrete situations of daily living and a cultural component exposes students to general concepts of Italian life and history. No credit for ITAL 1010 will be granted to students who have completed more than two years of high school Italian within the last five years.

### **1020 Basic Italian II (4 sh) GE**

This course introduces students to the basic structures of Italian grammar through written and oral usage. Vocabulary is selected from concrete situations of daily living and a cultural component exposes students to general concepts of Italian life and history. Prerequisite: ITAL 1010.

### **2010 Intermediate Italian I (4 sh)**

This course reviews and expands upon the basic structures of Italian grammar through written and oral usage. Vocabulary begins to introduce topics of increasing length and depth on more abstract and intellectual nature while leading to more complex manipulation of concrete situations. Reading selections from literature and authentic cultural materials are expanded as students are encouraged to create longer oral and written statements of creative expression. Prerequisite: ITAL 1020.

### **2020 Intermediate Italian II (4 sh)**

This course reviews and expands upon the basic structures of Italian grammar through written and oral usage. Vocabulary begins to introduce topics of increasing length and depth on more abstract and intellectual nature while leading to more complex manipulation of concrete situations. Reading selections from literature and authentic cultural materials are expanded as students are encouraged to create longer oral and written statements of creative expression. Prerequisite: ITAL 2010.

### **4910 Independent Study in Italian (2-4 sh)**

Independent research in Italian culture or literature, the conditions of which are arranged with the instructor.



## Latino and Latin American Studies (LAS)

Latin American Studies is an interdisciplinary program designed to apply the scholarly approach of a number of traditional disciplines, such as sociology, theology, and history, to a consideration of the Latino experience. The program seeks to nurture the student's intellectual, social, and political development through an examination of the rich and multifaceted cultures, literatures, religions, and histories of great wealth and diversity of the Latino peoples.

Students who complete the minor in Latin American Studies should be aware of the unique influence of people of the Latino Peoples on the culture of the West, emphasizing the contribution of Latino Peoples to the economic, social, and political development of America. In addition, they should understand the social problems of the U.S. from a Latino perspective and demonstrate a willingness to be agents of change in the creation of social justice and equality.

### Minor requirements in Latino and Latin American Studies

#### Required semester hours

18 sh beyond SPAN 1020

#### Prerequisites and supporting courses

SPAN 1020 or equivalent

#### Required core courses

At least one course selected from LAS and at least one course selected from three of the four remaining areas comprising this minor, (BTS, COMM, SOC, SPAN). Options: BTS 3910; COMM 2750; LAS 3910, 4910; SOC 2090, 2130; SPAN 2130, 3170, 3300, 3400, 3910, 4010.

#### Notes and restrictions

For Spanish majors, no more than two literature courses may apply to this minor. Some course work for the Latin American minor may be done through North Park's program in Morelia, Mexico, and the Coalition for Christian Colleges and Universities' program in San Jose, Costa Rica.

- Students must complete a form listing the courses they have taken to complete the minor, to be obtained from the department and on the department website.
- Students must turn in a simple portfolio to the chair of the department containing the following:
  1. A statement of their specific goals upon entering the program
  2. A self-assessment of the achievement of those goals-including what educational experiences most enhanced their learning, curricular and extracurricular.
  3. Two samples of student work from each course: completed: projects, essays or exams.

#### 2730 Speaking Truth to Power: The Politics of Mexicans in America (4 sh)

Surveys Mexican history from Pre-Columbian Period to the present and emphasizes Mexican American politics. Employs Marxian and Gramscian theory in examining the political influence of such organizations as the League of United Latin American Citizens and the protest rhetoric of Chicano leaders like Cesar Chavez. Examines selected points of common political interests shared by Mexicans and African Americans. Cross-listed with AS 2730.

#### 2950 Rap Music in Urban America: An Introduction to the Politics of Black and Latino Culture (4 sh)

The class employs Marxism and Gramscian theory in interpreting rap music specifically and hip hop culture generally as forms of resistance to the oppressive ideas and discriminatory policies of U.S. society. It offers a critical examination of Latino and Black political rappers viewing them as socially conscious activists committed to the uplift of their respective communities. Cross-listed with AS 2950

#### 3910 Topics in Latin American Studies (4 sh)

Selected topics in areas of Latin American themes, including but not limited to Latin American History, Latin American Economics, Latin American Politics, Latin American Culture, Latin American Music, etc. Course is repeatable.

#### 4910 Independent Study in Latin American Studies (1-4 sh)

Student must have consent of the instructor and chairperson of the division to register for this course.

## Mathematics (MATH)

Ankney, Iliff, Kaestner (chair), Sheu

The overall goal of the department of mathematics is to equip its students for a lifetime of learning and service via God's gift of mathematical thought and practice. Some specific objectives include developing in each student: (1) the ability to think rigorously; (2) an understanding of the fundamental principles and techniques of mathematics; (3) an appreciation of mathematics as the primary language of science and an important part of our cultural heritage; (4) the ability to learn independently and to utilize technology effectively for learning and problem solving; (5) the ability to communicate mathematics well in both oral and written form.

### Major requirements for the B.A. in Mathematics

#### Required semester hours

40 sh

#### Required core courses

MATH 1410, 1490, 1510, 1520, 2420, 3010, 3050, 3100, 3110, 3210

#### Notes and restrictions

A comprehensive examination is required for graduation.

For students in secondary education: The B.A. in Math meets the requirement for the Senior High Endorsement in the area of mathematics.

#### Honors

For Departmental Honors in Mathematics, 4 sh of MATH 4000 are required in addition to the 36 sh for a B.A. Application for admission should be made the second semester of the third year. For general Departmental Honors requirements and MATH 4000 course description, see appropriate sections of this catalog.

### Major requirements for the B.S. in Mathematics

#### Required semester hours

40 sh

#### Prerequisites and supporting courses

CSIS 1210, CSIS 1220 or PHEN 1510; 2 additional hours in MATH numbered 2000 or higher.

#### Required core courses

MATH 1410, 1510, 1520, 2030, 2420, 3050, 3100, 4010 or 4970 (4 sh)

#### Electives

Option A: MATH 3150 and 4 sh of Mathematics numbered 2000 or higher.

Option B: PHEN 2110 and a combination of 4 additional hours in Mathematics, numbered 2000 or higher, or one of PHEN 3310, PHEN 3410, PHEN 3510

Option C: BSE 3210, 3220

Option D: CSIS 3310, 3320

#### Notes and restrictions

Students who pursue a double major in Mathematics may double-count no more than 8 hours of cross-listed courses.

A comprehensive examination is required for graduation. An oral presentation of a paper outside the classroom (the paper and venue to be previously approved by the department) is required for graduation.

#### Honors

4 sh of MATH 4000 are required in addition to the 40 sh for a B.S. Application for admission should be made the second semester of the third year. For general departmental honors requirements and a MATH 4000 course description, see appropriate sections of this catalog.

### Minor requirements in Mathematics

#### Required semester hours

20 sh

#### Required core courses

20 sh in the Mathematics Department in courses numbered including MATH 1410, 1490, 1510, 1520 and a minimum of 4sh of Mathematics numbered 2000 or higher.

### Certificate in Actuarial Science

MATH 1510, 1520, 2420, 3050, 3150, 4970 (4sh)

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 1005 Practical Mathematics for College Students (4 sh)

Topics in basic mathematics including solving equations, graphing, substitution to evaluate expressions, order of operations, word problems, translations of units, proportions, real-world modeling problems, fractions, exponential notation, and use of calculator. Registration based on score on the mathematics placement test. Developmental courses do not count toward the 120sh graduation requirement but do count towards full-time enrollment status.

#### 1010 Intermediate Algebra (4 sh)

Topics in beginning and intermediate algebra such as: equations and inequalities, systems, polynomials, factoring, graphing, roots and radicals, rational functions, conic sections, logarithms, exponents, and quadratic equations. Designed to prepare students for math classes numbered 1020 or higher and especially for MATH 1150. Developmental courses do not count toward the 120sh graduation requirement but do count towards full-time enrollment status.

#### 1020 Modern Mathematics for Elementary Teacher (4 sh)

Foundational concepts, reasoning, and procedures in mathematics. Topics include elementary concepts in probability and statistics, number theory, algebra, limits and calculus, and geometry.

#### 1030 Concepts and Structures (4 sh) GE

Acquaints students with some of the diversity of mathematics and mathematical thinking through a survey of topics such as personal finance, symbolic logic, linear modeling, fair division, apportionment, voting theory, probability, and the history of mathematics, all from a social justice perspective. Prerequisite: MATH 1005 or MATH 1010 or designated score on the NPU math placement examination.

**1150 Pre-Calculus Mathematics (4 sh) GE**

Analysis of polynomial, rational, algebraic, trigonometric, exponential, and logarithmic functions. Prerequisite: MATH 1010 or by math placement.

**1410 Discrete Mathematics I: Number Theory and Logic (4 sh) GE**

Introduction to mathematical logic and writing proofs, providing a solid foundation for further work in mathematics. Topics include propositional logic, first-order logic, proof techniques, elementary number theory, sets, Boolean algebra, and relations. Students should have completed four years of high school math. Prerequisite: MATH 1010.

**1490 Introductory Statistics (4 sh) GE**

Introduction to applied statistical analysis. Descriptive, correlational, and inferential statistics; concepts of population, sample, sampling distribution; elements of probability; parameters of discrete distributions; hypothesis testing; analysis of proportions, means, and variance; linear regression. Cross-listed with STAT 1490. Prerequisite: MATH 1005 or MATH 1010 with a minimum grade of C or by math placement.

**1510 Calculus I (4 sh) GE**

Beginning calculus, limits and continuity, derivatives, mean value theorem, applications of derivatives, antiderivatives, Riemann Sums, introduction to the definite integrals. Uses computers. Lab included. Student should have completed four years of high school math. Prerequisite: MATH 1150.

**1520 Calculus II (4 sh) GE**

Continuation of MATH 1510. Fundamental theorem of calculus, evaluation of definite integrals, applications of definite integrals, introduction to differential equations, infinite sequences and series. Uses computers. Lab included. Prerequisite: MATH 1510.

**2030 Differential Equations (4 sh) GE**

Study of ordinary differential equations, especially first and second order, with applications to geometry and the physical life sciences. Uses computers. Prerequisite: MATH 1520.

**2420 Statistical Theory I (4 sh) GE**

Providing a solid foundation for further work in mathematics also required for actuarial certificate test-I (P-1). Topics include:

Numerical and descriptive statistics, Probability and the laws of probability, discrete random variables and their probability distributions, continuous random variables and their probability distributions. Prerequisite: MATH 1490 or STAT 1490.

**3010 Introduction to Geometry (4 sh) GE**

An introduction to analytic and synthetic geometries emphasizing Euclidean axioms with refinement of rigorous axiomatic proof; preliminary study of non-Euclidean geometries

**3050 Vector Calculus (4 sh) GE**

A detailed study of functions of several variables including differentiation, line and surface integrals, and Green and Stokes' theorems. Uses computers. Prerequisite: MATH 1520.

**3060 Real Analysis (4 sh) GE**

Introduction to the fundamentals of real analysis including real numbers, limits, derivatives, and the Riemann integral. Prerequisite: MATH 1410, 1520.

**3100 Linear Algebra (4 sh) GE**

A study of matrices, vector spaces, linear transformations, orthogonality, eigenvalues, and eigenvectors. Uses computers. Lab included. Prerequisite: MATH 1510.

**3110 Modern Abstract Algebra (4 sh) GE**

Study of groups, rings, ideals, integral domains, fields and their applications. Prerequisite: MATH 1410, 1520.

**3150 Statistical Theory II (4 sh) GE**

Providing a solid foundation for further work in mathematics also required for actuarial certificate test-I (P-1). Topics include: Multivariate Probability distributions, functions of random variables, sampling distributions and the central limit theorem, estimations and their methods, and hypothesis testing. Prerequisite: MATH 1520, 2420..

**3210 History of Mathematics (4 sh) GE**

Study of history of mathematics focusing on Western and non-Western primary sources; using of historical invention as a teaching tool in mathematics; professional writing in mathematics. Prerequisite: MATH 1410, 1520.

**3310 Complex Analysis (4 sh) GE**

Complex numbers, elementary complex functions, the Cauchy theory, infinite series, the calculus of residues, and introduction to conformal representation. Prerequisite: MATH 3060.

**3620 Numerical Methods (4 sh) GE**

An introduction to numerical methods with computer implementation. Solution of linear, non-linear, and differential equations; interpolation and approximation; numerical integration and differentiation; and error analysis. Prerequisite: MATH 1520, CSIS 1210.

**3910 Topics in Mathematics (2-4 sh)**

In-depth treatment of selected topics. Possible topics include point set topology, philosophy of mathematics, and Dynamical Systems. Prerequisite will depend on the topic.

**4000 Department Honors in Mathematics (4 sh)**

Honors independent study in Mathematics.

**4010 Fourth-Year Seminar (4 sh)**

Capstone course for mathematics major. Students learn to read, analyze, and learn mathematics not contained in standard undergraduate textbooks. Written and oral presentations required. Student must be of fourth-year standing and a mathematics major.

**4910 Independent Study in Mathematics (1-4 sh)**

Independent Study in Mathematics.

**4970 Internship in Mathematics (1-4 sh)**

Please refer to the Internship section for requirements and guidelines.

## Middle Eastern Studies (MES)

The purpose of the minor is to offer a concentrated program of study for students interested in exploring the politics, history, and religions of the Middle East. These courses will be supplemental to the student's major field of study. For example, International Business, Politics and Government, History, or Biblical and Theological Studies majors can focus their studies on the Middle East as an aspect of their vocational or graduate school preparation. The Middle Eastern Minor is structured to build upon courses currently available primarily in the Biblical and Theological Studies, History, and Politics and Government departments.

### Minor requirements in Middle Eastern Studies

#### Required semester hours

20 sh

#### Required core courses

MES 2720; BTS 2700 or MES 2710; HIST 3320; POGO 3370

#### Elective

Choose one from the following: ARAB 1010 or 1020; CTS 3400; HIST 3310; POGO 2200, 2300, or 3390

#### Notes and Restrictions

- Students must complete a form listing the courses they have taken to complete the minor, to be obtained from the department and on the department website.
- Students must turn in a simple portfolio to the chair of the department containing the following:
  1. A statement of their specific goals upon entering the program
  2. A self-assessment of the achievement of those goals—including what educational experiences most enhanced their learning, curricular and extracurricular.
  3. Two samples of student work from each course: completed projects, essays, or exams.

#### 2710 Children of Abraham: the Three Major Monotheistic Religions of the Middle East (4 sh)

The course will examine in depth the origins of Islam, Judaism, and Christianity in their respective Middle Eastern contexts. Various sects and denominations within each religion will be studied, noting theological and political differences. Special attention will be given to contemporary political dynamics and manifestations of each religion in the Middle East and North America. Students will have first-hand encounters with local Muslim, Jewish, and Christian leaders and observe how their respective faith communities are adapting to western secular culture. Theological Emphasis. Prerequisite: BTS 1850.

#### 2720 Palestine and Palestinian Christianity from Pentecost to 2000. (4 sh)

The course will be a multi-disciplinary survey of Palestinian Christianity from the time of Jesus until the year 2000. Each major period will be studied in terms of the political, historical, theological, and interreligious context of Palestine. Emphasis will be placed on the origins and diversity of early Palestinian Christianity, the initial tension with Judaism, Roman occupation, Byzantine Christianity, Islam, the Crusades, Palestine

under the Ottoman Empire, the rise of Zionism and the Israeli-Palestinian conflict, the British Mandate, and the decline of Christianity in contemporary Israel and the Palestinian territories. Students will also be required to complete 12 hours of service learning in a religious or human rights institution related to the issues studied in class.

#### 3910 Topics in Middle Eastern Studies (2-4 sh)

An intensive examination of a selected theme.

## Music (MUS)

Ryan (Interim Dean), Davids, Kim, Lill, McBride, Zelle

(Bachelor of Music in Music Worship and Bachelor of Music in Performance will be discontinued as academic majors for students starting after the 2021 academic year.)

The music program of the School of Music, Art and Theatre educates students in the art of music, creating a successful path toward graduation for every student by offering challenging curricula and inspiring artistic experiences. The faculty is committed to supporting and guiding students toward realizing their potential, and acting as a resource for students as they emerge into today's entrepreneurial world of music. The program seeks to create and promote a culture of compassion through the intersection of faith and learning, heightening an awareness of civic responsibility. These goals are enhanced through city-centered experiences in Chicago, providing a wider global perspective for student exploration.

To facilitate these aims for music majors, two degrees are offered. The Bachelor of Arts in Music is a broad-based liberal arts degree with four possible concentrations. The Bachelor of Music Education (voice/piano and instrumental) is a professional program which results in K–12 licensure qualifying graduates to teach music in the Illinois public school system (pending meeting all licensure standards). All music majors must maintain a minimum grade point average of 2.5 in their academic music courses and a 3.0 in applied music. North Park University is accredited by the National Association of Schools of Music (NASM).

The music minor is designed to provide basic training in theory, history, aural skills, and performance and can be combined with most majors outside of music. The Certificate in Music for Social Change and Human Values is an eight-semester-hour undergraduate certificate designed for students enrolled in any degree track in music who seek more knowledge of, and experience with, the El Sistema-inspired philosophy of music instruction, and music-related social change. The Arts Management Certificate is open to any major or minor in music, art or theatre and offers ten semester hours of coursework related to leadership and management in the arts.

### Application Process

As soon as possible after applying to the University, prospective music majors, minors, and students seeking teaching licensure must be evaluated for acceptance into the music program. The evaluation will consist of a theory placement exam and keyboard placement (if applicable), sight reading, and an audition. Repertoire requirements vary by instrument. See website for details.

To audition for a music scholarship, students must submit an online audition request form, and a resume. Recordings are acceptable although a live audition is preferred. If an audition is not possible on our published audition days, an individual audition date may be arranged, but is not guaranteed. Auditions scheduled after our published audition dates may not receive full music scholarship consideration. Any non-music major with previous music training and experience who wishes to be considered for a music scholarship should follow the same procedure as outlined above.

Following at least one year of music study, prospective music majors must successfully complete a Sophomore Conference for acceptance into their music major of choice. At the point of the conference and beyond, students must have and maintain a minimum 2.0 overall GPA, 2.5 academic music course GPA, and 3.0 applied music GPA. Candidates in Music Education must have and maintain an overall

GPA of 2.50 and a 2.75 GPA in Music and Education coursework. Additional requirements may apply. Please see the Music Student Handbook for details.

### Honors

For the general requirements of the University, see the Honors section in this catalog. To be eligible for admission into the Music Honors Program the students must meet the following criteria:

1. Students must be at least a second semester third-year student.
2. Students must have completed all course work as prescribed by their major through the first semester of the third year.
3. Students must have demonstrated superior accomplishment in academic and/or performance areas and a highly developed sense of individual initiative.
4. Students must gain sponsorship of a supervising faculty member.
5. Students must obtain an application from the Dean of the School of Music, Art and Theatre and submit it, stating the nature of the proposal, for approval by the music program. Students who meet the requirements of both the Music program and the University and successfully complete the honors project will receive a baccalaureate degree with honors.

Additional details can be found at [www.northpark.edu/music](http://www.northpark.edu/music).

## Major requirements for the B.A. in Music (General Studies in Music concentration)

### Required semester hours

40 sh

### Prerequisites and supporting courses (4 sh)

MUS 2060

### Required core courses

Music History (6 sh): 3010, 3020

Theory (20 sh): 1080, 1110, 1120, 2110, 2120, 2130, 2140, 3130, and 3140

Performance Practica (2 sh): 0100 (8 semesters); 1005; Keyboard Skills (0 sh): 1010 and 1020, Level II Proficiency required; 2970

Ensemble (0 sh): 4 years

Brass, Percussion, String or Woodwind: Required 4 years: (strings) MUS 0750, (brass/woodwind/percussion) MUS 0700 or MUS 0725

Guitar: Required at least 2 years in MUS 0700, MUS 0725, MUS 0750, MUS 0800 or MUS 0810. No more than 2 years in MUS 0855, MUS 3770.

Piano and Organ: Required at least 2 years in or accompanying an ensemble (based on ability) such as the MUS 0700, MUS 0725, MUS 0750, MUS 0800 or MUS 0810. No more than 2 years in or accompanying MUS 0855 or MUS 3770.

Voice: Required at least 3 years in MUS 0800 or MUS 0810. No more than 1 year in MUS 0855 or MUS 3890.

Applied Music (12 sh)

Electives (10 sh): Must be non-music (AMUS or MUS) and cannot be counted for Core Curriculum.



## Major requirements for the B.A. in Music (Composition concentration)

### Required semester hours

40 sh

### Prerequisites and supporting courses (4 sh)

MUS 2060

### Required core courses

Music History (6 sh) 3010, 3020

Theory (22 sh): 1080, 1110, 1120, 2110, 2130, 2140, 3130, 3140, 4160 and one from: 3150, 3910 (when topic is theory focused), 4165, or 4175

Performance Practica (4 sh): 0100 (8 semesters); 1005; Keyboard Skills (0 sh): 1010 and 1020, Level II Proficiency required; 2155; 2970; AMUS 4900

Ensemble (0 sh): 4 years

Brass, Percussion, String or Woodwind: Required 4 years: (strings) MUS 0750, (brass/woodwind/percussion) MUS 0700 or MUS 0725

Guitar: Required at least 2 years in MUS 0700, MUS 0725, MUS 0750, MUS 0800 or MUS 0810. No more than 2 years in MUS 0855, MUS 3770.

Piano and Organ: Required at least 2 years in or accompanying an ensemble (based on ability) such as the MUS 0700, MUS 0725, MUS 0750, MUS 0800 or MUS 0810. No more than 2 years in or accompanying MUS 0855 or MUS 3770.

Voice: Required at least 3 years in MUS 0800 or MUS 0810. No more than 1 year in MUS 0855 or MUS 3890.

Applied Music (8 sh): must include 6 sh of AMUS 1010

Electives (10 sh): Must be non-music (AMUS or MUS) and cannot be counted for Core Curriculum.

## Major requirements for the B.A. in Music (Jazz Studies [Instrumental] concentration)

### Required semester hours

40 sh

### Prerequisites and supporting courses (4 sh)

MUS 2060

### Required core courses

Music History (6 sh) 3010, 3075

Theory (22 sh): 1080, 1110, 1120, 2110, 2120, 2130, 2140, 3130, 3150 and 4175

Performance Practica (4 sh): 0100 (8 semesters); 1005; Keyboard Skills (0 sh): 1010 and 1020, Level II Proficiency required; 2970, 3155; AMUS 4900

Ensemble (0 sh): 4 years: 0700, 0725 and/or 3710, by advisement.

Applied Music (8 sh): by advisement.

Electives (10 sh): Must be non-music (AMUS or MUS) and cannot be counted for Core Curriculum.

## Major requirements for the B.A. in Music (Performance concentration)

### Required semester hours

40 sh

### Prerequisites and supporting courses (4 sh)

MUS 2060

### Required core courses

Music History (6 sh): 3010, 3020

Theory (16 sh): 1080, 1110, 1120, 2110; and 2130, 2140, and 3130

Performance Practica (6 sh): 0100 (8 semesters); 1005; Keyboard Skills (0 sh): 1010 and 1020, Level II Proficiency required; 2970 (osh); AMUS 4900 (osh). Voice (4sh): 3401; and two from 2401, 2402, 2403, 2404, 2405. Instrumentalists (4sh): AMUS 3050 (4 terms of 1sh or 2 terms of 2sh)

Ensemble (0 sh): 4 years

Brass, Percussion, String and Woodwind majors: Required 4 years: MUS 3770; and (strings) MUS 0750, (brass/woodwind/percussion) MUS 0700 or MUS 0725.

Guitar majors: Required 4 years: MUS 3770 and at least 2 years in MUS 0700, MUS 0725, MUS 0750, MUS 0800 or MUS 0810. No more than 2 years in MUS 0855.

Piano and Organ majors: Required 4 years MUS 3770 and at least 2 years in or accompanying an ensemble (based on ability) such as the MUS 0700, MUS 0725, MUS 0750, MUS 0800 or MUS 0810. No more than 2 years in or accompanying MUS 0855.

Voice majors: Required 4 years MUS 3450 or 3455 and at least 3 years in MUS 0800 or MUS 0810. No more than 1 year in MUS 0855 or MUS 3890.

Applied Music (12 sh)

Electives (10 sh): Must be non-music (AMUS or MUS) and cannot be counted for Core Curriculum.

## Major requirements for the B.M.E. (Bachelor of Music Education)

### Required semester hours

59 sh in music; 38 sh in education

### Prerequisites and supporting courses (4 sh)

MUS 2060

### Required core courses

Music (48 sh)

Music History (8 sh): 3010, 3020; one from 2050, 3075, or 3910 (when the topic is music history focused)

Theory (22 sh): 1080, 1110, 1120, 2110, 2120, 2130, 2140, 3130, 3140, and 4160

Performance Practica (6 sh): 0100 (7 semesters), Keyboard Skills: 1040 Level IV Proficiency; 2970, 3170, and 3180

Ensemble (0 sh): Required 7 semesters in MUS 0700, MUS 0725, MUS 0750, MUS 0800 or MUS 0810. Students are strongly

encouraged and advised to participate in Gospel Choir and Chamber Ensembles.

Applied Music (12 sh): Voice track (voice 9sh, piano 3sh), Piano track (piano 9sh, voice 3sh), Instrumental track (instrumental 9sh, voice 1sh, piano 2sh)

#### Music Education (11 sh)

All Majors : MUS 3307, 3408, 3409; Three of the following: 2080, 2081, 2082, 2083, 2084

Voice and Piano Majors: 2401, 2402, 3401, 3402

Instrumental Majors: 3080, 3081, 3082, and 3083

#### Professional Education (38 sh)

EDUC 2120, 2130, 2140, 2145, 3011, 3130, 3170, 3315, 3430, 3510, 3520, 4130 and 4600 See Education Department section of the catalog for course descriptions.; MUS 2155

#### General Education

(NPU and State of Illinois) Refer to School of Education catalog section.

### Minor requirements in Music

#### Required semester hours

22 sh in music

#### Required core courses

Music History (6 sh): 3010, 3020

Theory (12sh): 1080, 1110, 1120, 2130, and 2140

Performance Practica (2 years, 0 sh): 0100 (4 semesters)

Keyboard Skills (0 sh): Level II proficiency

Ensemble (2 years, 0 sh): 0700, 0725, 0750, 0800 or 0810

Applied (4 sh)

### Requirements for the Certificate in Music for Social Change and Human Values

#### Required semester hours

8 sh

#### Required core courses

MUS 1600 (1sh)

MUS 2083 (1sh) and MUS 3083 (1sh) or AMUS 3050 (2sh)

MUS 3690 (2sh)

3 semesters of MUS 4970 (1sh each; 3 sh total) in an El Sistema-inspired setting (at least 1 sh) and/or Education in Human Values setting

### Requirements for the Certificate in Arts Management

#### Required semester hours

10 sh

#### Required core courses

MUS 3500, 4970 (2 sh); NONP 2710 (pre-requisite of BSE 2211 waived for students with 30 sh or more completed credits), 3710

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

**100 Student Recital (0 sh)**

This course is designed to offer students opportunities to listen to a variety of concerts and recitals, and to perform as soloists as well. In addition, guest artists conduct master classes on occasion. Students registered for this course have a set number of requirements to attend General and Class Recitals, evening and weekend concerts, and recitals from the Music Concert Calendar. Students also have specific performance requirements associated with the General and Class Recitals.

**700 Jazz Ensemble (0 or 1 sh) GE**

A select group of wind, rhythm, and percussion players determined by audition. Repertoire includes music for large jazz groups from the big band era to the present. An on-campus concert is presented each term, along with occasional outside performances.

**725 Concert Band (0 or 1 sh) GE**

Open to all wind and percussion players, this group is dedicated to the performance of wind ensemble music, both original music and transcriptions. Performances include on-campus concerts each term.

**750 University Orchestra (0 or 1 sh) GE**

Devoted to the study and preparation of orchestral literature from the Baroque era to the present through regular rehearsal and performance. All instrumentalists are welcome. Principal positions and general seating are determined by audition. Orchestra Rehearsals and Concerts are centered around Education in Human Values (based on five universal core values; truth, love, peace, right conduct and non-violence) and serve as a model for the certificate in Music for Social Change and Human Values.

**800 University Choir (0 or 1 sh) GE**

A select group of experienced choristers, determined by audition. Emphasis is placed on vocal development and performance, with major appearances annually on and off campus, and with regular national and foreign tours. The University Choir performs a varied repertoire of sacred and secular music. Cross-listed with MUS 5800.

**810 Upper Voice Chorale (0 or 1 sh) GE**

A select group of upper-voice singers determined by audition. Emphasis is placed on vocal development and performance, with major appearances annually on and off campus, and with national and foreign tours periodically. The Upper Voice Chorale (UVC) performs a varied repertoire of sacred and secular music.

**850 Gospel Choir (0 or 1 sh)**

Open to all singers, the Gospel Choir performs music that originates in the African American religious experience, including both traditional and contemporary repertoire. The choir performs two concerts a year on campus.

**855 Gospel Choir Touring Ensemble (0 or 1 sh) GE**

A select ensemble of singers drawn from the larger Gospel Choir by audition. The repertoire features all forms of gospel as well as traditional spirituals. The emphasis is on off-campus performances with a major tour every other year. Complete MUS 0850 or by Music Placement.

**860 University Ministries Worship Team Ensemble (0 or 1 sh)**

This worship ensemble is chosen by audition and supervised by University Ministries and the Worship Arts Coordinator for the campus. Students are expected to develop knowledge, skills and attitudes pertaining to planning and leading music in worship.

Roles on the team include team leaders (planning, coordination, song selection), vocalists, instrumentalists, and communications liaison to other worship planning groups. Emphasis will be given to learning diverse worship styles and repertoire will include worship music from various traditions and cultural styles. Students will lead in weekly campus worship services as well as off-campus worship events. Co-requisite: MUS-2210.

**1000 Music Appreciation (2 sh) GE**

Introduction to the art of music in Western civilization, and its elements, styles, and masterworks from the Middle Ages to the present. Emphasis on repertoire study, listening, and concert attendance. On and/or off-campus concert attendance required. For the non-music major. Cannot be applied toward a major or minor in music.

**1005 Introduction to the Music Profession (2 sh) GE**

Introduction to the Music Profession offers Bachelor of Arts or Music students to begin to make connections between their music study, the total academic program, and post-undergraduate activities. It will also provide a setting in which to share perceptions about intended professions; this process will then in turn create a supportive atmosphere to ease the transition from high school and prior artistic settings, to college, and eventually to the workplace. Guests who work in a variety of music fields will be invited to selected classes, and students will be assigned readings that will act as a basis for in-class discussions. Other goals of the course include an intensive focus on the ethical dimensions of the music profession, and an exploration of professional habits that will support success in the future. Prerequisite: MUS 1080.

**1010 Keyboard Skills I (2 sh)**

For students with little or no piano study. Functional keyboard harmony, scales, transposition, simple score reading, sight-reading, improvisation, and repertoire. For music majors, minors, and concentrations. Placement by piano faculty.

**1020 Keyboard Skills II (2 sh)**

For students with some piano study. Functional keyboard harmony, scales, transposition, simple score reading, sight-reading, improvisation, and repertoire. For music majors, minors, and concentrations. Prerequisite: MUS 1010 with a grade of C- or placement by piano faculty.

**1030 Keyboard Skills III (2 sh)**

For students with a minimum of 2-4 years of piano study. Functional keyboard harmony, scales, transposition, score reading, accompaniments, sight-reading, improvisation, repertoire, and skills required for specific majors. For music majors as required by degree track. Prerequisite: MUS 1020 with a grade of C- or placement by piano faculty.

**1040 Keyboard Skills IV (2 sh)**

For students with a minimum of 3-5 years of piano study. A highly focused and practical approach to the performance of music materials commonly used in music education and worship programs. Areas of study include: advanced score reading using C clefs; transpositions, and keyboard improvisation. For music majors as required by degree track. Prerequisite MUS 1030 with a grade of C- or by placement of piano faculty.

**1060 Fundamentals of Music I (1 sh)**

Study of pitch and rhythmic notation, meter, key signatures, major scales. Designed as a remedial class for music students

or as an introductory class for non-majors. Does not fulfill GE requirements or music major elective requirements.

**1080 Introduction to Musicianship (4 sh)**

An introduction to basic skills and concepts that are foundational to further studies in music. Topics in music theory, aural skills, and keyboard harmony will be taught against the contextual background of a broad overview of stylistic periods in music history. Prerequisite: MUS 1060 or placement test.

**1110 Aural Skills I (2 sh)**

Sight singing and ear training through an aural approach to music rudiments including recognition, reproduction, and dictation. Includes rhythms, scale degrees, intervals, melodies and harmony in diatonic music of graded difficulty. Prerequisite: MUS 1080 or placement test.

**1120 Aural Skills II (2 sh)**

Continuation of sight singing and ear training through an aural approach to music rudiments including recognition, reproduction, and dictation. Includes rhythms, scale degrees, intervals, melodies and harmony in a diatonic music of graded difficulty. Prerequisite: MUS 1110 with a minimum grade of C- or placement test.

**1600 El Sistema (1 sh)**

An introduction to the El Sistema Philosophy of Music Instruction. The course will include information about the history of El Sistema; current developments in the movement; specific case studies of El Sistema-inspired programs in Venezuela, the United States and other countries; and other pertinent topics related to this philosophy of music instruction. Resources from greater Chicago and YOURS community will be linked to the curriculum of this course.

**2050 Contemporary American Popular Music (2 sh) GE**

A study of American popular music from the birth of rock-and-roll in the 1950s to the present. The basic elements of music will also be covered. Individual works are analyzed and placed within their cultural and historical frameworks. Listening and analysis.

**2060 World Music in Cultural Perspective (4 sh) GE**

An introduction to the cultures and historical developments of major world regions and their global interactions, focusing on the nineteenth, twentieth, and twenty-first centuries, using music as the primary form of cultural analysis. Music will be studied from an ethno-musicological perspective to provide insight into several world cultures and the historical events that shaped them. Listening and analysis will be components of this course.

**2080 Applied Methods: Brass (1 sh)**

Introduction to the fundamentals of applied techniques specific to various instruments in the brass family.

**2081 Applied Methods: Woodwind (1 sh)**

Introduction to the fundamentals of applied techniques specific to various instruments in the woodwind family.

**2082 Applied Methods: Percussion (1 sh)**

Introduction to the fundamentals of applied techniques specific to various instruments in the percussion family.

**2083 Applied Methods: Strings (1 sh)**

Introduction to the fundamentals of applied techniques specific to various instruments in the string family.

**2084 Applied Methods: Guitar and Ukulele (1 sh)**

Introduction to the fundamentals of applied techniques specific to the guitar and ukulele.

**2110 Aural Skills III (2 sh)**

Sight singing and ear training through an aural approach to more advanced music including recognition, reproduction, and dictation. Includes rhythms, intervals, an introduction of chromaticism in scale patterns, melodies, and harmony. Prerequisite: MUS 1120 with a minimum grade of C- or placement test.

**2120 Aural Skills IV (2 sh)**

Sight singing and ear training through an aural approach to advanced music including recognition, reproduction, and dictation. Includes rhythms, intervals in an atonal context, more advanced chromaticism in scale patterns, melodies, harmony, and formal analysis. Prerequisite: MUS 2110 with a minimum grade of C- or placement test.

**2130 Music Theory I (2 sh)**

Study of basic elements of diatonic music. Topics include triadic harmony, non-chord tones, melodic organization, phrase structure, cadences. Prerequisite: MUS 1080 or placement test.

**2140 Music Theory II (2 sh)**

Continuing study of the principles of diatonic music. Topics include elements of melodic structure; pitch and rhythm, embellishing tones, melodic form and composition, and part writing with triads and seventh chords. Prerequisite: MUS 2130 with a minimum grade of C- or placement test.

**2155 Technology in Music (2 sh)**

An introduction to current software programs and their applications for music education, composition, and production. Music graphics, sequencing and pedagogical software and hardware will be used in this course. Prerequisite: MUS 2130 or by permission of instructor.

**2401 Lyric Diction: Latin and English (1 sh)**

An overview of the sounds of Latin and English and basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. This course is a prerequisite for all other diction courses. Cross-listed as MUS 5421. Prerequisite: 2 Semesters of AMUS 1200

**2402 Lyric Diction: Spanish (1 sh)**

An overview of the sounds of Spanish and basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. Cross-listed as MUS 5422. Prerequisite: MUS 2401.

**2403 Lyric Diction: Italian (1 sh)**

An overview of the sounds of Italian and basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. Cross-listed as MUS 5423. Prerequisite: MUS 2401.



**2404 Lyric Diction: German (1 sh)**

An overview of the sounds of German and basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on the authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. Cross-listed as MUS 5424. Prerequisite: MUS 2401.

**2405 Lyric Diction: French (1 sh)**

An overview of the sounds of French and basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. Cross-listed with MUS 5425. Prerequisite: MUS 2401.

**2500 Introduction to Theology through Congregational Song (4 sh) GE**

This course is designed to study the major theological doctrines of the Christian faith as they developed and were explicated through hymnody and congregational song from the early church to the present. It will also give a general overview of the history of congregational song. Pre-requisite: BTS 1850.

**2970 Sophomore Conference (0 sh)**

All students must register for this course in the semester of their Sophomore Conference.

**3000 Music Bibliography (1 sh)**

An introduction to the basic canon of library resources in music research. Study will include general library resources, bibliographies of composers, music, music literature, and music sources. It will give a broad view of dictionaries, encyclopedias, discographies, dissertations, and Festschriften as well as histories, library catalogs, periodicals, periodical indexes, thematic catalogs, monuments and electronic resources. A key project in the class will be providing an appropriate bibliography for a selected research topic. Cross-listed with MUS 5000. Prerequisite: MUS 2140.

**3010 Music History and Literature I (4 sh) GE**

This survey of the history of western music from the Baroque period through the mid-Romantic period is designed to familiarize students with the genres, musical styles and important personalities of the eras. Through active listening and analysis, students will become familiar with the musical styles of the periods. Structured writing assignments will reflect professional scholarship in the field of music. Prerequisite: MUS 2140.

**3020 Music History and Literature II (2 sh) GE**

This survey of the history of western music from the late Romantic period through the present time is designed to familiarize students with the genres, musical styles and important personalities of the eras. Through active listening and analysis, students will become familiar with the musical styles of the periods. Structured writing assignments will reflect professional scholarship in the field of music. Prerequisite: MUS 3010 or permission of instructor.

**3075 Jazz History (2 sh)**

A survey of the history of jazz. The material will be approached through selected readings, recorded listening examples, classroom discussion, and special projects.

**3080 Pedagogical Methods: Brass (1 sh)**

Intermediate applied techniques and pedagogical methods for teaching beginning and intermediate players. Prerequisite: MUS 2080.

**3081 Pedagogical Methods: Woodwinds (1 sh)**

Intermediate applied techniques and pedagogical methods for teaching beginning and intermediate players. Prerequisite: MUS 2081.

**3082 Pedagogical Methods: Percussion (1 sh)**

Intermediate applied techniques and pedagogical methods for teaching beginning and intermediate players. Prerequisite: MUS 2082.

**3083 Pedagogical Methods: Strings (1 sh)**

Intermediate applied techniques and pedagogical methods for teaching beginning and intermediate players. Prerequisite: MUS 2083.

**3130 Music Theory III (2 sh)**

Study of principles of chromaticism in tonal music, including secondary functions, modulation, mode mixture, altered pre-dominants, and other advanced chromatic harmony. Formal analysis, introduction to counterpoint, study of inventions, and fugue. Short composition projects and analysis of 19th century works. Prerequisite: MUS 2140 with a minimum grade of C-

**3140 Music Theory IV (2 sh)**

Study of compositional techniques in late 19th and 20th century music. Topics include linear chromaticism, use of synthetic scales and modes, post-tonal techniques in both centric, freely atonal and serial contexts. Introduction to pitch-class set theory. Analysis of major works in each of these areas. Prerequisite: MUS 3130 with a minimum grade of C- or placement test.

**3150 Jazz/Pop Theory (2 sh)**

Harmonic studies in jazz and pop idioms. Literature analysis, harmonization of melodies, keyboard realization, and voicing. Projects include small arrangements and original compositions. Prerequisite: MUS 3130.

**3155 Jazz Keyboard (2 sh)**

This class will include the voicing of jazz chords; the techniques of harmonization; an exposure to jazz styles on the piano; and other appropriate concepts, building on the knowledge gleaned in MUS 3150 - Jazz/Pop Theory. Prerequisite: MUS 3150.

**3170 Conducting I (2 sh)**

Beginning and intermediate conducting skills: beat patterns, baton technique, use of face, eyes, left hand; basic rehearsal planning; score preparation; psychology of conducting. An introduction to choral and instrumental methods and materials. Co/Prerequisite: MUS 2140 or placement test.

**3180 Conducting II (2 sh)**

An advanced study of the conducting concepts covered in MUS 3170. A more in-depth exploration of choral and instrumental methods and materials for the purpose of developing skills in applied musicianship. Prerequisite: MUS 3170.

**3307 Materials and Methods for Elementary Music (2 sh)**

An exploration of the current pedagogical practices with regard to elementary music education. Through the study of various musical philosophies and methodologies, along with the National Standards for Music Education, students will develop and practice appropriate lesson plans and assessment



tools for teaching all types of learners the basic elements common to most music curricula. A survey of the most widely used pedagogical systems in music education (Orff, Kodaly, and Dalcroze) will be featured. Other topics include: theories of music learning, testing and measurement, assessment, multicultural resources and their applications, technology in the music classroom, arts integration strategies, and building a defense for arts in education. Prerequisite: EDUC 2140.

**3350 Collaborative Piano (0 or 1 sh)**

This course offers training in the specialized skills needed to accompany vocal/instrumental solos, choirs and opera productions.

**3401 Vocal Pedagogy I (1 sh)**

Physiology of the voice and pedagogical methods for teaching singing. Mentored clinical teaching with in-class observation and critique. Tests cover text and lectures. Cross-listed with MUS 5401. Prerequisite: two semesters of AMUS 1200.

**3402 Vocal Pedagogy II (1 sh)**

A continuation of MUS 3401: Physiology of the voice and pedagogical methods for teaching singing. Mentored clinical teaching with in-class observation and critique. Tests cover text and lectures. Research paper on a voice related topic, either in the area of voice science or pedagogy. More emphasis on clinical teaching. Cross-listed with MUS 5402. Prerequisite: MUS 3401.

**3408 Secondary Choral Methods and Materials (1 sh)**

Philosophies, techniques, methodologies, and administration of secondary school music programs for general music and vocal programs including curriculum, unit/lesson/rehearsal planning, vocal techniques, performance practice, conducting, skill building, and technology integration. Students will examine common challenges associated with secondary choral programs including advocacy, diverse learning populations, and various choral ensembles such as show choir. Relevant materials, resources, and repertoire will be examined to enable students to effectively teach from perspectives that are intentionally multicultural and interdisciplinary, and stylistically diverse. Prerequisite: EDUC 2140.

**3409 Secondary Instrumental Methods and Materials (1 sh)**

Philosophies, techniques, methodologies, and administration of secondary school music programs for instrumental music programs including an overview of relevant repertoire, computer technologies, multicultural resources for concert band, orchestra, jazz ensemble, marching band, chamber ensembles, and class guitar. Prerequisite: MUS 3408.

**3450 Opera Workshop (0 or 1 sh)**

Emphasis is on the development of singing-acting skills through lecture, discussion, and exercises in character interaction using appropriate staging techniques. A scene recital is presented at the conclusion of the course. Scenes may be performed in a foreign language or in English. By audition. Cross-listed with MUS 5450.

**3455 Opera Production (0 or 1 sh)**

For a select group of experienced singers cast through auditions by instructor. The skills developed in scene recital work will be called upon in this intensive preparation for a complete opera production. Chamber and full-length operas will be performed in yearly alternation, and may be performed in a foreign language or in English. Chamber operas will be performed with

piano or an instrumental ensemble, and full-length operas will be with orchestra. Cross-listed with MUS 5455.

**3500 Introduction to Arts Management (2 sh)**

An introductory arts administration course that will approach a broad range of topics related to the nonprofit arts sector. The course will include lectures, discussions, readings, guest speakers, and visits to arts organizations in the region. Prerequisite: BSE 2211 (students who declare a major with greater than 29sh are exempt), NONP 3710.

**3690 Youth Orchestra Techniques (2 sh)**

The course will focus on orchestra pedagogy; youth orchestra rehearsal techniques; strategies for building an orchestra program through rehearsal and repertoire choices; rehearsal psychology with a specific emphasis on the unique context of an El Sistema inspired setting (ethnic and cultural diversity, poverty, and others).

**3710 Jazz Combo (0 or 1 sh)**

A select group of musicians determined by audition. Jazz music of all eras is studied, with an emphasis on individual improvisation. By placement.

**3770 Chamber Music Ensemble (0 or 1 sh)**

A variety of small ensembles studying and performing a variety of chamber music literature. The instrumentation for the ensembles may specify brass, classical guitar, percussion, piano, woodwinds or strings, or a combination thereof, and could also include other instruments or voice. By placement.

**3890 Chamber Singers (0 or 1 sh)**

The Chamber Singers is a small, select group of singers, that performs music from many and diverse styles and periods. The goal for this ensemble is to function as a group of soloists in the true chamber style, performing music that profits from intimate renderings. Students participate in multiple performances both on and off campus including regular national and foreign tours. Auditions are competitive and based on the needs of the ensemble. Cross-listed with MUS 5890.

**3910 Topics in Music (1-4 sh)**

Periodic intense investigations of selected topics such as: The Entrepreneurial Musician, Single Composer Survey, Film Music, Performer's Health, Advanced Music Theory, Jazz Improvisational Techniques and others. Prerequisite: MUS 1080.

**4000 Departmental Honors in Music (3 sh)**

Advanced study and/or performance project for selected students. (For specific eligibility requirements, see the Honors heading near the beginning of the Music section.)

**4160 Orchestration (2 sh)**

A study of the ranges, techniques, timbres, and scoring of traditional orchestral instruments. Arranging for small instrumental ensembles is emphasized. Prerequisite: MUS 3130.

**4165 Songwriting (2 sh)**

Introduction to the craft of songwriting. Exercises and guided projects aimed at writing and setting original lyrics as well as existing texts. Emphasis on songwriting related to faith expression. Prerequisite: MUS 2140 or consent of instructor.

**4175 Arranging (2 sh)**

Practical techniques of arranging music for a variety of vocal and instrumental mediums and in a variety of stylistic genres. Focus on arranging for small ensembles found both in school and church contexts. Prerequisite: MUS 3130.

**4910 Independent Study in Music (1-4 sh)**

Study project as proposed by the student and approved by the faculty.

**4930 Directed Research (2 or 4 sh)**

Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor is required prior to enrollment in this course. This course may be repeated, though the department may limit the number of credit hours this course satisfies towards the major. Please see the departmental degree requirements for details.

**4970 Internship in Music (1-4 sh)**

Students have an opportunity to work with a variety of professional organizations, including churches, in fields such as radio, arts management and church choir/music ministry leadership. Please see the internship section of the catalog for requirements and guidelines.

## Applied Music (AMUS)

Undergraduate music majors, minors, and students concurrently registered in an approved ensemble are allowed to register for applied music for credit; other students may register for non-credit applied instruction (AMUS 1000). All applied lessons for credit have an applied music fee per credit set by the institution each year; there is a separate fee for non-credit applied instruction. 1 sh covers 30 minutes of instruction per week; 2 sh covers 60 minutes of instruction per week. Please see the Music Student Handbook for more information.

These applied courses involve one-on-one instruction, and the repertory studied is primarily classical. Instructor placement and registration are by permission of the specific applied area supervisor.

1110 Piano (1 or 2 sh)

1120 Harpsichord (1 or 2 sh)

1130 Organ (1 or 2 sh)

1200 Voice (1 or 2 sh)

1300 Violin (1 or 2 sh)

1310 Viola (1 or 2 sh)

1320 Violoncello (1 or 2 sh)

1330 String Bass (1 or 2 sh)

1340 Guitar (1 or 2 sh)

1350 Harp (1 or 2 sh)

1400 Trumpet (1 or 2 sh)

1410 Trombone (1 or 2 sh)

1420 Horn (1 or 2 sh)

1440 Euphonium (1 or 2 sh)

1450 Tuba (1 or 2 sh)

1500 Flute (1 or 2 sh)

1510 Clarinet (1 or 2 sh)

1520 Saxophone (1 or 2 sh)

1530 Oboe (1 or 2 sh)

1540 Bassoon (1 or 2 sh)

1600 Percussion (1 or 2 sh)

These applied courses involve one-on-one instruction, and the repertory studied is primarily non-classical. Instructor placement and registration are by permission of the specific applied area supervisor.

2110 Jazz Piano (1 or 2 sh)

2120 Gospel/Contemporary Piano (1 or 2 sh)

2130 B-3 Organ (1 or 2 sh)

2200 Contemporary Voice (1 or 2 sh)

2330 Jazz/Contemporary Bass (1 or 2 sh)

2340 Jazz/Contemporary Guitar (1 or 2 sh)

2400 Jazz Trumpet (1 or 2 sh)

2410 Jazz Trombone (1 or 2 sh)

2520 Jazz Saxophone (1 or 2 sh)

2600 Drum Set (1 or 2 sh)

2700 Applied Jazz - for instruments not listed with specific course numbers (1 or 2 sh)

Additional Applied Courses:

**1000 Non-Credit Instruction (0 sh)**

Students may register for this course only with the permission of the music department.

**1005 Applied Theory/Sight Singing Tutorial (1 sh)**

This applied class is required for undergraduate students who are deficient in music theory and/or sight singing as determined by a placement test during orientation or by recommendation of the supervisor of the theory and aural skills curriculum. The class provides tailored instruction to prepare students to pass courses in the theory and aural skills course sequence.

**1010 Composition (1 or 2 sh)**

This course involves one-on-one instruction in composition. Prerequisite: MUS 1080

**1135 Class Voice I (1 sh)**

This course involves beginning voice instruction in a group setting.

**1145 Class Voice II (1 sh)**

This course involves intermediate voice instruction in a group setting. Prerequisite: AMUS 1135 or by consent of Instructor.

**1335 Class Guitar (1 sh)**

This course involves beginning guitar instruction in a group setting.

**3000 Coaching (1 or 2 sh)**

This course involves work with a coach, one-on-one, who works on interpretive matters with the student: this course would supplement applied study.

**3050 Instrumental Pedagogy and Literature (1sh or 2sh)**

Methods and techniques of teaching and supervised teaching. Study of major solo works and orchestral excerpts with an emphasis on listening, score study, and performance practice. May be taken for 1sh for 4 terms or 2sh for 2 terms. Prerequisite: Two semesters of AMUS registration.

**3190 Conducting (1 or 2 sh)**

This course involves one-on-one instruction in conducting. Prerequisite: MUS 3180

Recital Registration (see the Music Student Handbook for more information):

**2900 Special Recital (0 sh)**

Students who desire to perform recitals not required by their degree tracks should register for this course in the semester in which the recital is performed.

**3900 Third-Year Recital (0 sh)**

Students required by their degree tracks to perform recitals should register for this course in the semester in which the recital is performed, most typically during the junior year.

**4900 Fourth-Year Recital (0 sh)**

Students required by their degree tracks to perform recitals should register for this course in the semester in which the recital is performed, most typically during the senior year.

## Nonprofit Management (NONP)

Hicks (dean), Farruggia, Gavoort, Hawkinson, Kamienski, Rogers, Sundholm, Vollmert

For admittance into the major, a GPA of 2.67 or higher is required for the first 16 semester hours of business or nonprofit management courses taken. Students may not take over 22 semester hours of business or nonprofit management courses without acceptance into the major.

Students transferring courses into the major from outside North Park can select the 16 semester hours of business or nonprofit management credits to use in calculating the GPA for admittance into the major. If the student brings fewer than 16 semester hours of course credit from outside North Park, he or she would need to take business and nonprofit management courses at North Park to get to the required 16 semester hours. Or the transfer student could opt to use none of the transfer courses and simply use the GPA from the first 16 semester hours in business or nonprofit management courses at North Park for admittance into the major. Transfer students must still take at least one half of the required courses in their degree program at North Park. For example, students earning a Bachelor of Arts degree must take 20 semester hours in the major at North Park. Students need not retake a similar course at North Park to fulfill the requirement, but may take any courses with a BSE or NONP designation.

A GPA of 2.67 or higher in the major courses is required for graduation from the University with this major. Students dropping below 2.67 in the major are required to meet with their advisor to develop a plan to repeat courses to bring up their GPA before taking additional courses. The dean of the School of Business and Nonprofit Management must approve the plan. Students failing to complete their plan successfully are subject to dismissal from the major.

Students begin their program with macroeconomics in order to gain an understanding of the context of nonprofit management and complete their program with comprehensive courses in leadership/management and nonprofit management.

Guiding Principles:

- To prepare students for service and significance in the fields of nonprofit management.
- To develop intellectual curiosity.
- To enable students to make ethical decisions.
- To develop analytical and quantitative skills.
- To develop learning disciplines and critical thinking skills
- To develop written and oral communications skills.
- To prepare students for life-long learning.

### Major requirements for the B.A. degree in Nonprofit Management

#### Required semester hours

40 sh

#### Prerequisites and supporting courses

COMM 1910, 2350, ISIT 3040, PHIL 2530, STAT 1490

#### Required core courses

BSE 2110, 2211, 2540, 2610, 3520, NONP 2710, 3300, 3600, 3710, 3750, 4700, SOC 1910

#### Notes and restrictions

Students are strongly encouraged to complete an internship (NONP 4970).

### Major requirements for the B.S. in Nonprofit Management

#### Required semester hours

52 sh

#### Prerequisites and supporting courses

COMM 1910, 2350, ISIT 3040, PHIL 2530, STAT 1490

#### Required core courses

BSE 2110, 2211, 2520, 2540, 2610, 3520, NONP 2710, 3300, 3600, 3710, 3750, 4700, 4970, SOC 1910; 2100 or 3310, SBNM 5730 (graduate course, requires 3.0 GPA and senior status)

#### Required participation

Students must participate in the Nonprofit Leadership Club over two semesters and attend one Alliance Management Institute. Students are required to complete a 4 sh, 300 hour internship (NONP 4970): equivalent to two semesters of 10 hours per week, one semester of 20 hours per week, one summer of 25-30 hours per week, or some combination of these options.

#### Notes and restrictions

Students completing this major will also be completing the requirements for the Nonprofit Leadership Alliance certificate and Certified Nonprofit Professional (CNP) credential.

### Minor Requirements in Nonprofit Management

#### Required semester hours

24 sh

#### Required core courses

BSE 2110, 2211, 2610, NONP 2710, 3300, 3600, 3710

### Bachelor of Science Nonprofit Management/ Master of Nonprofit Administration

Following the four-year undergraduate degree in nonprofit management, the student would be able to waive the following five courses:

SBNM 5350 Nonprofit Financial Management

SBNM 5680 Nonprofit Marketing and Consumer Behavior

SBNM 5720 Nonprofit Board Governance and Volunteer Management

SBNM 5730 Nonprofit, Law, Policy, and Government Relations

SBNM 5710 Nonprofit Management: Theory and Application

The Master of Nonprofit Administration degree would be completed by taking the remaining core courses and seven elective courses as presented in the graduate section of the catalog.

#### Honors

Application for admission should be made during the second semester of the third year. Students must have 3.60 or higher GPA and must sign up for NONP 4000 (4 sh).

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

**2710 Introduction to Nonprofit Management and Leadership (2 sh)**

The introductory course will give students an overview of America's nonprofit sector as it relates to both the for-profit business and government sectors. Emphasis will be on the history, purpose, and theories of the sector; the legal and regulatory environment; efforts to improve ethics and accountability; the sector's economics and funding environment; trends in evaluation and outcome measurement; and general management problems and principles. The course will also discuss opportunities for personal growth and career advancement available in the sector and highlight skills and training needed to succeed. Prerequisite: BSE 2211.

**3300 Nonprofit Financial Management (2 sh)**

This course addresses the financial management of nonprofit organizations. This includes both financial reporting and managerial finance. Topics include 1) financial accounting principles and practices, 2) managerial accounting methodology, 3) compliance, and 4) measuring and managing program performance. The course examines current trends in nonprofit financial management and integrates financial management with recent federal legislation. Prerequisite: BSE 2110, NONP 2710.

**3600 Nonprofit Marketing and Fundraising (4 sh)**

Addresses the main processes that nonprofits use to interact with internal and external audiences for the purpose of building public and financial support for their missions. Current trends and best practices in nonprofit marketing and fundraising are examined. Identifies and addresses ethical issues related to fundraising and marketing. Prerequisite: BSE 2610, NONP 2710.

**3710 Nonprofit Governance and Volunteer Management (4 sh)**

This course is designed to improve students' understanding of the elements, processes, and dynamics of board governance and volunteer management of nonprofit organizations. The course includes analysis of the respective roles of the board, chief executive, staff, and volunteers to maximize organizational effectiveness. Students will learn how to assess and improve the effectiveness of a board, the senior leadership, volunteers and the overall governance of the non-profit organization. Prerequisite: NONP 2710.

**3750 Social Entrepreneurship and Sustainable Business Models (2 sh)**

The course examines the history and practice of the groundbreaking field of social entrepreneurship, and how a new brand of entrepreneurs are using market-focused, innovative approaches to address the world's most pressing social and environmental issues. Within the context of sustainable business models for nonprofit organizations, a wide range of earned-income and other social enterprise strategies will be discussed. Prerequisite: NONP 2710.

**3920 Advanced Topics in Nonprofit Management (1-4 sh)**

This is a topics course allowing the School of Business to grant undergraduate credit for selected graduate courses taken through SBNM.

**4000 Department Honors in Nonprofit Management (4 sh)**  
Honors independent study in Nonprofit Management.

**4700 Advanced Nonprofit Management and Leadership (4 sh)**

Provides students with advanced knowledge and understanding of the management and leadership of nonprofit organizations. Students will gain theoretical and practical knowledge of the most essential leadership skills and attributes, as well as management functions exercised in nonprofit organizations. Students will participate in application experiences, individual and group projects, and organization assessments. Prerequisite: NONP 2710, 3300, 3600, 3710.

**4910 Independent Study in Nonprofit Management (1-4 sh)**

Independent study in a specific area of nonprofit management.

**4930 Directed Research in Nonprofit Management (2-4 sh)**

Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor is required prior to enrollment in this course. Course may be repeated.

**4970 Internship in Nonprofit Management (1-4 sh)**

The Internship Program provides an opportunity for students to gain "hands-on" experience and to explore career options in their chosen field. The student earns four semester hours for their internship. The internship program is open to any North Park student who has completed at least one full year of study at North Park, has third- or fourth-year status and has a minimum GPA of 2.5 in their major. In addition, the student must apply and be accepted by a faculty sponsor and the Internship Committee. The faculty sponsor will monitor the student's progress throughout the internship, including meeting periodically with the student and maintaining contact with the site supervisor. During the course of the internship, interns must fulfill certain requirements. Interns will keep a daily journal of their activities throughout the internship. The faculty sponsor and the site supervisor may, at their discretion, assign certain reading materials to the intern. In addition, the faculty sponsor may assign a final paper. Finally, the intern must work for a minimum of 300 hours at an eligible nonprofit organization. Tuition is charged at the same rate as for other courses, based on the number of semester hours the student is requesting. Grading for all internships is Pass/Fail. Prerequisite: BSE 2211, 2540, 2610, NONP 2710.



## Norwegian (NORW)

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### **1010 Basic Norwegian I (4 sh) GE**

Introduction to contemporary Norwegian through materials relating to culture and civilization, with equal emphasis on listening, speaking, reading, and writing. No credit for NORW 1010 will be granted to students who have more than two years of high school Norwegian within the last five years.

### **1020 Basic Norwegian II (4 sh) GE**

Introduction to contemporary Norwegian through materials relating to culture and civilization, with equal emphasis on listening, speaking, reading, and writing. Prerequisite: NORW 1010.

### **2010 Intermediate Norwegian I (4 sh)**

Review and reinforcement of Norwegian grammar. Discussion based on reading of materials on everyday situations. Daily practice in conversation. Currently taught at the University of Oslo. Prerequisite: NORW 1020.

### **2020 Intermediate Norwegian II (4 sh)**

Extensive reading of simple literary works of high quality to develop reading comprehension. Theme writing based on the assigned texts and on contemporary topics to achieve a higher degree of proficiency in writing skills. Currently taught at the University of Oslo. Prerequisite: NORW 2010.

### **3150 Advanced Norwegian (4 sh)**

Intensive study of vocabulary, conversation, composition, idiom, and grammar to strengthen self-expression and fluency. Prerequisite: NORW 2020.

## Nursing (NURS)

Dr. Cynthia Hudson, Dean of the School of Nursing and Health Sciences

The mission of the School of Nursing is to prepare professional nurses for lives of significance and service through baccalaureate and graduate nursing education within the Christian tradition. Our vision is the creation and maintenance of a culture of excellence in nursing education grounded in the compassion of Christ. To this end, the curriculum of the School of Nursing is based on a “caring philosophy.”

The School of Nursing offers a four-year program that leads to a Bachelor of Science in Nursing. Successful completion of the program qualifies the graduate to apply for the professional nurse licensing examination, NCLEX-RN.

The curriculum consists of three parts: general education, nursing prerequisites, and courses in the nursing major. Together these courses provide the student with the knowledge and skills needed for beginning practice in professional nursing.

Official acceptance into the nursing major is based on:

Completion of all prerequisite courses with a grade of C or higher; a grade of C- is not acceptable.

No more than two (2) prerequisite courses may be repeated, only one (1) of which may be a science course.

Academic preparedness level of “Proficient” or higher on the Test of Essential Academic Skills (TEAS). This is a standardized examination from Assessment Technologies Institute ([www.atitesting.com](http://www.atitesting.com)).

Cumulative GPA of 2.75 or higher.

Science GPA of 2.75 or higher.

Letter of recommendation which directly speaks to the student’s suitability to the profession.

Completed formal application to the major.

Successful completion of background check, negative drug test, over a dozen updated vaccines, titers, health documents, including the COVID-19 vaccines prior to start of the nursing program are needed for admission to the program. If student results raise concerns related to the nursing program, the student will be contacted by a school representative.

Transfer students may apply to the nursing major and are required to meet the same entrance criteria as all other applicants.

First Year students may receive direct admission into the nursing program along with their acceptance to North Park University based on an unweighted high school GPA of 3.75 or higher.

ACT and SAT are optional but highly encouraged to submit.

Students granted direct admission are guaranteed entrance into the nursing major. Acceptance may be forfeited if student does not maintain the requirements.

### Accreditation

The programs for pre-licensure and registered nurses are accredited by:

The Commission on Collegiate Nursing Education  
655 K Street, NW, Suite 750  
Washington, DC 20001

### Clinical Facilities

The School of Nursing has affiliations with more than 80 clinical agencies used for supervised clinical practice at both undergraduate and graduate levels. These affiliations include but are not limited to the following: Chicago Department of Public Health, Ann & Robert H. Lurie Children’s Hospital of Chicago, Evanston Hospital, Glenbrook Hospital, Lake County Department of Public Health, Lutheran General Hospital, Swedish Hospital, Highland Park Hospital, Skokie Hospital, Northwestern Lake Forest Hospital, Northwestern Memorial Hospital, Shirley Ryan Ability Lab, Saint Joseph Hospital, Saint Francis Hospital, and home health-care agencies such as Lawndale Christian Health Center.

### Learning Labs and Simulation Center

The School of Nursing maintains a Learning Resource Center and a Simulation Center. The Delores H. Johnson Memorial Nursing Laboratory, is used by students for independent study and the practice of nursing skills. The Kathy Holmgren Simulation Center enables students in Nursing to practice critical skills in a simulated safe learning environment.

### Additional Expenses

Estimated additional expenses for nursing students include clinical & lab fees for each clinical nursing course, cost of health insurance, background check, drug testing, examinations, vaccinations and standardized examination fees. Students pay a deposit upon acceptance into the program which covers their practice equipment cost. Further specification of health requirements is explained in the Nursing Baccalaureate Prelicensure Student Handbook. Students must also plan on transportation expenses associated with travel to agencies and other settings for clinical laboratory. Students are responsible for their own transportation. Costs in the spring term of fourth year are higher because of the need for a car (or equivalent transportation costs) for community health visits.

### Major requirements for the B.S.N. in Nursing (Pre-licensure Students)

#### Required semester hours

51 sh

#### Prerequisites and supporting courses

BIOL 1250, 1260, 2910, 2930; CHEM 1021 and 1031; CORE 1000; HSC 1490; PSYC 1000, 2700; SOC 1910; NURS 2100, 2540, 3240. Many of the prerequisites in Nursing also count toward the fulfillment of Core Curriculum requirements.

#### Required core courses

NURS 2150, 3020, 3030, 3201, 3220, 3500, 3520, 3540, 4200, 4201, 4202, 4203, 4240, 4500, 4520, 4540, 4550

#### Notes and Restrictions

Once accepted into the major, students must earn a minimum of a C grade in each nursing course to progress. Only one nursing course may be repeated.

All nursing majors are required to successfully complete a comprehensive examination in order to receive approval to graduate from the School of Nursing and Health Sciences and apply for professional nursing licensure.

The student will assume the cost of transportation to and from the clinical agencies. Transportation is the student's responsibility.

### Honors

For admission into the Departmental Honors program, students must reach fourth-year status. Admission requires an overall grade point average (GPA) of 3.5 with a minimum major GPA of 3.7 on a 4.0 system. Application for admission may be made upon completion of the spring term in the third year. For graduation with Honors in Nursing, students must earn minimum of 4 sh in NURS 4000 in addition to Nursing major requirements. For general Departmental Honors requirements and NURS 4000 course description, see appropriate sections of this catalog.

### Special programs

Nursing International Exchange Programs: Established with School of Health Sciences, Jönköping University, Jönköping Sweden. Selected nursing students meeting appropriate criteria may spend designated weeks while enrolled in the major to study and gain clinical experience in an international healthcare system.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 2100 Survey of Professional Nursing (2 sh) GE

Introduces students to the mission, vision, philosophy, and distinctives of the North Park University School of Nursing; explores the concepts of professional nursing, the history of nursing and nursing education, the roles and settings where professional nurses practice, and envisions a preferred future for the profession.

#### 2150 Math for the Nurse Generalist (1 sh)

Math for the Generalist Nurse is designed to review basic math relevant to nursing pharmacology and provide the student with necessary knowledge and practice to master comprehensive dosage calculations in nursing practice. Prerequisite: NURS 2100.

#### 2540 Applied Nutrition (2 sh)

Applies the science of nutrition to human needs throughout the life span. Includes major nutrition related health problems. Explores cultural and ethical issues and values related to nutrition, food consumption, hunger, and the environment. Connects to Christian, urban, and international issues.

#### 3020 Introduction to Professional Nursing Practice (4 sh)

Introduces students to the foundational concepts and beginning skills required in professional practice. Includes lecture, lab, and clinical.

#### 3030 Health Assessment (2 sh)

Integrates knowledge from the natural and behavioral sciences to focus on holistic health assessment of adults. Includes assessment of spiritual, cultural, developmental, and nutritional aspects. Considers ethnic variables of normal assessment. Course culminates with students performing and recording a complete health assessment. Students will describe the role of the nurse in health assessment.

#### 3201 Nursing of Adults I (4 sh)

Based upon knowledge of liberal arts and sciences and basic nursing concepts, applies nursing theory to the care of adults with physiological disorders. The focus is patients who undergo surgery or have disorders in the respiratory, gastrointestinal, cardiovascular, and endocrine disorders. Applies theory and practice in acute care settings.

#### 3220 Pharmacology in Nursing (2 sh)

Introduces basic pharmacological concepts including drug classification, drug actions, routes of administration, drug standards, legislation and control, and nursing implications for patient use.

#### 3240 Pathophysiology (3 sh)

Major pathophysiology concepts are explored using a physiological systems approach. Theories relating to etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts from anatomy and physiology provide the foundation for exploring human dysfunction. Concepts learned in this course are basic to practice. Prerequisite: BIOL 2930.

#### 3500 Nursing of Childbearing Families (4 sh)

Applies a caring philosophy and current knowledge, theory, and research to nursing care of diverse pregnant women, fetuses, newborns, and families. Explores cultural values, community resources, and ethical and spiritual issues related to childbearing. Uses acute and ambulatory care settings.

#### 3520 Nursing of Children (4 sh)

Based upon knowledge of liberal arts and sciences and basic nursing concepts, nursing theory is applied to the care of ill children and their families. Emphasizes Family Centered Care. Theory and practice in ambulatory and acute care settings. Patients and families are from urban, suburban, or rural environments. The Christian mission is integrated in the plan of care. A caring philosophy directs interaction with culturally and spiritually diverse families.

#### 3540 Ethics in Health Care (2 sh) GE

Issues and dilemmas in the health care system serve as a basis for examination of theories and principles of ethics. The spiritual domain is considered a valued context for decision-making.

#### 3560 Healthcare Informatics (3 sh)

This course prepares healthcare professionals to successfully apply technology to manage healthcare challenges and opportunities. It emphasizes the vital requirement of healthcare professionals to effectively use technology tools that will engage healthcare consumers as partners in care. A theoretical foundation for the field of informatics is introduced and applied. The course is designed for students in nursing or health science programs of study. It is built upon and connected to the University urban, intercultural, and Christian distinctives.

#### 3910 Topics in Health (2 sh)

Selected topics in health related areas. Restricted to third-year status or above, or consent of nursing faculty.

#### 3920 Management of Cardiac Dysrhythmias (2 sh)

Focuses on identification and management of cardiac dysrhythmias. Provides students with basic information concerning cardiac functioning and conduction principles. Guides students through analysis and interpretation of rhythm strips, and management of various common arrhythmias.

**4000 Departmental Honors in Nursing (4 sh)**

Honors independent research study; student completes individually selected nursing research project that includes all steps of the research process. The student will present and defend their project to nursing and University-wide faculty and community. Student must have completion of minimum of 90 sh; application for admission may be made upon completion of the third year. Special restrictions: School of Nursing approval; fourth-year standing; major GPA 3.7 on a 4.0; overall GPA 3.5. Co-requisite: NURS 4200, 4220, 4240, 4500, 4520.

**4200 Psychiatric/Mental Health Nursing (4 sh)**

Integrates knowledge of human development, behavior, and psychological theory; places emphasis on increasing self-awareness and therapeutic use of self and milieu. With assistance and use of collaborative skills, students develop decision-making skills in the psychiatric-mental health care delivery system in a way that communicates respect and understanding.

**4201 Nursing of Adults II (4 sh)**

Based upon knowledge of liberal arts and sciences and Nursing of Adults I, nursing theory is applied to the care of adults with physiological disorders. The focus is patients who have cardiovascular, peripheral vascular, neuromuscular, and renal disorders typically seen in older adults. Applies theory and practice in acute care settings. Co-requisite: NURS 4202.

**4202 Concepts in Gerontology (2 sh)**

Focus is on “being old” in America and transitions that impact health of older adults and families. Explores issues related to the health care industry, access to health care, and health care management. Considers culturally specific issues, and ethics of health care at the end of life. Incorporates priorities of Healthy People 2010 and ANA standards of practice for gerontological nursing. Co-requisite: NURS 4201.

**4203 Concepts of Gerontology Internship (1 sh)**

Applies gerontological concepts in student-selected activities. Students identify, plan, implement, and analyze the effectiveness of their acute and community-based service related activities that promote healthy lifestyles, enhance the quality of life, or support adaptive behaviors with the elderly. Requirements include a course project incorporating specific cultural and ethnic perspectives to provide optimal, individualized care.

**4240 The Research Process in Professional Nursing (2 sh)**

Introduces elements of the research process with emphasis on becoming a consumer of research. Focus is on relevance of research findings to evidenced-based quality health care. Considers ethical issues in research.

**4500 Community Health Nursing (5 sh)**

Synthesizes knowledge in the science and practice of community health nursing, and is built upon and connected to the University's urban, intercultural, and Christian distinctives. Focuses on patterns that influence wellness, as well as potential barriers that place individuals, families, and communities at risk for major health problems. Includes health care delivery system and its effects on under-served consumers and professionals, community assessment, epidemiology, violence in the community, environmental & occupational health issues, world health issues, and home health hospice care. Applies theory and practice in community health settings.

**4520 Synthesis of Nursing Practice (5 sh)**

Culminating nursing course. Synthesizes knowledge in arts and sciences, nursing theory, and current management principles in multi-complex health care settings. Includes leadership, management, and synthesis of multi-system disorders.

**4540 Health Policy and Politics (2 sh)**

Examines and emphasizes the challenges and opportunities related to issues in health policy and health care from a local, national, and international perspective. Addresses the political, economic, legal, and ethical aspects of the United States Health Care policy and health care issues; their impact on patients; and mechanisms and strategies for political advocacy and influence.

**4550 Leadership and Management in Nursing (2 sh)**

Integrates leadership and management theory in the preparation of nurse leaders and managers who, through the functions of leading, managing and directing others in a variety of healthcare settings, will not only know how to use power appropriately, but will empower others in serving humankind.

**4901 Nursing Comprehensive Exam (0 sh)**

Comprehensive examination of major requirements.

**4910 Independent Study in Nursing (1 or 2 sh)**

The student completes an individually selected nursing project. Open only to nursing majors with consent of faculty and School of Nursing Director.

**4970 Internship in Nursing (1-4 sh)**

Internship in an approved healthcare setting. A maximum of 4 semester credit hours of elective credit can count toward the overall graduation requirement. The student must have completed at least 14 semester hours in nursing and have a minimum GPA of 2.75 in the nursing major. Approval by the Selection and Progression Committee and the Director of the Undergraduate Nursing Program is required. Please refer to the catalog for further internship requirements and guidelines. Awarded on an individual basis. Prerequisite: NURS, 3020, 3030, 3201, 3220, 3240.

## Philosophy (PHIL)

*Clark (chair), Ahn, Clifton-Soderstrom*

The vision of the North Park University philosophy department is to become a community of truthful conversation. Our mission is twofold: 1) to guide the North Park University community in critical and edifying reflection on the good life through attentive reading, writing, and experience, and 2) to prepare our majors to serve the common good as public intellectuals.

### Major requirements for the B.A. in Philosophy

#### Required semester hours

36 sh

#### Required core courses

PHIL 2010, 2020, 2310, 2510, 3515, 4930 (4 sh), at least two semester hours of PHIL 3400 (repeatable), at least two semester hours of PHIL 4970

Electives

8sh from PHIL 2530, 2910 (repeatable), 3100, 3910

#### Notes and restrictions

The philosophy department shares with the other departments in the Faculty of Humanities a common spirit and orientation toward the true, the good, and the beautiful. As such philosophy majors are required to enhance their major learning experiences through electives, taking at least one course each in History, English, and Art.

### Major requirements for the Interdisciplinary B.A. in Philosophy

#### Required semester hours

28 sh in Philosophy

16 sh of upper-division work in another discipline

#### Required core courses

PHIL 3590

#### Notes and restrictions

The philosophy department and the Humanities faculty must approve the courses that will count toward the major. The addition 16 sh may or may not be part of a double major. The philosophy department shares with the other departments in the Faculty of Humanities a common spirit and orientation toward the true, the good, and the beautiful. As such we require philosophy majors to enhance their major learning experiences with one course each in History, English, and Art. The philosophy department will consult with other departments as necessary. Students are encouraged to consult their advisor for suggestions about particular courses. Students with a double major or those obtaining a secondary teaching certificate are exempt from the Humanities co-requirements.

### Minor requirements in Philosophy

#### Required semester hours

20 sh

#### Required core courses

Any PHIL courses to accumulate at least 20 semester hours.

GE designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum program section of the catalog for more information.

#### 2010 Ancient & Medieval Philosophy (4 sh) GE

A survey of the thinkers and movements in the history of philosophy from the pre-Socratics through the late medieval and early Renaissance period.

#### 2020 Modern & Contemporary Philosophy (4 sh) GE

A survey of the thinkers and movements in the history of philosophy from the 16th through the 21st century.

#### 2310 East Asian Philosophies and Ethics (4 sh) GE

The course introduces students, who have no previous background of East Asian studies, to the general philosophical, religious, and cultural ideas of East Asia: Confucianism, Taoism, and Buddhism. Through lectures as well as critical readings in the classical primary texts and contemporary interpretations, the course develops broader and comparative points of views and approaches to the common human problems that have evolved in the major cultures of East Asia (China, Korea, and Japan). The course can serve as a foundation for further study of East Asia including East Asian literature, aesthetics, religion, politics, economics, and history.

#### 2510 Logic (4 sh)

An intermediate course in formal and informal logic.

#### 2530 Business and Professional Ethics (2 sh) GE

An introduction to the important problems and topics in the area of business and professional ethics, e.g., job discrimination, corporate responsibility, environmental obligations, professional codes of ethics, power, and accountability. Prerequisite: BSE 2211.

#### 2910 Introductory Issues in Philosophy (2 or 4 sh) GE

An introduction to the meaning, ethics, and metaphysics of the human relation to various aspects of the world. Specific courses will focus on a single topic (e.g., nature, technology, culture, economics, religion.)

#### 3100 Political Philosophy (4 sh)

A seminar course on selected problems and topics in the area of social and political ethics, e.g., the nature of political associations, the variety of competing visions of the good and just society. Cross-listed with POGO 3100.

#### 3400 Philosophy in Action (1-4 sh)

An experiential education approach to philosophy.

#### 3515 Philosophy of Art (4 sh)

A seminar course on selected problems and topics in the area of aesthetics, e.g., the nature and meaning of aesthetic value, the problem of aesthetic judgment.

#### 3590 Hermeneutics (4 sh)

A seminar course on selected problems and topics in the area of hermeneutics, e.g., the nature of understanding; of language and meaning; and the role of context, tradition, and pre-judgment.



**3910 Topics (4 sh)**

A seminar course on selected topics and problems in philosophy.

**4000 Departmental Honors in Philosophy (4 sh)**

A seminar course for students who do honors work in philosophy.

**4910 Independent Study in Philosophy (1-4 sh)**

A course which allows students to work independently on a project of particular interest to them and which is not offered in the curriculum.

**4930 Directed Research (2-4 sh)**

Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor is required prior to enrollment in this course. This course may be repeated, though the department may limit the number of credit hours this course satisfies towards the major. Please see the departmental degree requirements for details.

**4970 Internship in Philosophy (1-4 sh)**

A course which permits students to explore vocational options that pertain to philosophy. Please refer to the internship section of the catalog for requirements and guidelines.

## Physics and Engineering (PHEN)

*Babu, Kim, Quainoo (chair)*

(Physics will be discontinued as an academic major for students starting after the 2021 academic year.)

The mission of the physics and engineering department is to imbue all students with:

(1) an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics; (2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare as well as global, cultural, social, environmental and economic factors; (3) an ability to communicate effectively with a range of audiences; (4) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts; (5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives; (6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies, and (8) to appreciate and value God's world as revealed through the study of engineering.

## Major requirements for the B.S. degree in Mechanical Engineering

### Required semester hours

56 sh

### Prerequisites and supporting courses

MATH 1510, 1520, 2030, 3050 or 3100; CHEM 1150.

### Required Core Courses

PHEN 1210, 1220, 1330, 1340, 1410, 1510, 2120, 2130, 2510, 2520, 3120, 3130, 3170, 3310, 3610, 4010, 4990.

## Bachelor of Arts Engineering Major:

The BA in engineering is an interdisciplinary major which is designed to serve a variety of students. It is intended to serve students in a broad range of disciplines who feel the need to better understand the science and technology they will employ on a daily basis. In fields such as health care, business, and public safety, professionals are constantly being faced with decisions about the appropriate use of new technologies. This degree is also intended to serve students who wish to use their liberal arts background in the pursuit of engineering as it interfaces with areas of economics, public policy, security, law and the environment. As other fields become more technological, the skills need for Engineering, such as computer programming, design, systems management, and analysis, have become the basic requirements for a professional, regardless of their discipline. When coupled with degrees in business, theology, biology, political science, neuroscience or any of a range of majors, the BA in Engineering offers students a world of possibilities.

## Major requirements for the B.A. degree in Engineering

### Required semester hours

42 sh

### Prerequisites and supporting courses

MATH 1510, PHEN 1210, 1220; 8 sh from the following courses: MATH 1150, 1520; STAT 1490; PSYC 3010, 3100, 3500, 3600, 3800, 3900; CHEM 1150, 1160, 2160, 2310, 2320, 2410, 2510, 3250, 3260, 3330; BIOL 1250, 1260, 2910, 2930, 2950, 3150, 3160, 3180, 3210, 3230, 3510, 3530, 3610, 3620; EXS 2300, 2400, 3010, 3160, 3300, 3400.

### Required Core Courses

PHEN 1330, 1510, 2120, 2510, 2520, 3310, 3610; 12 sh of PHEN numbered 2000 or above. MATH 2030, 3050 or 3100 can be substituted for one of the classes making up the additional 12 sh of PHEN.

### Electives

8 sh from: PHEN 1410, 2130; PHIL 2530, 2910

### Notes and Restrictions

The BA Engineering is not an ABET accredited degree; students interested in becoming professional engineers should instead consider the BS in Mechanical Engineering. All students will carry out a senior design project.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information. **1000 Conceptual Physics (2 sh) GE**

This course is intended to be an introductory algebra-based course in physical science. The course will cover selected topics in physics and applied physics which may include: introduction to astronomy, introduction to geology, introduction to meteorology, or amusement park physics. In each case, emphasis will be placed on the role of technology in society, with emphasis on the environment, as well as physics as a human endeavor. Lab is included in this course. Basic competency in algebra is assumed.

### 1020 Light (2 sh) GE

This course is intended to be an introductory course in physical science with minimum mathematics. The course will cover selected topics in optics and light including the principles of production and propagation of light waves with particular emphasis on design and analysis of optical equipment. Geometrical and physical optics, lasers, and their applications will also be covered. Lab is included in this course. Registration based on designated score on the Math Placement Exam or permission of instructor.

### 1030 Energy (2 sh) GE

This course is intended to be an introductory course in physical science with minimum mathematics. The course will cover selected topics dealing with various forms of energy including the concepts of atomic, nuclear and electrical energy; work; power; and conservation of energy, heat, and entropy. Emphasis will be placed on energy and the environment, energy

resources, alternative forms of energy production, pollution, and the economics of energy use. Lab is included in this course. Registration based on designated score on the Math Placement Exam or permission of instructor.

#### 1050 Physics of Sports (2 sh) GE

This course is intended to be an introductory, algebra-based course in physical science. The course will cover selected topics in physics and their applications to a wide variety of sports. Data acquisition using interactive video techniques will be used widely. Lab is included in this course. Basic competency in algebra is assumed.

#### 1060 Astronomy (2 sh) GE

This course is intended to be an introductory, algebra-based course in physical science. The course will cover selected topics in astronomy including historical background, the earth-moon system, the solar system, stars and their evolution, environment and groupings of stars, galaxies, and the frontiers of astronomy. Lab is included in this course. Prerequisite: MATH 1010 or higher.

#### 1110 College Physics I (4 sh) GE

This course is a trig-based introductory course in physics for health science majors. The course will cover kinematics, dynamics, circular motion, gravitation, conservation of energy and momentum, systems in equilibria, rotations, and properties of matter and fluids. Lab is included in this course. Knowledge of trigonometry or permission of instructor is required to register for this course.

#### 1120 College Physics II (4 sh)

This course is the second semester of a trigonometry-based introductory course in physics for health science majors. The course will cover thermodynamics, electric fields and potentials, DC circuits, magnetic fields and forces, AC circuits, geometrical optics, physical optics, quantum theory, atomic theory, and nuclear physics. Lab is included in this course. Prerequisite: PHYS 1110 or PHEN 1110.

#### 1210 Introduction to Physics I (4 sh) GE

This course is the first semester of a calculus-based introductory physics course for engineering and science majors. Topics to be covered include kinematics, dynamics, energy and momentum, rotational motion, gravitation, equilibria, properties of materials, fluids, wave motion, sound, and simple harmonic oscillations. Emphasis will be placed on problem solving skills as well as conceptual understanding of the material. Lab is included in this course. Basic knowledge of trigonometry is assumed. Prerequisite: MATH 1510

#### 1220 Introduction to Physics II (4 sh)

This course is the second semester of a calculus-based introductory physics course for engineering and science majors. Topics to be covered include thermodynamics, electrical fields and forces, electric potential, DC circuits, magnetic fields and forces, AC circuits, geometrical and physical optics, quantum theory, atomic theory and structure, and nuclear structure, decay, and reactions. Emphasis will be placed on problem solving skills as well as conceptual understanding of the material. Lab is included in this course. Prerequisite: PHEN 1210. Co-requisite: MATH 1520.

#### 1330 Mechanical Comprehension (2 sh)

This course is an introduction to a variety of practical, real-world tools used in physics and engineering to solve problems and complete projects. This course includes an introduction to (1) sketching and visual representation for mechanical and product design, (b) the function of common mechanisms, (3) fabrication methods and prototyping and production, and (d) technical drawing and computer-aided modeling

#### 1340 Design Thinking (2 sh)

This course is an introduction to the engineering design process. Come learn by doing, diving into communities to get to know stakeholders and identifying what can be improved. Iterate solutions while balancing constraints and leveraging opportunity. Bring a project through a typical design cycle (e.g., needs identification, concept development, prototyping, testing, iteration). Prerequisite: PHEN 1330.

#### 1410 Engineering Ethics (2 sh) GE

Moral values permeate all aspects of technological development. Ethics and excellence go together. This course is an introduction to ethics in the context of the engineering profession. The course will include a discussion of current accepted moral frameworks and ethical theories; the study of decision, policies and values involved in engineering practice; and the responsibilities and rights endorsed by the engineering community. Through a critical reading of the Engineering Code of Ethics, traditional textbooks and the consideration of case studies in engineering the class will explore moral challenges faced by engineers in today's society.

#### 1510 Computational Tools for Engineering (2 sh)

This course is an introduction to computational tools in engineering. This course uses spreadsheets (Excel) and an interpreted language (Matlab or Python) to complete typical tasks in engineering. Topics include graphing and visualization of data; spreadsheet development (e.g., formulas, data validation, conditional formatting); introduction to basic programming (variables, branching, looping, functions) to solve numerical problems. Prerequisite: Trigonometry or pre-calculus.

#### 1901 STEM Scholars Experience (0 sh)

STEM Scholars Experience is the course experience for the NSF S-STEM cohort. The course will immerse students in industry as a learning cohort guided closely by faculty to expand job pathways for students into STEM fields. It is expected to foster strong connections with industry through twice-a-month faculty-guided excursions to companies or on-campus visits from them that will be leveraged for internships, undergraduate research opportunities, class project reviews, job skills development, and student industry familiarization.

#### 2120 Engineering Statics (4 sh)

This course is the study of forces on objects that must remain stationary. Topics include: Review of vector arithmetic, particles and rigid bodies in equilibrium, distributed forces, centroids and center of gravity, structures, internal forces and moments, moments of inertia. Prerequisites: C or higher grade in PHEN 1210 and MATH 1510. Co-requisite: MATH 1520.

#### 2130 Introduction to Materials Science (4 sh)

This course introduces the science and engineering of materials such as metals, ceramics and glasses, polymers and composites. Topics include: crystals, defects, non-crystalline structures,

phase diagrams, kinetics, processing, degradation, and failure of materials. Lab is included in this course. Prerequisites: C or higher grade in PHEN 1210 and 1220.

#### **2510 Electronics for Scientists (4 sh)**

This course offers a theoretical and practical introduction to DC and AC circuits. Topics covered include: analysis of linear circuits, circuit laws and theorems, DC responses of circuits; operational amplifiers characteristics and applications, sinusoidal steady-state analysis and phasors, and sinusoidal steady-state power calculations. Emphasis will be placed on both the mathematical methods as well as the “rules of thumb” used in everyday laboratory settings. Prerequisites: C or higher grade in PHEN 1210 and 1220.

#### **2520 Electronics Lab (2 sh)**

This course is the lab to accompany PHEN 2510. Students will gain practical experience in building electronic circuits and using electrical measuring devices with an eye toward laboratory application. Co-requisite: PHEN 2510 (required).

#### **2530 Instrumental Lab (2 sh)**

This course offers a practical introduction to filters, diodes, power supplies, transistors, operational amplifiers, and logic gates. This class includes both theoretical and laboratory applications. Additional topics may include control systems, multichannel analysis, discriminators, detection systems, and fast digital electronics. Prerequisite: PHEN 2510 and 2520.

#### **3120 Mechanics of Materials (4 sh)**

This class will include determination of stresses, deflections, and stability of deformable bodies. Topics covered include statically indeterminate problems in axially loaded bars; normal shear stress in symmetrically loaded beams; normal and shear stress in unsymmetrically loaded beams; deflections in beams and statically indeterminate beam problems; structural analysis using energy methods; stability of columns and allowable loads. Prerequisite: C or higher grade in PHEN 2120.

#### **3130 Engineering Thermodynamics (4 sh)**

The fundamental mass and energy conservation laws and entropy balances are developed and applied to closed and open systems. The concepts of heat and work transfer between thermodynamic systems and their surroundings are discussed. The thermodynamic properties of common working substances are studied. These concepts are applied to the analysis of energy conversion systems with examples to include thermal power plants and refrigeration systems. Lab is included in this course. Prerequisite: C or higher in PHEN 1210 and 1220.

#### **3170 Systems (4 sh)**

We live in a connected world. From the components of your phone to national resource flows to teams of experts, systems enable our everyday lives. Learn how to model engineering systems by considering input flows, system components, outputs, feedback and system control strategies. These principles are applied to a varying scale of systems, reinforcing their broad application. Prerequisite: C or higher grade PHEN 1220, 2510.

#### **3310 Dynamics (4 sh)**

This course is the study of objects in motion. Topics include particle kinematics and kinetics; work, energy, momentum and impulse applied to systems of particle and rigid bodies. Prerequisite: C or higher grade in PHEN 2120 and MATH 1520.

#### **3610 Transport Phenomena (4 sh)**

How are heat, mass and momentum transported? This course addresses these transport phenomena by cover topics in fluid dynamics such as kinematics, conservation laws, dynamic similarity, and laminar flow solutions. Topics in heat and mass transfer cover internal and external convection, free convection, boiling and condensation, and the analogy between heat and mass transport. Analytical and computational modeling of these processes are simultaneously used. Lab is included in this course. Prerequisite: PHEN 3310, PHEN 3130, and MATH 2030.

#### **4010 Fourth-Year Seminar (2 sh)**

This course is intended to help students begin to make the transition from student to professional. The course will have three main goals: 1) to help students examine their goals as they enter graduate school or the private sector; 2) to help students prepare for the departmental comprehensive exam; and 3) to begin to familiarize students with the literature in their field of study.

#### **4910 Independent Study in Engineering (1-4 sh)**

This course is intended as an opportunity for students to study a topic in engineering not included in the regular curriculum. Instructors consent required.

#### **4930 Directed Research (2 or 4 sh) GE**

Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor is required prior to enrollment in this course. This course may be repeated, though the department may limit the number of credit hours this course counts towards the major. Please see the departmental degree requirements for details.

#### **4970 Internship (1-4 sh)**

Please refer to internship section of the catalog for requirements and guidelines

#### **4990 Engineering Capstone Project**

The Engineering Capstone is the culmination of a student's undergraduate engineering program. Working in a team, students gain hands-on experience solving real-world applications. Capstone projects progress through a typical engineering decision cycle, from user needs identification through testing of a functional prototype. When available, industry partnerships are encouraged. Prerequisites: Senior standing, PHEN 3120, 3310.

## Politics and Government (POGO)

Peterson (chair)

The mission of the Politics and Government department is to prepare students for knowledgeable participation in the civic life of their communities. The student who successfully completes the program will:

- Demonstrate the ability to use fundamental concepts from the core subfields of political science to explain political activity at the local, national, and international levels.
- Be prepared to ethically and effectively participate in the process by which collective decisions are made about the use of social resources.
- Have the ability to communicate effectively to peers using scholarly resources and literature from political science. The graduate will demonstrate these skills by forming a thesis and supporting it in writing.

### Major requirements for the B.A. in Politics and Government

#### Required semester hours

36 sh

#### Required core courses

POGO 1600, 2200, 2300, 2800, 3100, and 4100

#### Electives

Three electives from courses numbered above 3000, one of which must be an American politics course and one of which must be an international or a comparative politics course. POGO 3410 is counted as an international politics course. Internships may not be counted toward satisfying the major but will count as general University electives.

#### Notes and restrictions

The following supporting courses are recommended (not required): STAT 1490, HIST 2110, 2120; BSE 2211. Students interested in pursuing graduate work in international relations should take advanced language courses, BSE 3220, and HIST 2260 or 3440. A comprehensive examination is required and must be passed. A minimum of 16 credits at the 3000 level or higher in the major are to be taken at North Park University.

#### Honors

Students must apply for admission to the program no later than the spring semester of their third year. To graduate with Departmental Honors in Politics and Government students must earn 8 sh of POGO 4920 in addition to the credit required for the major. For general Departmental Honors requirements and POGO 4920 course description, see appropriate sections of this catalog.

### Minor requirements in Politics and Government

#### Required semester hours

20 sh

#### Required core courses

POGO 2200, 1600 and any three courses numbered above 3000.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 1100 Introduction to Politics (4 sh)

An examination of the major principles and ideas which have shaped world politics. The perennial questions of justice, equality, freedom, moral relativism, and tyranny as expressed in the great works of representative ancient and modern political thinkers will be critically examined.

#### 1600 American Government (4 sh)

An introductory survey of the principles which have shaped the American Republic. The political institutions and processes central to an understanding of American politics and government will be examined including the Constitution, presidency, Congress, Supreme Court, political parties, campaigns, elections, and selected public policy issues.

#### 2200 International Politics (4 sh) GE

An introduction to the theory and practice of the political relations among nations, including a survey of the historical development of the international system, and analysis of the major features of international politics including security, power, diplomacy, and efforts to establish and sustain international society.

#### 2300 Comparative Politics (4 sh) GE

An introductory comparative study of the political institutions of the nations of Europe and selected nations of the Middle East, Latin America, Asia, and Sub-Saharan Africa. Forms of government, political culture and history, parties and elections, governing institutions and development will be among the topics considered.

#### 2750 Chicago Politics (4 sh) GE

Chicago as a case study of the urban political process as it relates to ward politics, patronage, ethnicity and race, education, housing, poverty, and crime. Chicago is the classroom as students explore its neighborhoods and the challenges governing the "city that works."

#### 2800 Survey Research Methods (4 sh)

An introduction to the methods of political science research, with particular attention given to creating and analyzing public opinion surveys. Topics discussed include ethical considerations in human subjects research, developing and testing hypotheses, and collecting and analyzing quantitative data.

#### 3100 Political Philosophy (4 sh) GE

An examination of the development of the classical and modern traditions of political philosophy analyzing the nature and origin of the state; the individual's relationship to the state; the different types of the state; constitutionalism; the ideas of right, law, freedom, justice, equality; and the struggle to prevent tyranny. Readings will include selections from among the following: Plato, Aristotle, Thomas Aquinas, Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Smith, Tocqueville,



Mill, Marx, Nietzsche, and others. Student must be of third-year standing.

**3210 International Political Economy (4 sh) GE**

An examination of the economic aspects of international relations in the contemporary world. Attention is given to the following: world trading, monetary and financial systems, the role of international institutions (both governmental and non-governmental) in the world economy, national and regional economic systems, the activities of states to secure advantage in the international economic system, the relation of the state and of international society to economic development and the ongoing globalization of economic activity.

**3230 Issues in International Relations (4 sh)**

Advanced political analysis of the primary issues facing the contemporary international system, including the challenges of economic interdependence and institutionalization, economic development, human rights and democracy, and other transnational concerns. Prerequisite: POGO 2200.

**3310 Movements for Change (4 sh)**

Who fights for change? Why? And how? Answers tend to vary with historical circumstance. Increasingly today we find trans-border problem solving to deal with problems that cross borders—problems like environmental degradation, migrant rights, and criminal or health issues. This course looks at the transformation of old and the emergence of new institutions as people try not only to cope but realize their vision of a “just” society. Cross-listed with SOC 3310.

**3370 Politics of the Middle East (4 sh)**

An analysis of the modern Middle East from the fall of the Ottoman Empire to the present in terms of the concepts of political development, modernization, and civil society. A broad overview of the region is combined with a country-by-country examination of selected states. Particular attention is paid to ideology, political party structure, and ongoing conflicts in the region.

**3410 American Foreign Policy (4 sh) GE**

An examination of United States foreign policy in the twentieth century with emphasis on the major features of U.S. engagement, the expansion of American power, and an analysis of the foreign policy decision making process.

**3500 Constitutional Law (4 sh)**

An introduction to the judicial process, an examination of the role of law in the American political system, and an historical and theoretical analysis of the United States Constitution as developed in landmark Supreme Court decisions relating to federalism, commerce, and separation of executive and legislative powers. Topics include individual rights; freedom of speech, press, and religion; abortion; censorship and obscenity; racial and gender discrimination; and affirmative action and reverse discrimination. Prerequisite: POGO 1600.

**3630 Parties and Elections (4 sh)**

Analysis of the organization and evolution of political parties in the American political process. Topics include the role of nominations, campaigns, elections, campaign finance, public opinion, and interest groups in a representative democracy. Discussion of current local, state and national election campaigns is an important focus. Prerequisite: POGO 1600.

**3650 Congress and the Presidency (4 sh) GE**

An analysis of the creation, the historical development, and the operations of Congress and the presidency with specific emphasis on the political relationships between the two policy making branches of American government. Prerequisite: POGO 1600.

**3690 Religion and Politics (4 sh)**

An examination of the historical and ongoing relationship between church and state in American politics. Topics discussed include religion's impact on voting behavior, interpretations of the establishment and free exercise clauses of the First Amendment, and normative questions regarding religion's role in political life.

**3910 Topics in Political Science (4 sh)**

An intensive investigation of a selected topic in politics and government offered from time to time at the discretion of the department.

**4100 Fourth Year Seminar (4 sh)**

An extensive investigation of significant themes through reading, discussion, and research designed to integrate all previous course work in the major. Themes will vary from term to term. Students do a major research project on a topic related to one of the themes of the seminar, assemble their findings in a seminar paper, and present those findings to the seminar. Required of all majors. Student must be of fourth-year standing.

**4910 Independent Study in Politics and Government (2-4 sh)**

Advanced work in fields of special interest not generally available in traditional courses.

**4920 Departmental Honors in Politics and Government (4 sh)**

An independent, high level examination of a political problem or issue and the writing of an honors thesis. Designed for students seeking to graduate with Departmental Honors in Politics and Government.

**4970 Internship in Politics and Government (2 or 4 sh)**

The opportunity to explore a practical employment opportunity in an academic context, including an integration of the practical and the academic elements of the experience. Please refer to Internship section of this catalog for further requirements and guidelines.

## Psychology (PSYC)

*Gray (chair), Bennett, Governale, O'Toole, Shirkey*

The mission of the Department of Psychology is to encourage students to approach psychological science critically and creatively, with major emphasis on the scientific method, real-world application, self-awareness, and multicultural competence.

The psychology curriculum is guided by major learning outcomes. The learning goals are integrated into course design, program planning, assessed in courses, and reviewed each year.

Upon completion of a psychology major, the graduate will be able to...

Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in psychology.

Demonstrate scientific reasoning and problem solving using basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena.

Describe and apply ethically and socially responsible behaviors for professional and personal settings.

Demonstrate competence in writing, oral, and interpersonal communication skills.

Apply psychology-specific content and skills to self and others to succeed in the workforce.

For admittance into the major, a GPA of 2.0 or higher is required for the first 12 semester hours of psychology courses taken (for incoming first-years: PSYC 1000, 2100 and one upper division 3000-level course; for students with transfer psychology units, the first three required major courses in psychology). A GPA of 2.0 or higher in the major courses is required for graduation from the university with this major. Students dropping below 2.0 in the major courses are required to meet with their advisor to develop a plan to repeat courses to bring up their GPA before taking additional courses. Students failing to complete their plan successfully are subject to dismissal from the major.

The Psychology department will accept, at maximum, 16 semester hours of transfer units toward the psychology major requirements.

### Requirements for the B.A. in Psychology

#### Required semester hours

36 sh

#### Prerequisites and supporting courses

STAT 1490

#### Required core courses

PSYC 1000, 2100, 3100, 3500, 4901. PSYC 3150 or 3550. PSYC 3600 or 3700. One course from Group A, Research: PSYC 3200, 3400, 3800, 3900. One course from Group B, Professional: PSYC 3250, 3350, 3450, 3650; 4 sh PSYC elective (any 3000-level PSYC course).

#### Notes and Restrictions

All majors are required to take and pass an objective comprehensive exam during the final semester of the major; anyone failing that exam will be required to take and pass a

departmental comprehensive essay exam. Students must enroll in PSYC 4901: Psychology Comprehensive Exam (osh) to complete this requirement.

#### Honors

For Departmental Honors in Psychology, 4 sh of PSYC 4000 are required in addition to the 36 sh for the B.A. degree. Application for admission should be made the second semester of the third year. For Departmental Honors requirements and PSYC 4000 course description, see appropriate sections of this catalog.

### Requirements for the B.S. degree in Psychology

#### Required semester hours

52 sh

#### Prerequisites and supporting courses

STAT 1490

Students are required to complete a combined total of 8sh in BIOL, CHEM, EXS, HSC, MATH or PHEN as approved by Psychology faculty advisor.

#### Required core courses

PSYC 1000, 2100, 3010, 3100, 3500, 3910, 4901, 4902; PSYC 3150 or 3550; PSYC 3600 or 3700; 4 sh in, 4000, 4930 or 4970. One course from Group A, Research: PSYC 3200, 3400, 3800, 3900. One course from Group B, Professional: PSYC 3250, 3350, 3450, 3650. Two additional 4 sh PSYC Electives (any 3000-level PSYC course).

#### Notes and Restrictions

- Students who wish to pursue doctoral studies in Psychology should choose the B.S. option. Graduate psychology programs are extremely competitive and this curriculum offers the most thorough preparation.
- Students should seek regular advising regarding which courses would be most appropriate for their specific career goals.
- Students must verify the eligibility of science courses with their PSYC advisor for approval for the B.S. degree. Advisors have a list of appropriate course options to recommend.
- Students must verify the eligibility of the PSYC 3910 section with the instructor and declare their intention to use the course as a requirement for the Bachelor of Science degree. Some PSYC 3910 courses may not be eligible to meet this requirement if they are not structured as advanced seminars on a detailed topic.
- Student may complete a 4 sh internship or two 2 sh internships to fulfill this requirement. Internships must be officially recorded as PSYC 4970 and arranged through Career Services. Students must have a current psychology faculty member as a faculty sponsor.
- If a student meets the criteria for Honors and has a faculty sponsor, they may complete a senior honors project (PSYC 4000 or 4930) as an alternative to an internship. Students particularly interested in an experimental PhD program should pursue this option.
- All majors are required to take and pass an objective comprehensive exam during the final semester of the major; anyone failing that exam will be required to take and pass a departmental comprehensive essay exam. Students must enroll

in PSYC 4901: Psychology Comprehensive Exam (osh) to complete this requirement.

- Students must enroll in and pass PSYC 4902: Psychology Portfolio in their final semester.

### Honors

For Departmental Honors in Psychology, 4 sh of PSYC 4000 are required. Application for admission should be made the second semester of the third year. For Departmental Honors requirements and PSYC 4000 course description, see appropriate sections of this catalog.

## Minor requirements in Psychology

### Required semester hours

20 sh

### Prerequisites and supporting courses

STAT 1490

### Required core courses

PSYC 1000, 2100

### Electives

12 additional hours in psychology

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 1000 Introduction to Psychology (4 sh)

An introduction to the methodology and the major content areas of psychology. Minimum grade requirement, C or above, for declared majors.

#### 1200 Stress and Health (2 sh) GE

Introduces the concepts of stress and health, including physical and psychological well-being, nutrition, and exercise.

#### 2100 Research Methods in Psychology (4 sh) GE

Introduces the methods and statistics used in the study of psychology, including surveys, correlational studies, and experiments. Special attention to the unique requirements of human subjects. Prerequisite: PSYC 1000, STAT 1490. Minimum grade requirement, C or above, for declared majors.

#### 2105 Psychology as a Major and Career

This workshop course introduces students to expectations, opportunities, and career options in psychology as a degree and profession. Completion or concurrent enrollment in PSYC 2100 is required.

#### 2700 Human Lifespan Development (4 sh)

Studies physical, cognitive, social, and emotional development across the human lifespan. The course incorporates theories, methods, and research with both children and adults. Prerequisite: PSYC 1000.

#### 3010 Behavioral Neuroscience (4 sh)

Explores how biological mechanisms interact with experience to create behavior, with an emphasis on components of the

nervous system and the biological bases of the sensory systems. Prerequisite: PSYC 2100.

#### 3100 Learning and Memory (4 sh)

Examines some of the basic processes of behavior and mental life: classical and operant conditioning, memory, and thinking. Combines experimental data, everyday experience, and psychological theory. Prerequisite: PSYC 2100.

#### 3150 Child and Adolescent Psychology (4 sh) GE

Explores the nature and course of physical, social, and cognitive development and patterns of growth, change, and stability in behavior that occur throughout the entire lifespan. Special attention to developmental research. Pre-requisite: PSYC 2100.

#### 3200 Personality (4 sh)

Focuses on the scientific investigation of individuals' characteristic patterns of thinking, feeling, and behaving from a psychological perspective. Includes historical and contemporary approaches, current research, personality assessment, and the application of personality concepts in everyday life. Prerequisite: PSYC 2100.

#### 3250 Psychology of Gender and Sexuality (4 sh)

This course is an overview of the scientific study of gender and human sexuality and will familiarize students with both basic and advanced concepts in these fields. This course is a survey of research and current thinking and emphasizes the scientific investigation of human mental processes and behavior. Prerequisite: PSYC 2100.

#### 3350 Industrial-Organizational Psychology (4 sh)

Focus on the sub-field of psychology that applies psychological theories and principles to organizations. Includes workplace productivity, physical and mental well-being of employees, performance appraisal, teams and leadership. Pre-requisite: PSYC 2100.

#### 3400 Psychological Testing (4 sh)

Studies the history, principles, and applications of psychological testing and assessment. Included are: the functions of psychological testing; technological and methodological components such as reliability and validity; and test development and construction. Particular focus on the theories and uses of intelligence and personality tests. Prerequisite: PSYC 2100.

#### 3450 Multicultural Psychology (4 sh)

Investigates the influence of sociocultural factors on human thought and behavior. Includes exploration of how major psychology concepts and findings might be influenced by factors such as race, ethnicity, gender, and class. Pre-requisite: PSYC 2100.

#### 3500 Social Psychology (4 sh)

Introduces the study of human behavior in groups, including social cognition, social influence, attribution, social comparison, attraction and friendship, stereotypes, and the self. The course incorporates theory, research, and application. Prerequisite: PSYC 2100.

#### 3550 Adult Development and Aging (4 sh)

Examines human development from adulthood through death from a biopsychosocial perspective. Includes contemporary themes and issues in the field, models of development, research methodology, and the application of theory.

**3600 Abnormal Psychology (4 sh)**

Studies psychological disorders, etiologies, assessment, and interventions. This includes the history of abnormal psychology; theory and research; and biological, psychological, and social approaches to treatment. Prerequisite: PSYC 2100.

**3650 Health Psychology (4 sh)**

This course will explore how psychological processes and our environment impact our physical health and well-being, and conversely, how our physical health impacts our psychological wellbeing. Specifically, how biological, psychological, and social factors interact with and affect several factors including health promotion, illness prevention, medical treatment, treatment adherence, coping with various aspects of illness, and the recovery, rehabilitation, and psychosocial adjustment of people with chronic illness or injury. This course's primary orientation to the problem of health psychology is clinical/counseling.

**3700 Counseling Psychology (4 sh)**

Introduces research and principles, theories, and techniques of counseling. Emphasizes theories of counseling; some basic listening and responding skills; sound judgment and the limits of practice; special populations in counseling; and professional ethics. Prerequisite: PSYC 2100.

**3800 Perception (4 sh)**

Studies the relationship between the external world and our internal representation of the world as we perceive it. Considers the bases of accurate perception, factors contributing to perceptual errors, the dimensions and processes of consciousness, and the nature of reality. Prerequisite: PSYC 2100.

**3900 Thinking and Language (4 sh)**

Examines the nature and origin of human thought and language. Topics will include but not be limited to decision making, problem solving, reasoning, language, and consciousness. The course will include, theoretical, empirical, and applied foci. Prerequisite: PSYC 2100.

**3905 Practicum in Psychology (1 sh)**

This experiential-learning 1 credit course is taken in conjunction with select psychology courses. Students will obtain relevant experience the human services field.

**3910 Topics in Psychology (2 or 4 sh) GE**

Studies in depth and detail selected topics in psychology. Repeatable. Prerequisite: PSYC 2100.

**4000 Departmental Honors in Psychology (2-4 sh)**

Studies an approved research topic in depth and detail under the supervision of department faculty. Involves a literature review, design of a study, analysis, and write-up. The final paper is presented to the larger university and/or psychological community. Students may register for PSYC 4000 in one semester for 4 sh, or two semesters for 2 sh each. Student must have approval of the project proposal by the department faculty and assignment of the supervisor.

**4400 History and Systems of Psychology (4 sh)**

A capstone seminar for students applying to graduate programs in psychology. A systematic review of the roots of psychology in philosophy and physiology; emphasizes the historical development of and connections in thought and methods among major subfields of contemporary psychology. Admission to the course is limited to third- and fourth-year psychology majors who obtain permission of the instructor based upon superior grade point averages.

**4901 Psychology Comprehensive Exam (0 sh)**

All majors are required to complete and pass the psychology comprehensive exam prior to graduation. Students should enroll in PSYC 4901 in their final fall or spring semester at North Park University. The psychology comprehensive exam is a cumulative exam covering all content in major PSYC courses offered at North Park University.

**4902 Psychology Portfolio (0 sh)**

Reviews academic progress, career planning and exploration, and evidence of major outcomes in psychology through personal reflection. Student will submit an organized sample of education work samples and skills for review. Independent study.

**4903 Psychology Professional Seminar (1 sh)**

This seminar will enable students to develop plans for post-graduation professional or educational work. Students should enroll in their final year.

**4910 Independent Study in Psychology (1-4 sh)**

Studies in detail a topic chosen by the student in consultation with a department faculty member whose approval is required for the course. Repeatable.

**4930 Directed Research (2-4 sh)**

This course is open to students with an interest in a special topic in psychological research. Students must be a psychology major, in their final year, with a minimum Psychology GPA of 3.0. Students will work under the direction of a faculty mentor on a novel research project. Permission of the faculty mentor and departmental approval is required prior to enrollment in this course.

**4970 Internship in Psychology (1-4 sh)**

Please refer to the internship section of the catalog for requirements and guidelines. The Psychology department GPA requirement is a 2.75 for a 4sh internship. Students may enroll in 1 or 2sh provisional supervision with a 2.5 GPA with departmental approval.



## Scandinavian Studies (SCAN)

*Andreasson-Hogg*

(Scandinavian Studies will transition from an academic major to an academic minor for students starting after the 2021 academic year.)

The objectives of the Scandinavian Studies major are: 1) to impart to the student a knowledge of the Swedish or Norwegian language in its spoken and written forms and 2) to develop the student's awareness of the environmental and cultural context of the Scandinavian languages, i.e., Scandinavian history, literature, arts and contemporary society in five countries (Sweden, Norway, Denmark, Finland, and Iceland); and 3) to develop abilities comprehending Scandinavian languages.

### Major requirements for the B.A. in Scandinavian Studies

#### Required semester hours

36 sh

#### Required core courses

SWED 1010, 1020, 2010, 2020, 3150; or NORW 1010, 1020, plus a semester language study in Norway to earn NORW 2010, 2020, 3150; and SCAN 2130; 3200; 3250, 4901.

#### Electives

4 additional hours in Swedish from 4000, 3910, 4910

#### Special programs

The Center for Scandinavian Studies administers exchange programs with institutions in Scandinavia and invites guest faculty, artists, performers, and lecturers. Students are encouraged to spend a semester or a year on exchange in Scandinavia.

### Minor requirements in Scandinavian Studies

#### Required semester hours

20 sh

#### Required core courses

SWED 1010, 1020, 2010, 2020; or NORW 1010, 1020, plus semester in Norway to earn NORW 2010, 2020.

#### Electives

4 additional hours in Scandinavian Studies

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 2130 Scandinavian History and Culture (4 sh)

Course offered in English. Scandinavia's role in European development. The Viking age, the medieval period, the Reformation, the Counter-Reformation, the modern breakthrough, nineteenth century migration, emergence of the modern democracies, and the "Welfare State."

#### 3200 Ibsen and Strindberg (4 sh)

Course offered in English. Lectures with reading, discussion, analysis, and synthesis of representative plays of Scandinavia's two internationally significant dramatists.

#### 3250 Reading and Comprehending Scandinavian Languages (4 sh)

The study of current texts in Swedish, Norwegian, and Danish develops the student's ability to read and comprehend the other Scandinavian languages. The texts will reflect issues related to the environment, business, and contemporary society in Scandinavia. (Course offered in Swedish, Norwegian and Danish.)

#### 3910 Topics in Scandinavian Studies (2 or 4 sh)

Topics courses offered either by the Swedish Department or in cooperation with the Center for Scandinavian Studies.

#### 4000 Departmental Honors in Swedish (4 sh)

Honors students will write a major paper at the honors level and make an oral presentation of the paper at a Spring Honors Symposium.

#### 4901 Senior Assessment (0 sh)

A non-credit course for which all Scandinavian Studies majors must register in order to complete their final requirements to graduate: a portfolio, an oral proficiency interview, and written exit questionnaire. Graded on a pass/fail basis.

#### 4910 Independent Study in Swedish (1-4 sh)

Advanced independent research. Open to majors in other disciplines with a reading knowledge of the language.

#### 4970 Internship in Swedish (1-4 sh)

Please refer to the internship section of the catalog for requirements and guidelines.



## Sociology (SOC)

*St. Jean (chair), Nedilsky*

Offerings in sociology are designed to provide the student with:

1) skills required to assemble and interpret data concerning social behavior, 2) comprehension of basic concepts and theories in sociology, and 3) awareness of human variability in different cultural contexts.

### Sociology Major:

Basic courses required for the majors in sociology analyze patterns of human relationships in complex industrial societies including non-Western societies. Skills developed by the students will help prepare them for graduate study in these and related fields, employment in the business areas related to the analysis of social behavior, as well as, employment in international business, government, and service fields. North Park's urban location provides opportunities for students interested in urban sociology, the sociology of culture, and applied sociology.

### Major requirements for the B.A. in Sociology

#### Required semester hours

36 sh

#### Prerequisites and supporting courses

STAT 1490

#### Required core courses

SOC 3010, 3500, 3930, 4010

#### Electives

One course from each area plus one additional course from any of the 4 areas to total 20 semester hours:

Social Identity: SOC 2090, 2150, 2500, 3100, 3410

Social Organization: SOC 2130, 2800, 2900, 3030, 3080, 3130

Social Deviance: SOC 2100, 2520

Social Change: SOC 2530, 3300, 3310, 3800

#### Notes and Restrictions

No more than two cross-listed courses taught outside the department may be counted toward the major. Cross listed courses are indicated in the course descriptions. A comprehensive examination is required and must be passed for graduation. A minimum of 16 credits at the 3000 level or higher in the major are to be taken at North Park.

#### Honors

Prospective students must submit a research proposal two weeks prior to the last day of classes of the spring semester of their third year. To graduate with Departmental Honors in Sociology students must successfully complete 8 semester hours of SOC 4000 in addition to their major requirements. For general Departmental Honors requirements and SOC 4000 course description, see appropriate sections of this catalog.

### Minor requirements in Sociology

#### Required semester hours

20 sh

#### Required core courses

none.

### Criminal Justice Major:

The objective of the major in Criminal Justice is to provide students with an education in criminal justice that prepares them to think critically about the problems of crime and justice and to prepare them for a career in the field of law enforcement.

Crime and social deviance are multifaceted phenomena, involving both traditional criminal behaviors and domestic violence, but also encompassing more recently recognized fields such as hate crimes, organizational offenses against the environment, or corporate crime. We recognize that the pursuit of justice involves not only the criminal sanctioning system of police, courts, and corrections, but also matters of justice and a variety of other social and political institutions such as regulatory systems, civil law and administrative law, alternative dispute resolution, and community initiatives.

### Major requirements for the B.A. degree in Criminal Justice

#### Required semester hours

36 sh

#### Prerequisites and supporting courses

POGO 1600, SOC 1910, STAT 1490

#### Required core courses

SOC 2090, SOC 2100, SOC 2520, SOC 3030, SOC 3200, SOC 3330, SOC 3400, SOC 3450, SOC 3500, SOC 3900, SOC 3950

#### Electives

CTS 3000, SOC 2800, SOC 2930, POGO 3600, SOC 4910, SOC 4000, SOC 4970, SOC 4970

#### Notes and Restrictions

A minimum of 18 credits at the 2000 level or higher in the major are to be taken at North Park.

#### Honors

Prospective students must submit a research proposal two weeks prior to the last day of classes of the spring semester of their third year. To graduate with Departmental Honors in Criminal Justice students must successfully complete 8 semester hours of SOC 4000 or POGO 4920 in addition to their major requirements. For general Departmental Honors requirements and SOC or POGO 4000 course descriptions, see appropriate sections of this catalog.

### Minor requirements in Criminal Justice

#### Required semester hours

20 sh

#### Required core courses for the minor from the following list

POGO 2520, SOC 3200, SOC 3330, SOC 3400, SOC 3450, SOC 3900, SOC 3950

#### Notes:

SOC 3200, SOC 3330, SOC 3400, SOC 3450, SOC 3900, and SOC 3950 are taught in the School of Professional Studies (SPS), and are intensive courses. All courses meet for 7 weeks (1 quad), once weekly, typically in the evenings. Four-hour courses meet for four hours (usually 6-10 pm); 2-hour courses meet for

two hours (usually 6–8 pm). Students should be prepared for a concentrated experience and plan their schedules accordingly.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

**1910 Introduction to Sociology (4 sh) GE**

Problems, fields, and methods of sociology. Emphasis on a theoretical frame of reference to explain basic social processes, the role of culture in social behavior, the nature of social organization, and social and cultural change. Intensive reading in descriptive studies from a wide range of societies.

**2090 Race and Ethnicity (4 sh) GE**

Characteristics and definitions of race and ethnicity in various cultures and societies. Significance for cultural pluralism.

**2100 Social Problems (4 sh) GE**

A variety of social issues have assumed enough prominence to be labeled “problems”. This course is intended to provide the student with a conceptual framework within which to examine social problems. Emphasis will be on issues such as poverty, crime and punishment, affordable housing, education and deviance.

**2130 Mexican History and Culture (4 sh) GE**

A multi-disciplinary approach to the study of Mexico from pre-Colombian societies to the present. Taught in English. Cross-listed with SPAN 2130.

**2150 Gender Studies (4 sh)**

Exploration of male and female gender roles in culture and society. Importance of gender in workplace, family, education, and belief systems. Analysis of power. Assessment of the contribution of feminist theories to study of gender. Cross-listed with WGS 2150.

**2200 Criminology (4 sh)**

Criminology is the scientific study of the causes, consequences, and potential solutions to incidents and problems of crime in society. This course will closely examine classical and contemporary theories of crime, methodological practices in the scientific study of crime; policy development, and programmatic interventions based on criminological research. This course focuses strictly on the science of crime, rather than the law and practices of criminal procedures through the main components of the criminal justice system: police, courts, and corrections. Prerequisite: SOC 1910.

**2300 Ethics in Criminal Justice and Social Services (4 sh) GE**

An examination of the moral and ethical stances associated with social and personal decision making. The course will examine such issues as critical decision making in professional and personal practices in settings that include policing, courts, corrections, social services, health services, music, arts, entertainment, elementary and high school teaching, higher education, non profit administration, faith based operations, and personal settings that include the family, recreation, and spirituality. Topics will also include issues such as reference to justifications for affirmative action, the debate centering on immigration, the exploitation of labor in countries that export to the U.S., the social imperative for security versus individual privacy, the use of force by police, educational equity, and busing across district boundaries.

**2500 Introduction to African Studies (4 sh)**

This course, utilizing the disciplines of history, sociology, and anthropology, will present, discuss, and analyze the African-American experience from pre-slavery West Africa to contemporary U.S., with particular emphasis on current cultural, theological, social, economic, and political issues that exist within the African-American community. Cross-listed with AS 2500.

**2520 Criminal Justice (4 sh)**

An overview of the criminal justice system in the United States emphasizing key issues in the process of arrest through trial and sentencing and imprisonment, an analysis of the roles of the police, prosecutors, defense attorneys, and courts, and the various theories of punishment and crime causation. Representative Supreme Court decisions in the law of arrest, right to counsel, capital punishment, search and seizure, and self-incrimination will be analyzed.

**2530 The Civil Rights Movement 1954-1970'S (4 sh)**

Emphasizes the period from 1954 through the 1970s as a time of social turmoil and change in American society during which African-Americans insisted on inclusion in the nation's mainstream and power in their own right. Employs social movement theory in examining the history, progress, and effects of the Civil Rights Movement in general and in studying such organizations as the NAACP and such leaders as Martin Luther King in particular. Cross-listed with AS 3030.

**2800 Marriage and Family (4 sh)**

The family is an important social institution that profoundly affects us. This course is designed to study the diversity of families and explore the historical changes in marriage patterns. Topics covered include dating and mate selection, family structures, marital satisfaction, parenting, divorce and remarriage, alternative lifestyles, and the diversity of meaning that the institution has in the United States and cross-culturally.

**2900 Community and Initiative (4 sh)**

Initiatives to establish community are what make the United States what it is today. This class explores how voluntary association, the visions of utopian planners, and the networking of migrants and minorities have all contributed to this country's political and spatial peculiarities. It also asks students to consider whether “community” is still possible today, and, if so, at what cost? Through service learning excursions, students will get their own answers to these questions.

**2930 Topics in Sociology (1-4 sh)**

Intensive investigation of a selected topic of current interest in sociology. The specific subject matter may vary from year to year, reflecting the interests of both faculty and students. The courses are designed for all students and are taught at an introductory level.

**3010 Social Thought (4 sh)**

Critical examination of the theoretical foundations of the study of society and culture. Historical evolution of social and anthropological thought as well as contemporary analysis. Required of all students majoring in sociology.

**3030 Urban Sociology (4 sh) GE**

90% of urbanization taking place today is in the developing world-Latin America, Africa, and Asia. How can Western classical theories of urbanization developed in the 19th and 20th Centuries inform contemporary experiences of migration,

individualism, social control, social movements, and redevelopment in non-Western countries in the 21st Century Lectures, reading and case studies from local authors provide ample opportunity for cross-cultural comparisons.

**3080 Power, Privilege and Inequality (4 sh)**

Examination of class, status, and power; their origin, change, and interrelationship with other aspects of society; societal distribution of resources and rewards. Analysis of forces influencing individual and group mobility.

**3100 Sociology of Religion (4 sh)**

Relationship of culture and society to religion. Analysis of social, political, and economic forces with religious belief, expression, and practice.

**3130 Justice in Education (4 sh)**

Applied to America's system of schooling, justice as an ideal has inspired a meritocratic system, and justice as a goal has offered up education as "the great equalizer." Yet these related pursuits have, arguably, proven illusory. Sociologists, educators, students, and other concerned citizens continue to tweak our existing systems, to correct for past disadvantages, to achieve new notions of justice. Through lectures, readings, fieldtrips, and service-learning, this course follows developments in education, with an eye on what are our ideals, and what it means to fail at achieving them.

**3200 Correctional Services (4 sh)**

Review of the historical and contemporary structure, philosophical underpinnings, and administration of adult corrections in the United States. Emphasis is placed on the purpose and goals of the correctional system and the critical issues and problems facing it today. Major topics include discussion of the various philosophies of punishment, sentencing strategies, and the prison community. The social, political, and economic impact on correctional services, such as boot camps, sentencing reform, overcrowding, community-based alternatives, punishment versus rehabilitation debates, and reintegration are explored. Cross listed with CJ 3200. Enrollment limited to Criminal Justice majors or permission of instructor or department chair. Prerequisite: SOC 2520.

**3300 Modernizing China and Japan (4 sh)**

What does it mean to be modern? This course explores the political and social dynamics of creating a modern state in China and Japan in the 19th and 20th Centuries. Focusing on historic initiatives that led to each society's transformation, we examine the push for industrialization, nationhood and the ideal citizen. Readings draw on the perspectives of ordinary people responding to state-sponsored social change.

**3310 Movements for Change (4 sh)**

Who fights for change? Why? And how? Answers tend to vary with historical circumstance. Increasingly today we find trans-border problem solving to deal with problems that cross borders—problems like environmental degradation, migrant rights, and criminal or health issues. This course looks at the transformation of old and the emergence of new institutions as people try not only to cope but realize their vision of a "just" society.

**3330 Juvenile Justice System (4 sh)**

The contemporary juvenile justice system is analyzed from historical and philosophical perspectives. An overview of the procedures, structures, and treatment of juvenile offenders are

provided as well as an exploration of the purpose and primary operations of juvenile detention and probation services. Further emphasis is placed on the nature and extent of delinquency, theories of causation, current trends, prevention, problem solving, and the delivery of services to this population. Students compare and contrast different approaches and future trends in juvenile justice among countries within and outside of the United States. Cross listed with CJ 3300. Enrollment limited to Criminal Justice majors or permission of instructor or department chair. Prerequisite: SOC 2520.

**3400 Criminal Procedure (2 sh)**

An overview of the structure of the United States court system, sources of individuals' rights and the constitutional limitations on the prohibition of criminal conduct will provide a foundation for this study of criminal procedural law. This course will examine the legal continuum from the initial search and seizure of a suspect, to the arrest and interrogation, pre-trial process, criminal trial, sentencing and punishment, and appeal and post-conviction rules. Cross-listed with CJ 3400. Enrollment limited to Criminal Justice majors or permission of instructor or department chair. Prerequisite: SOC 2520.

**3410 Migration and Identity (4 sh)**

Study of dynamics of immigrants, adaptation, intercultural acculturation, education of next generations, family life, interracial marriage, ethnic conflict with business, religion, economic, and political functions.

**3450 Criminal Law (2 sh)**

Provides with an overview of criminal law with an emphasis on the major crimes to include offenses against: the person, habitation, property, public morality, alcohol and drug offenses, and white collar and organized crime. The course will explore an individual's liability for criminal conduct, criminal responsibility or intent, and the circumstances that may modify the individual's responsibility for a criminal act. Special defenses to criminal acts will also be discussed. Cross-listed with CJ 3500. Enrollment limited to Criminal Justice majors or permission of instructor or department chair. Prerequisite: SOC 2520.

**3500 Methods in Social Research (4 sh) GE**

An introduction to the logic of scientific inquiry and its implication for social research. Research strategy, definition of research goals, methods of data collection, and analysis. Required of all students majoring in sociology. Prerequisite: STAT 1490.

**3800 Globalization: Transforming Economy and Culture (4 sh)**

Global Village or Global Pillage? Focusing on the experiences of the United States and China, this class provides a theoretical framework and historical perspective to understanding globalization as both an economic and cultural process. Lectures, reading and case studies of local responses to globalization illustrate how this process reorders, integrates and transforms societies.

**3900 Law Enforcement Administration (2 sh)**

Application of the fundamental theories and principles related to the professional management and administration of law enforcement agencies. The basic management concepts of police administration and forms of police organization are analyzed and evaluated. Examines specific operational functions such as budgeting, personnel, planning, technology, and productivity measurements. Designed to assist students in developing the ability to interpret and implement complex policy such as

homeland security into their professional practice. Cross-listed with CJ 4000. Enrollment limited to Criminal Justice majors or permission of instructor or department chair. Prerequisite: SOC 2520.

**3930 Practicum in Sociology (4 sh) GE**

Hands-on and practical, this class introduces students to the qualitative methods of research such as observation and interview as students support Chicago institutions through service learning. Team work around common interests, learning outside the classroom, and application of existing talents and skills sets this course apart. Required of all students majoring in sociology, but not limited to sociology majors.

**3950 Restorative Justice (2 sh)**

An in-depth analysis of the key principles and concepts critical to the practical application of restorative justice. Acknowledges that crime causes injury to people and communities and that restorative justice seeks healing, wholeness, and reconciliation for all parties. Introduces the student to a variety of established restorative methods such as family/group conferencing, victim/offender mediation, and peace making circles. Cross-listed with CJ 4200. Enrollment limited to Criminal Justice majors or permission of instructor or department chair. Prerequisite: SOC 2520.

**4000 Departmental Honors in Sociology (8 sh)**

Prospective students must submit a research proposal two weeks prior to the last day of the spring semester of their third year. To graduate with Departmental Honors in Sociology a student must successfully complete 8 semester hours of SOC 4000 in addition to their major requirements.

**4010 Seminar in Sociology (4 sh)**

Directed research will integrate students' knowledge in sociology. The research project will facilitate use of students' reasoning and writing skills and their insights of sociology. Required of all students majoring in sociology. The sociology comprehensive examination is administered in conjunction with SOC 4010. Prerequisite: SOC 3010, 3500, 3930 and fourth year standing.

**4901 Comprehensive Examination in Sociology (0 sh)**

Comprehensive examination of major requirements.

**4910 Independent Study in Sociology (1-4 sh)**

Self-directed study of material not covered in an existing course. Requires pre-approval by faculty of proposed course topic, reading list, learning activities, and tools of evaluation.

**4970 Internship in Sociology (2 or 4 sh)**

Please refer to the internship section of the catalog for internship requirements and guidelines.



## Spanish (SPAN)

Bricault, Ahlman

The objectives of the department of Spanish are incrementally increased as students' progress in the program. Students fulfilling the General Education requirements should demonstrate a communicative proficiency in writing, reading, and speaking day-to-day Spanish. They should possess an understanding of basic grammatical structures and a general awareness of the various cultural and political identities of Spanish-speaking peoples.

Students who complete a minor in Spanish should demonstrate competence in managing the grammatical, lexical, and cultural elements of many life-based oral and written interactions with native speakers, comprehension of reading materials intended for the general Spanish speaking population, and specific knowledge of the concerns and cultural patterns of some Spanish-speaking cultures.

Students who complete a major in Spanish should demonstrate broad and accurate mastery of written and spoken Spanish as it relates to daily and academic, particularly literary topics. In addition to mastery of linguistic elements, they should demonstrate broad knowledge of the historical and intellectual heritage of the various Spanish-speaking cultures, and an in-depth analysis of issues relating to Spain Mesoamerica, the Caribbean, or South America.

### Major requirements for the B.A. degree in Spanish

#### Required semester hours

36 sh

#### Required core courses

SPAN 1010, 1020, 2010, 2020, 4010, 4901; one of 3150 or 3930; two from 3100, 3200, 3300, 3400; and one of the following: 2040, 3160, or 3170.

Majors are required to participate in an approved foreign study program in Spanish, such as the winter program in Cuenca, Ecuador. The study abroad requirement may be waived for heritage speakers by substituting a minimum of 4 sh of SPAN 4970 Internship in Community Spanish.

#### Electives

Students may choose any additional courses above SPAN 2020 as electives to bring the total of semester hours for the major to 36.

#### Notes and restrictions

SPAN 2130 does not count toward the major. in Spanish but will count toward a minor in Latino and Latin American Studies, which is recommended.

In addition to the major requirements, secondary education students must take SPAN 3150; 2040; and either 3160 or 3170; and must pass the Oral Proficiency Interview at the high intermediate level.

#### Honors

Students with a GPA of at least 3.5 may apply for Departmental Honors in Spanish. During their fourth year, they will enroll in SPAN 4000 (4 sh). For general Departmental Honors requirements and description of SPAN 4000, see appropriate sections of this catalog.

## Minor requirements in Spanish

### Required semester hours

20 sh

### Required core courses

SPAN 1010, 1020, 2010, 2020 (or equivalent), and one of 2030, 3150 or 3930.

### Electives

Any additional Spanish courses.

SPAN 2130 cannot be applied to the minor.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

#### 1010 Basic Spanish I (4 sh) GE

Introduction to Spanish through materials relating to culture and contemporary society, with equal emphasis on listening, speaking, reading, and writing. Coordinated with multi-media materials. No credit for SPAN 1010 will be granted to students who have completed more than two years of high school Spanish within the last five years.

#### 1020 Basic Spanish II (4 sh) GE

Introduction to Spanish through materials relating to culture and contemporary society, with equal emphasis on listening, speaking, reading and writing. Coordinated with multi-media materials. Prerequisite: SPAN 1010.

#### 2010 Intermediate Spanish I (4 sh)

Expansion of vocabulary, review of grammar, and extended involvement in conversation and writing through work on short readings about contemporary Hispanic culture. Prerequisite: SPAN 1020.

#### 2020 Intermediate Spanish II (4 sh)

Expansion of vocabulary, review of grammar, and extended involvement in conversation and writing through work on short readings about contemporary Hispanic culture. Prerequisite: SPAN 2010.

#### 2030 Advanced Intermediate Conversation and Grammar (4 sh)

Taught only as part of a study abroad program. Prerequisite: SPAN 2010.

#### 2040 Spanish Phonetics and Pronunciation (4 sh)

An introduction to how the sound system of Spanish functions with emphasis on phonetic transcription, accentuation, syllabification, spelling, dialectical variations, and contrast with English. Prerequisite: SPAN 2020.

#### 2130 Mexican History and Culture (4 sh) GE

A multi-disciplinary approach to the study of Mexico from pre-Colombian societies to the present. Taught in English. Does not count for the major or minor.

#### 3100 Literature of Spain I: Medieval Through Golden Age (2 sh)

A survey of Spanish literature as viewed through short selections of classic literature from the Cid through Cervantes. Taught in Spanish. Pre-requisite: SPAN 2030 or 3150.



**3150 Advanced Grammar and Composition (4 sh)**

An intensive review of problematic grammar and vocabulary through short literary selections to strengthen written expression. Prerequisite: SPAN 2020.

**3160 The Cultures of Spain (2 sh)**

Advanced intermediate course taught in Spanish, intended to familiarize students with major trends and some specific detail concerning the culture and history of Spain. Course content will expand vocabulary and reinforce grammar while improving skills of summary and synthesis. Prerequisite: SPAN 2020.

**3170 The Cultures of Latin America (2 sh)**

Advanced intermediate course taught in Spanish, that introduces major trends in four regions of Latin America: The Caribbean, the Andes, the Southern Cone and Central America. Course content will expand vocabulary and reinforce grammar while improving skills of summary and synthesis. Prerequisite: SPAN 2020.

**3200 Literature of Spain II: Neoclassical through Contemporary (2 sh)**

A survey of Spanish literature including Neoclassic, romantic, the Generation of '98, '27 Civil War, and post-Civil War. Students read short selections and one full-length work. Taught in Spanish. Prerequisite: SPAN 2030 or 3150.

**3300 Colonial Latin American Literature (2 sh)**

A survey of significant literary movements in Latin America and representative works from the conquest to the nineteenth century. Prerequisite: SPAN 2030 or 3150.

**3400 Contemporary Latin American Literature (2 sh)**

A survey of significant literary movements in Latin America in the nineteenth and twentieth centuries as viewed through representative works. Prerequisite: SPAN 2030 or 3150.

**3910 Topics: Language or Literature (2-4 sh)**

An in-depth study on selected topics from the field of language, literature or cultures of Spanish speaking people.

**3920 Mexican Literature (4 sh)**

An in-depth study of a theme in contemporary Spanish-language literature, taught only as part of a study abroad program. Prerequisite: SPAN 2030 or 3150.

**3930 Advanced Morphology and Syntax (4 sh)**

This course is an intensive review of Spanish grammar, with a large component of the most problematic elements of the subjunctive. It includes other grammatical structures and idiomatic expressions as well. Emphasis is on both oral and written fluency. Evaluation is based on oral presentations, class work, essays, and written tests.

**4000 Departmental Honors in Spanish (4 sh)**

A 25-page research paper on a topic approved by the chair of the department. Student must have approval of department chair.

**4010 Senior Capstone (4 sh) GE**

Senior Capstone seminar on selected topics in Spanish and/or Latin American literature. Students do intensive reading of texts and theory and write a final thesis paper in Spanish. Required for the Spanish major. Students can repeat the course with different topics studied. Prerequisite: SPAN 2030 or 3150. Highly recommended for the student to take two courses between 3100 through 3400.

**4901 Senior Assessment (0 sh)**

A non-credit course in which all Spanish majors must register in order to complete their final requirements to graduate: a portfolio, an oral proficiency interview, CLA Exam, and written exit questionnaire. Graded on a pass/fail basis.

**4910 Independent Study in Spanish (1-4 sh)**

Advanced independent research.

**4970 Internship in Community Spanish (2-4 sh)**

Students work with one of several organizations in the Chicago region or as part of a study abroad program. Areas of specialization include social work, ministry, legal or psychological counseling, education, and political activism. Please refer to the internship section of the catalog for further requirements and guidelines.

## Statistics (STAT)

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### **1490 Introductory Statistics (4 sh) GE**

Introduction to applied statistical analysis. Descriptive, correlational, and inferential statistics; concepts of population, sample, sampling distribution; elements of probability; parameters of discrete distributions; hypothesis testing; analysis of proportions, means, and variance; linear regression. Computer applications required. Cross-listed with MATH 1490. Prerequisite: MATH 1005 or MATH 1010 with a minimum grade of C or by math placement

### **1491 Multivariate Data Analysis for Business (2 sh)**

This course presumes that a basic statistics course has been taken. The course will attempt to review some fundamental multivariate procedures that are often used in the social science and business environments. The course will begin with a review of options of dealing with missing data and outliers. The assumptions of multivariate analysis will be explained. Quantitative procedures such as multiple regression, discriminate analysis, and conjoint analysis will be discussed. The analysis of qualitative data through log-linear models will then be reviewed. A data set will be provided with which these techniques will be applied. Prerequisite: STAT 1490.

## Swedish (SWED)

*Andreasson-Hogg*

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum Program section of the catalog for more information.

### **1010 Basic Swedish I (4 sh) GE**

Introduction to contemporary Swedish through materials relating to culture and civilization with equal emphasis on listening, speaking, reading, and writing. No credit for SWED 1010 will be granted to students who have more than two years of high school Swedish within the last five years.

### **1020 Basic Swedish II (4 sh) GE**

Introduction to contemporary Swedish through materials relating to culture and civilization with equal emphasis on listening, speaking, reading, and writing. Prerequisite: SWED 1010.

### **2010 Intermediate Swedish I (4 sh)**

Review and reinforcement of Swedish grammar. Discussion based on the reading of materials on everyday situations. Daily practice in conversation. Prerequisite: SWED 1020.

### **2020 Intermediate Swedish II (4 sh)**

Extensive reading of simple literary works of high quality to develop reading comprehension. Theme writing based on the assigned texts and on contemporary topics to achieve a higher degree of proficiency in writing skills. Prerequisite: SWED 2010.

### **2040 Swedish Phonetics and Pronunciation (2 sh)**

Phonetics and pronunciation is a practical course that aims to help majors improve their pronunciation and learn how to teach pronunciation to others. It also includes the theoretical treatment of phonetics: specifically articulatory phonetics, phonology, linguistics structures, and intonation that will be language specific. Prerequisite: SWED 2020.

### **3150 Advanced Swedish Grammar and Composition (4 sh)**

Intensive study of vocabulary, idiom, and grammar to strengthen self-expression and fluency. Prerequisite: SWED 2010, 2020.

## Theatre (THEA)

*Cederquist (chair), Bergman*

(Theatre will transition from an academic major to an academic minor for students starting after the 2021 academic year.)

North Park University's theatre program is developed around the storefront model of creating productions for intimate or unique settings. Students receive hands-on training from working professional faculty and staff. With hundreds of production companies, Chicago is world-renowned for its innovative theatre scene.

### General Education

Several Theatre courses fulfill the General Education requirement in Art & Aesthetic Interpretation. See the General Education Program section of the catalog for more information.

### Special Programs

Internships: Outstanding internships are available every year in theatre and performance related fields. Students are urged to arrange an internship with the department and the Career Planning Office.

GE Designates a course that fulfills all or part of a Core Curriculum requirement; see the Core Curriculum section of the catalog for more information.

## Minor requirements in Theatre

### Required semester hours

20 sh

### Required core courses

0330, 1030, 1040, 1600, 2110, 2120, 2030, 2330, 4902, 4970;  
choose one from 2340, 3200, 3320, 3330

## Requirements for the Certificate in Arts Management

### Required semester hours

10 sh

### Required core courses

NONP 2710: Introduction to Nonprofit Management and Leadership (2sh) (prerequisite of BSE 2211 waived with 30sh or more of completed credit), 3710; THEA 3500, 4970 (2 sh)

### 0330 Theatre Workshop (0 sh)

Theatre Workshop is the ensemble component of the Theatre curricular and co-curricular program. Open to all interested in theatre, but determined by audition. Emphasis is placed on continued performance development and storefront design/tech development. Majors and minors must be enrolled and participate each semester.

### 1030 Chicago Theatre Experience (2 sh) GE

An introduction to theatre through the Chicago lens.

### 1040 Dramaturgy/Text Analysis (2 sh) GE

An introduction into how to analyze a play and how to write for the discipline of theatre.

### 1600 Introduction to Design for the Stage (2 sh) GE

An introduction to the world of design for the stage. This class will present the theatre and non-theatre student with the basic elements of design and composition, the vocabulary used to communicate a theatrical vision of a play and the ability to collaborate with a team to create a unified design. Students explore the principals, techniques, and artifacts used to bring scenery, costumes, light, and sound from a concept to reality on stage. By learning how a creative team of designers can contribute to the success of a performance, students ultimately gain a deeper appreciation and understanding of the performing arts as a whole.

### 2030 Storefront Theatre Practicum: Special Topics (0-2 sh)

Extends skills developed in other courses in the Theatre and Performance Studies curriculum and develops materials for the One-Act Festival. May be repeated for 0, 1 or 2 credits. Consent of instructor required.

### 2110 Deconstructing the Canon (2sh) GE

A study of the religious, political, and cultural sources of theatre; how theatre practice and dramatic literature developed in Classical Greece and Japan, the English Renaissance, Modern Europe, the American Theatre and the contemporary world theatre.

### 2120 Reconstructing the Canon (2sh) GE

A study of the many non-traditional theatre texts across cultures and centuries that serve as a counterpoint to established theatrical works and traditions.

### 2330 Acting I (4 sh)

Establishes the foundation of acting technique through the genre of realism by building confidence, growing stage presence and expanding creative thought.

### 2340 Directing (4 sh)

Introduction to staging a dramatic play. Students conceive, workshop, and direct a short one-act play.

### 3200 Ibsen & Strindberg (4 sh) GE

Analysis of representative plays of Scandinavia's two internationally significant dramatists.

### 3320 Dramatic Writing (4 sh) GE

The study and practice of dramatic writing for theatre and film. Focus on the writer's process, character development, story, structure, and the completion of a one-act play or a short screenplay. Cross-listed with ENG 3320.

**3330 Acting II: Special Topics (2 sh)**

Extends acting techniques learned in Acting I with a focus on Shakespeare and other classical styles improvisation, and stage combat. May be repeated for credit. Prerequisite: THEA 2330.

**3500 Introduction to Arts Management (2 sh)**

An introductory arts management course that will approach a broad range of topics related to the nonprofit arts sector. The course will include lectures, discussions, readings, guest speakers, and visits to arts organizations in the region. Prerequisite: BSE 2211, NONP 3710.

**4902 Portfolio (0 sh)**

Occasional gathering, approximately four each semester, will enable students to complete professional portfolios, and develop plans for post-graduate professional or educational work.

**4910 Independent Study in Theatre (1-4 sh)**

Available to majors who seek to enhance course offerings with an in-depth study of a selected topic. Independent studies usually do not substitute for major requirements or departmental course offerings, but do count toward the total hours needed to graduate.

**4970 Internship in Storefront Theatre (1-4 sh)**

Students are urged to take advantage of outstanding Chicago-area internships to develop skills, academic and professional interests. Internships may not substitute for major requirements or departmental courses but do count toward the total hours needed to graduate. Please refer to the Internship section of the catalog for internship requirements and guidelines.



## Writing Center (WRIT)

*Pavlik*

The Writing Center supports all North Park undergraduate students in their search for meaningful lives of significance by lending concrete assistance in learning and practicing writing as a process of learning. Student Writing Advisors, trained in WRIT 2100, work one-on-one with all students in Core Curriculum seminar courses, and are available to all other undergraduates on a drop-in basis in the Writing Center. Two formal composition classes offer more intensive instruction and training. Enrollment in current WRIT classes is by placement only; contact the Writing Coordinator for consultation.

### **1000 Fundamentals of Composition (4 sh)**

Specific instruction and intensive practice in written expression. Review of conventions of grammar and usage. Study of the composing process, thesis development, and essay structure. Enrollment by placement. A grade of C- or higher is required to enroll in CORE 1000. Developmental courses do not count toward the 120 semester hour graduation requirement but do count towards full-time enrollment status.

### **1050 College Composition (4 sh)**

Students are issued credit for writing effectively within a range of rhetorical contexts and for demonstrated competence in critical thinking and reading. Enrollment by placement and/or consent of the Writing Center.

### **2100 Tutoring Writing (0-2 sh)**

Intended to train Writing Advisors for their work in the Writing Center, this seminar introduces and exercises theoretical concepts, pedagogical methods, and practical strategies useful as a foundation for peer response and tutoring of writing. This course is restricted to students who have been accepted as an apprentice Writing Advisor.

### **5000 Writing for the Professions (1 sh)**

A program of workshops (4 workshops) and one-on-one instruction (8 sessions) designed to ensure competence in writing commensurate with the demands of graduate studies.

## BACHELOR'S DEGREE COMPLETION PROGRAMS

North Park University's degree-completion programs are designed for working adults who wish to complete their undergraduate degree and advance their careers. Courses are offered on an accelerated schedule to accommodate non-traditional undergraduate students.

### RN-to-BSN Degree-Completion Program

(Bachelor of Science in Nursing Degree-Completion will be discontinued as an academic program for students starting after the 2021 academic year.)

The University offers a part-time or full-time program for registered nurses seeking a Bachelor of Science in Nursing degree. Acceptance into the major is contingent upon successful completion of prerequisite courses and a 2.50 cumulative grade-point average (GPA). Registered nurses must also provide evidence of the following:

- Graduation from a National League for Nursing accredited associate degree or diploma nursing program or equivalent.
- Credit for previous coursework in nursing is awarded after successful completion of NURS 3210 for a total of 30 credit hours.
- Licensure to practice as a Registered Nurse in the State of Illinois

RN-to-BSN Degree-Completion students must complete the core curriculum requirements of the School of Professional Studies. These core curriculum courses are offered in an accelerated format through the School of Professional Studies or by transfer of credit. The appropriate corresponding core curriculum classes in the traditional undergraduate program are also open to RN-to-BSN Degree-Completion students.

The Bachelor of Science in Nursing program for RN students is approved by the Department of Professional Regulation of the State of Illinois and is accredited by the Commission on Collegiate Nursing Education (CCNE).

#### Registered Nurse Admission Procedures

Prospective students will complete an online application. In addition, the following materials must be received for the application to be complete:

- Transcripts from all previously attended nursing schools, colleges and universities

#### Program and Academic Requirements

All academic policies specified for undergraduates apply to students seeking the BSN.

### Major requirements for the B.S.N. (RN Students)

#### Required semester hours

RNs must take at least 30 credits at North Park, 24 of which are nursing course credits.

Supporting courses for the major (may also be met through transfer credits)

GS 2080 or a composition course, BIOL 2910, 2930, CHEM 1021, STAT 1490; PSYC 1000, 2700; SOC 1910. Prerequisites in Nursing may also count toward the fulfillment of Core Curriculum requirements.

#### Required core courses

NURS 3000 (or an approved upper level pathophysiology course), NURS 3035, 3210, 3540, 4240, 4515, 4535, 4590 and 3sh of elective coursework.

#### 3000 Pathophysiology: RN (2 sh)

Course is designed for practicing RNs and will build on content from initial nursing education program, including anatomy and physiology courses that are foundational in exploring human dysfunction. Major pathophysiology concepts are explored using a physiological systems approach. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes.

#### 3210 Concepts of Professional Nursing: RN (4 sh)

A bridge course designed for Registered Nurses. Selected units may be taught on-line. Discusses ways in which nursing practice, personal experience, and liberal arts education interface with nursing professionalism. Introduces theories of adult learning styles, critical thinking, group dynamics, and personal/professional development. Applies theoretical principles to professional writing and presentations. Examines current legal issues, multiculturalism, and healthcare policy. Integrates personal values, Christian perspective, and caring in nursing. Explores students' personal experiences in various healthcare settings.

#### 3540 Ethics in Health Care (2 sh) GE

Issues and dilemmas in the health care system serve as a basis for examination of theories and principles of ethics. The spiritual domain is considered a valued context for decision-making.

#### 3560 Healthcare Informatics (3 sh)

This course prepares healthcare professionals to successfully apply technology to manage healthcare challenges and opportunities. It emphasizes the vital requirement of healthcare professionals to effectively use technology tools that will engage healthcare consumers as partners in care. A theoretical foundation for the field of informatics is introduced and applied. The course is designed for students in nursing or health science programs of study. It is built upon and connected to the University urban, intercultural, and Christian distinctives.

**4240 The Research Process in Professional Nursing (2 sh)**

Introduces elements of the research process with emphasis on becoming a consumer of research. Focus is on relevance of research findings to evidenced-based quality health care. Considers ethical issues in research.

**4515 Community Health for Registered Nurses (3 sh)**

Designed for registered nurses, the course synthesizes knowledge of the science and practice of community/public health nursing, and is built upon and connected to the University urban, intercultural and Christian distinctives. Focuses on patterns that influence wellness and potential barriers that place populations and communities at risk for major health problems. Includes the health care delivery system and its effects (especially on underserved consumers), chronic and communicable conditions, violence, community empowerment, environmental health, global health issues, and disaster prevention and response. Prerequisite: NURS 4240.

**4535 Nursing Leadership: RN (3 sh)**

Designed for registered nurses the course is built upon and connected to the University urban, intercultural and Christian distinctives. Focuses on practice at the microsystem level within an everchanging healthcare system. Communication/ collaboration with the interprofessional team, coordination of care, continuous quality improvement, and principles and models of leadership will be considered. Prerequisite: NURS 4240.

**4590 RN to BSN Capstone (3 sh)**

This is a culminating course designed for the RN-BSN student to provide direct experience in a microsystem in a health care practice setting. Students, in collaboration with nursing faculty and practicum liaison, will plan and implement an evidence- based quality improvement project consistent with the professional leadership role. Prerequisite: NURS 4240, 4535.

**4870 RN to MSN Pathway (2 sh)**

Designed for registered nurses the course is built upon and connected to the University urban, intercultural and Christian distinctives. Content areas include: 1) Patterns that influence wellness and potential barriers that place populations and communities at risk for major health problems, 2) Impact of healthcare policy and the role nurses can take in affecting change, and 3) Issues of multidisciplinary collaboration and coordination in healthcare. Prerequisite: NURS 3210

# SCHOOL OF PROFESSIONAL STUDIES

## SPS Program

*Scrementti (dean), DeVries, James, Mason, Mitich*

The SPS (School of Professional Studies) program extends the mission of North Park University to adults by helping them complete their undergraduate degree with an education in the liberal arts. SPS courses provide a supportive Christian environment that calls forth a lively interest in life-long learning, a sense of personal wholeness, ethical servant leadership in the workplace, and responsible citizenship in the world.

The SPS (School of Professional Studies) program offers six majors to help the adult student with at least 12 semester hours of college credit complete a Bachelor of Arts degree. The six majors are: (1) Business Administration, (2) Counseling Psychology (3) Digital Marketing, (4) Nonprofit Management, (5) Organizational Management and Leadership, and (6) Supply Chain Management. Students complete their degree through two components: (1) Credit for Prior Learning (up to 20 semester hours for learning on the job, in seminars, or individually); and (2) instructional modules offered one four-hour session per week in-class or online over seven-week courses.

## Application Process

Adult applicants with 12 semester hours from an accredited college with a 2.0 grade point average or better are accepted. Those with a grade point average below 2.0 will be considered for admission on a provisional basis.

At the admission stage, students will be informed of any general education and/or elective courses still required, accompanied by a recommendation as to when and how these can be completed (See SPS Studies). Applicants who are accepted must complete an orientation process before registering in courses.

## Bachelor of Arts

The Bachelor of Arts (120 semester hour credits total) requires the following:

1. 36-40 major credits
2. 44 general education credits
3. 36-40 elective credits

**General Education Subject B.A. Required CreditsArea of Concentration SPS Course Offerings for the B.A. Requirements**

Foundation Seminar	4	GS 2050: Strategies for Professional Development (4 sh)
Research Writing Designation	4	GS 2080: Writing for the Disciplines (4 sh) GS 2085 Research Skills for Discipline (0 sh)
Health and Well-Being	2	GS 1400: Personal Development (2 sh) GS 1450: Adult Fitness and Wellness (2 sh)
Human Society	8	GS 1050: Introduction to Psychology (4 sh) GS 1930: Introduction to Sociology (4 sh) BADM 3100: Principles of Macro and Micro Economics (4 sh) BADM 3040: E-commerce: Emerging Technologies and Digital Business Practices
Biblical Studies	8	
Biblical Studies	4	GS 1850: Introduction to Biblical Studies (4 sh)
Christian Life and Thought	4	GS 2210: Jesus of Nazareth (4 sh) GS 2300: Servant Leadership (4 sh) GS 2550: Christian Ethics (4sh) GS 3520: Christian Spirituality (4 sh) GS 3620: World Religions (4sh)
Analytical & Quantitative Reasoning	4	A student may need to take prerequisites prior to completing this requirement.
College Algebra and Beyond		GS 1030: Mathematical Concepts and Structures (4 sh) GS 1490: Statistics in Practice (4 sh)
Natural Sciences	4	must include a laboratory science GS 1040: Chemistry and Our World (2 sh) GS 1100: Conceptual Physics (2 sh) GS 1160: Astronomy (4 sh) GS 1200: Natural History of Illinois (4 sh) GS 1250: Nutrition (2 sh)
Intercultural & Global Competence	8	CPSY 3800: Principles of Counseling Diverse Populations (4 sh)  BADM 3700: International Business (4 sh) GS 1010: Spanish I (4 sh) GS 1020: Spanish II (4 sh) GS 2600: Comparative Politics (4 sh) GS 3150: Global Themes in History (4 sh) GS 3620: World Religions (4 sh)
Art & Aesthetic Interpretation	2	GS 1750: Studies in Literature (2 sh)



**General Education Subject B.A. Required CreditsArea of Concentration SPS Course Offerings for the B.A. Requirements**

Writing Intensive Designation	4	GS 2030: Musical Connections: The Classical Tradition and American Jazz (3 sh) GS 2250: Film Studies (3 sh) BADM 4400: Strategic Management (4 sh) CPSY 2010: Research Methods and Design (4 sh) CPSY 4120: Biopsychosocial Disorders of Human Development (4 sh) BADM 3030: Introduction to Digital Business Systems and Technology in Organizations (4 sh) BADM 3040 : E-commerce: Emerging Technologies and Digital Business Practices (4 sh) GS 2080 Writing for the Disciplines NPM 4200: Building Public and Financial Support for Nonprofits (4 sh) ORG 3034: Business Communication (4 sh) ORG 4094: Principles of Marketing (4 sh)
Ethical Reasoning	2	CPSY 4400: Practicum in Counseling Psychology (4 sh) GS 2550: Christian Ethics (4 sh) GS 2550: Christian Ethics (4 sh) ORG 4120: Business Ethics (4 sh)
Capstone Seminar	0	GS 4000: Professional Development Seminar (0 sh)

## SPS Studies (GS)

SPS Studies offers the general education requirements and selected elective courses in the accelerated format (one night a week or Saturday morning, in four-hour sessions over a period of seven weeks) to SPS students. Exceptions are Spanish I and II and 1-2 semester hour courses. Spanish I and II are offered twice a week in three-hour sessions. Courses bearing 1-2 semester hours meet on alternate schedules within the seven-week format. Students are expected to spend 10-20 hours per week in preparation. Sessions are taught in an interactive manner.

Adult applicants to the SPS program who have 12 semester hours from an accredited college with a 2.0 grade point average on a scale of 4.0 or better are accepted. Those with a grade point average below 2.0 will be asked to submit a writing sample and may be considered for provisional admission. SPS Studies courses are open only to currently enrolled SPS students (with the permission of the advisor). RN-BS Degree Completion students may take SPS Studies courses with the approval of their advisors. Education Certification students who have completed a bachelor's degree may also take SPS Studies courses upon the approval of the School of Education; traditional students may petition to take SPS courses with advisor's approval.

At least one SPS Studies course is offered for each general education requirement.

## SPS Core

The SPS Core is a set of three courses designed to prepare incoming students with additional instruction in writing, oral communication, information technology, and mathematical skills. Students are required to complete the core sequence prior to enrolling in their major courses of study. The SPS core is made up of the following:

GS 2050 Strategies and Technologies for Professional Development 4 sh

GS 2080 Writing for the Disciplines .....4 sh

GS 4000 is a capstone seminar required for all SPS students and is to be taken in the semester prior to graduation.

GESAL Designates a course that fulfills all or part of a General Education (G.E.) requirement for the B.A. degree; see the General Education section of the School of Professional Studies for more information.

### 1000 College Composition (4 sh) GESAL

The goal of the course is competent writing, critical reading, responsible thinking, and applied understanding of the rhetorical range of the English language. Weekly essay and research paper. Enrollment by placement. In order to pass, students must earn a grade of C- (70%) or higher. 1010 Spanish I (4 sh) GESAL

Introduction to contemporary Spanish through materials relating to culture and civilization, with equal emphasis on listening, speaking, reading, and writing. Coordinated laboratory work.

### 1020 Spanish II (4 sh) GESAL

Introduction to contemporary Spanish through materials relating to culture and civilization, with equal emphasis on listening, speaking, reading, and writing. Coordinated laboratory work. No credit for Spanish/French/German/Swedish/Norwegian will be granted to students who have more than two years of high school Spanish, etc. or the equivalent within the last five years. Prerequisite: GS 1010.

### 1030 Mathematical Concepts and Structures (4 sh) GESAL

Topics such as symbolic logic, set theory, axiomatic systems, non-Euclidean geometry, probability, and basic computer concepts will be covered. Prerequisite: GS 1015.

### 1040 Chemistry in Our World (2 sh) GESAL

Fundamental concepts in chemistry are presented, with specific emphasis given to environmental issues, including the chemistries of air, water, climate, and energy sources, among other topics. Designed for non-physical science majors. Does not fulfill chemistry requirements for biology majors or the prerequisites for medical schools. Lecture and laboratory included.

### 1050 Introduction to Psychology (4 sh) GESAL

An introduction to the methodology and the major content areas of psychology.

### 1100 Conceptual Physics (2 sh) GESAL

An introductory algebra-based course in physical science, this course will cover selected topics in physics and astronomy with some introduction to geology and meteorology as they pertain to planetary evolution and environments. Emphasis will be placed on the role of technology in society, physics as a human endeavor, and the present and future status of space exploration. Lab is included in this course. Prerequisite: GS 1015 or by math placement.

### 1160 Astronomy (4 sh) GESAL

An introduction to basic principles and issues in astronomy. Topics include celestial observations, planetary mechanics, comparative planetology, star evolutions, galaxies, the earth-moon system, and the solar system. Students will also develop important insights into scientific inquiry through use of a variety of data sources. Lab is included in this course.

### 1200 Natural History of Illinois (4 sh) GESAL

A survey of the natural history of Illinois. Introduces basic concepts of natural history and environmental science. Develops the ability to think critically about scientific problems and concepts. Includes laboratory and field experiences.

### 1250 Nutrition (2 sh) GESAL

A general course in nutrition that will evaluate the eating habits of the student and suggest how to improve their diet. The digestive process, the role of macronutrients and micronutrients, and weight control will be explored. Nutrition will be examined from pregnancy through the elderly years. Eating disorders, food safety and the general problem of malnutrition throughout our world will be addressed. Independent laboratory activities will be assigned weekly to supplement lecture presentations.

### 1400 Personal Development (2 sh) GESAL

Examination of the traditional domains of mind, body and spirit, while exploring a holistic approach to the integration of those domains. This course will help students create a personal framework, which will serve them for life. Familiar habits that may lead to ill health will be challenged. Attitudes that respect the wisdom of the body will be cultivated. The interactions among the body, mind, and spirit will be explored. Contemporary interpretations of what contributes to wellness will be examined and applied in the service of identifying and implementing lasting lifestyle changes.

### 1450 Adult Fitness and Wellness (2 sh) GESAL

Comprehensive instruction in adult fitness and wellness strategies and activities. Particular attention will be paid to practical applications of fitness theories, appropriate nutritional

behaviors, and examinations of commonly encountered health and wellness challenges encountered by adults. Includes applied exercise and activity components to assure comprehensive learning and fullness of appreciation for achieving personal fitness and wellness goals.

**1490 Statistics in Practice (4 sh) GESAL**

This course introduces students to modern statistical practice, focusing on the analysis of data. The most commonly used descriptive and inferential methods are covered. Students develop analytic skills for working with data to gain understanding of real-world problems in a variety of fields, and critical thinking skills regarding the role of statistics in the modern world.

**1750 Studies in Literature (2 sh) GESAL**

Reading and analysis of the major forms of literary expression. This course is designed to acquaint the student with principles of aesthetic criticism applied to significant works of world literature.

**1850 Introduction to Biblical Studies (4 sh) GESAL**

An introductory survey of the history and theology of the Biblical narrative as it informs Christian faith today. Particular emphasis on the theological unity of the Bible's message.

**1910 U.S. History to 1877 (3 sh) GESAL**

Development of a Western civilization on the American seaboard from colonial beginnings to 1877; emphasis on the colonial experience, Revolution, Constitution, evolution of institutions, division, and reunion.

**1920 U.S. History Since 1877 (3 sh) GESAL**

Development of an industrial and urban society and its political, economic, social, and intellectual significance; emergence as a world power.

**1930 Introduction to Sociology (4 sh) GESAL**

Problems, fields, and methods of sociology. Emphasis on a theoretical frame of reference to explain basic social process, the role of culture in social behavior, the nature of social organization, and social and cultural change. Intensive reading in descriptive studies from a wide range of societies.

**1940 American Government (3 sh) GESAL**

This course will provide a general survey of American politics and government. The purpose is to explain, analyze, and increase your understanding of the processes and institutions by which our nation makes political decisions.

**2030 Musical Connections: The Classical Tradition and American Jazz (3 sh) GESAL**

This course is an introduction to the basic elements of music common to all periods and styles of music. Melody, harmony, and form will be defined as variables that create unique and recognizable musical styles. These styles will be illustrated with lectures and guided listening. The development of American Jazz as it emerged alongside the Western Classical Tradition will be a significant component. A sampling of major composers and their words from both traditions will be covered.

**2040 Women in U.S. History (3 sh) GESAL**

Intensive exploration of the history of work as exemplified by women in the United States. Emphasis on developing the requisite skills for historical inquiry. Opportunity for independent inquiry within the overall theme of the course.

**2050 Strategies for Professional Development (4 sh)**

Students will develop transferable skills for academic and professional success, including collaboration, written and oral communication, critical thinking, leadership, self-direction and self-reflection, use of technology, and lifelong learning as they explore the classic philosophical question, "Who am I?" Students will assess their own learning practices and experiences, reflect on personal and professional goals, and develop strategies for achieving those goals. In addition, this course serves as an orientation to expectations of baccalaureate education in general, School of Professional Studies in particular, and North Park learning resources. This is a required course for all incoming School of Professional Studies students. Student must pass the course with a minimum grade of C- to successfully fulfill this requirement.

**2070 Fluency with Information Technology (4 sh)**

This course will develop proficiency with contemporary word processing, spreadsheet, database, presentation, e-mail, and browser application. The course will also introduce fundamental knowledge underlying information technology including how computers work, how information is represented digitally, modeling and abstraction, and algorithm discovery. Finally, this course will facilitate development of higher-level thinking processes necessary for exploiting IT: problem solving, reasoning, managing complexity, and troubleshooting. Limitations and social implications of technology will also be addressed. Second course in SAL Core sequence.

**2080 Writing for the Disciplines (4 sh) GESAL**

The focus of this course is helping students develop effective written communication skills, both academic and professional. The course provides instruction and practice in writing as a process, writing to learn methods, audience analysis, argumentation, clear and concise expression of ideas, and library research so that students develop information literacy and appropriate methods of documentation. Students are provided with resources, strategies, and opportunities to develop the critical thinking, rhetorical analysis, and revision skills necessary to write complex arguments. Student must pass the course with a minimum grade of C- to successfully fulfill this requirement.

**2085 Research Skills for the Disciplines (0 sh)**

Research for the Disciplines introduces students to a variety of strategies for conducting quality academic research. In addition, it reinforces appropriate academic-integrity etiquette, including proper citation and formatting for integrating outside sources into a student's own writing or other projects requiring research. This zero credit, Pass/Fail course is a requirement for any SPS undergraduate student who has successfully tested out of GS 2080: Writing for the Disciplines. Either a passing grade for GS 2080 or a grade of P in GS 2085 or is required to fulfill an SPS student's Research Writing GE requirement.

**2210 Jesus of Nazareth (4 sh) GESAL**

The life and teachings of Jesus studied with reference to current research. Explores the "quest for the historical Jesus," the historicity of the gospels, and the method and message of Jesus' teachings. Prerequisite: GS 1850.

**2250 Film Studies (3 sh) GESAL**

An exploration of relationships between film and society through the study of film aesthetics, film history, and film criticism. Emphasis will be placed on the criticism of narrative

films. Critical skills will be developed through discussion, assigned readings, research, and writing.

**2260 The Modern World (4 sh) GESAL**

The Modern World is an introduction to the cultures and historical developments of the major world regions and their global interactions in the nineteenth, twentieth, and twenty-first centuries.

**2300 Servant Leadership (4 sh) GESAL**

This course explores the foundational Biblical tenants and multiple facets of Servant Leadership in theory and in practice. Students will glean examples from the Bible, Jesus, history and current research to determine the qualities and characteristics of a servant leader and discover how to best integrate these principles in a personal leadership style. Students will explore the six central areas of Servant Leadership which include; love, self-sacrifice, humility empowerment, modeling, and service. They will examine these areas through the lenses of the heart, head, hands and habits of a Servant Leader and learn how to lead like Jesus. Finally, students will be challenged not only to understand the key ideas associated with Servant Leadership but also to assess and apply those ideas to his/her life using a Biblical approach and Servant leadership examples of Jesus, who has over 2.1 billion followers making him the undisputed greatest leader of all time!

**2510 African-American History to 1865 (3 sh) GESAL**

Explores the history of African Americans beginning with African origins and continuing through the Civil War. Focuses on Black religion, identity formation, participation in plantation society, and contribution to American culture. Emphasizes African-American self-expression through a reading of primary sources, especially slave narratives.

**2520 African-American History from 1865 to the Present (3 sh) GESAL**

Explores the history of African Americans from the end of the Civil War to the present. Investigates Black identity formation, migration and urbanization, leadership production, protest strategies, and recent political movements. Gives attention to the writings of African-American authors, especially those of the Harlem Renaissance and the Civil Rights Movement.

**2550 Christian Ethics (4 sh) GESAL**

A study of the moral implications of the Christian faith, with emphasis on their integration into personal belief. Prerequisite: GS 1850.

**2560 C.S. Lewis (4 sh) GESAL**

A study of the life and thought of C.S. Lewis. Emphasis will be given to his religious ideas, his understanding of the Christian doctrine, and his methods of commending the Christian faith by reason and imagination. Prerequisite: GS 1850.

**2600 Comparative Politics (4 sh) GESAL**

An introductory comparative study of the political institutions of the nations of Europe and selected nations of the Middle East, Latin America, Asia, and Africa. Political parties, ideologies, military, social revolution, and modernization will be considered.

**3150 Global Themes in History (4 sh) GESAL**

An introduction to the cultures, historical developments and global interactions of the world history through an intense examination of one of its significant themes.

**3520 Christian Spirituality (4 sh) GESAL**

An examination of the nature of Christian spirituality with emphasis on spiritual development and maturity. Relevant literature of a variety of approaches to spirituality will be introduced and evaluated.

**3620 World Religions (4 sh) GESAL**

Study of the common features and distinctive motifs that characterize some of the main religious traditions; Hinduism, Buddhism, Islam, and others. Emphasis on development of a methodology for reading and interpreting the world's religions. Prerequisite: GS 1850.

**3910 Topics in General Studies (1-4 sh)**

An intensive investigation of a selected topic offered from time to time at the discretion of the department.

**4000 Professional Development Seminar (0 sh)**

This capstone seminar is required for all SPS students and is to be taken in the semester of graduation. Through discussion and synthesis of both general education and major outcomes, participants will reflect on their own learning, assess their academic and professional growth, examine the development of their transferable skills, and complete a professional portfolio. In addition, students will be offered a variety of resources to help them consider ways of continuing their personal and professional growth, as well as ongoing service, as life-long learners. Finally, students will be asked to provide feedback on their major, the SPS program, and various university-wide services that have been part of their experience.

**4910 Topics in International Settings (1-4 sh)**

The School of Professional Studies encourages adult students to understand the implications of a global community, both theoretically and experientially. Topics within the overall theme of the course will be announced one year prior to offering the exchange. Study will include three to four weeks of in-class preparation, one to two weeks in a foreign country (e.g., Sweden, Mexico), one to two in-class sessions upon return. A journal will be kept throughout the experience.



## Business Administration (BADM)

The major in Business Administration provides a foundation of basic managerial skills and an overview of the organization. Students are introduced to the values, problems, and priorities of management in business organizations. Business Administration majors seek to provide 1) theory of an organization as an integrated system, 2) analytical tools useful for decision making, and 3) an introduction to the functional activities of an organization: production, marketing, finance, and accounting. In developing basic managerial skills, a business administration major will also advance the skills of inquiry, critical thinking and communication that are central to a liberal education.

The major is scheduled in seven-week courses over 70 weeks, totaling 40 semester hours. The curriculum will be distributed in a series of Learner Guides, with detailed assignments for each week. Students are expected to spend 10–20 hours per week in preparation.

### Major requirements for a B.A. in Business Administration

#### Required semester hours

40 sh

#### Required core courses

BADM 3100, 3300, 3500 or 3700, 3900, 4100, 4400; BADM 4200 or BADM 3030; ORG 3034, 4074, 4094, 4120

### Minor requirements in Business Administration

#### Required semester hours

22 sh

#### Required core courses

BADM 3100, 3300, 3900, 4100 4200; Select one from ORG 3034, 4074, 4094, 4120

Course descriptions for ORG courses may be found under the Organizational Management and Leadership major.

GESAL Designates a course that fulfills all or part of a General Education (G.E.) requirement for the B.A. ; see the General Education portion of the School of Professional Studies section of this catalog for more information.

#### 3030 Introduction to Digital Business Systems and Technology in Organizations (4 sh)

This course addresses functional, strategic, and competitive roles of digital business systems and technology in organizations. Topics include an introduction to hardware and software, types of information systems, the analysis and improvement of information systems, management of databases and information systems, technology evaluation methodologies, and workplace issues related to technology.

#### 3040 E-commerce: Emerging Technologies and Digital Business Practices (4 sh)

This course will cover best practices on using social media and mobile marketing to drive digital traffic and develop a competitive, e-commerce presence. Additionally, the course will focus on emerging digital technologies including development of web sites, cloud-based streaming, proliferation of software

applications, payment platforms, and protection of consumers' financial data. Lastly, this course will examine changing societal factors impacting the digital world will be covered, including the mobile, "always-on" culture and tracking of customer behavior

#### 3100 Principles of Macro and Micro Economics (4 sh) GESAL

Focus on macro (external) and micro (internal) environments of business, and monetary and fiscal policy as applied to interest rates, growth, income and prices. The expanding role of the international economy is discussed. The ethics of business and governmental policymaking are examined.

#### 3300 Principles of Financial Accounting (4 sh)

This course introduces the study of generally accepted accounting principles and techniques for measurement and reporting of financial information in a balance sheet, income statement and statement of cash flows. This will involve developing an understanding of the accounting cycle, transaction analysis, debits and credits, financial reporting concepts and internal control. Ethical implications of accounting decisions will also be considered.

#### 3500 Principles of Managerial Accounting (2 sh)

This course introduces managerial accounting concepts that are relevant to decision-making. Topics include theory and practice of job cost and unit cost accounting, including job order, process and standard costing systems, variance analysis, direct and indirect costs, and budgeting. Prerequisite: BADM 3300.

#### 3600 Digital and Social Media Marketing (4 sh)

This course will provide a survey of digital marketing tools and how they advance or hinder the goals of effective marketing. Students will engage in a detailed analysis of the various strategies used in digital marketing and assess their effectiveness in reaching the goals. Analysis will be from the vantage point of both the marketer and the consumer. In the course of these analyses, students will become familiar with the common vernacular and critical considerations needed for analyzing and applying digital marketing approaches. The course is designed to get students to think like a digital marketing professional, and to provide experiences with industry relevant digital and social media marketing tools.

#### 3610 Digital Marketing Analytics (4 sh)

This course provides an in-depth study of how to analyze digital marketing strategies to increase web traffic flows, enhance visibility, consumer satisfaction and response rates. The course will also provide a study of web analytics technology and how businesses and organizations may use the technology to measure website traffic, enhance business presence, and conduct market research. In addition, the course will cover cost-benefit analysis, website design, search engine optimization (SEO), search engine marketing (payper-click), Google Analytics, social media analytics, monitoring and strategy, and website usability and analytics

#### 3700 International Business (4 sh) GESAL

This is a course designed to introduce students to international business and the role of multinational corporations (MNC) in today's global economy. The course will address international business issues that need to be understood by managers of organizations with worldwide operations and/or plans to commence foreign operations. The course focuses on, international business issues such as; political, cultural, social, legal,



economic, financial, trade and investment, regional trading blocks, role of nation state, and multi-national institutions. By the end of the course, students should gain a global perspective and be aware of the potential of international business in today's fast changing competitive business environment.

**3900 Business Law (2 sh)**

An introduction to the foundational concepts in business law. Fundamental legal understanding of our system of federalism and state law, government regulation of business, and an overview of the principles underlying the formation of contracts (including general contracts and those for the sale of goods), torts, negligence and strict liability and the various forms of business organization common in the United States.

**3910 Topics in Business Administration (1-4 sh)**

Intensive investigation of a selected topic in Business Administration offered from time to time at the discretion of the School of Professional Studies.

**4010 Digital Ethics - Legal, Moral and Social Issues in Cybertechnology (4 sh)**

This course will focus on emerging technologies and will examine the unique challenge business' face in an online platform such as; cyberethics, governing the internet/regulation, online privacy, cybercrime, protection of intellectual property and freedom of speech & expression in cyberspace. This course will also examine the laws that govern usage of digital media and social networking, from both an end-consumer and from a business perspective, and provide a framework for making moral and ethical choices in the digital age.

**4100 Foundations of Finance (4 sh)**

This course covers the concepts and techniques of financial management with an emphasis on for profit corporate entities. The major focus of this course will be on valuation techniques, project analysis, the effects of markets on rate structure, and corporate financial structure. Specific topics include the time value of money, discounted cash flow techniques, internal rates of return, management of working capital, financial analysis, capital budgeting, capital structure, cost of capital, dividend policy and valuation techniques. The course will also cover acquisition and allocation of short and long-term capital. While highly quantitative in nature, this course stresses problem-solving processes, specifically in a financial context. Included in this, especially in light of North Park's Christian heritage, we will explore how ethical considerations have affected financial decision-making and theory throughout history. Prerequisite: BADM 3300, 3500.

**4200 Production Management (4 sh)**

Objective, constraints and processes, associated with the efficient production of goods and services. Analytical models and methods, facilities design and the design of control systems for production operations are presented. Process and systems analysis, capacity, design, inventory planning and control, queuing theory, and network models are all included in the production management science. Student must complete an undergraduate statistics course or pass proficiency testing. Prerequisite: GS 1490.

**4400 Strategic Management (4 sh)**

Provides a capstone experience for the business administration and organizational and management and leadership major. As such it will summarize and synthesize the various disciplines of management and will assist the student in creating a strategic

future for the (business) organization. The course will examine the key dimensions of strategic management: mission determination, environmental scanning, organizational analysis, strategy selection and organizational implementation. Students will complete a summary project requiring individual and team research, quantitative data gathering and qualitative analysis in service of creating a new direction for an existing organization. Throughout, the ethical dimensions of decision-making and implementation will be emphasized. The course will allow students to apply the lessons of strategic thinking to their own career direction.

**4910 Independent Study in Business Administration (1-4 sh)**

Advanced independent research.

**4970 Internship in Business Administration (1-8 sh)**

An assignment in a business institution other than the current employer in which reflective experience is the goal. Interested students who have completed 20 hours or more in the major should apply to their academic advisor.

## Counseling Psychology (CPSY)

The major in counseling psychology provides a foundation for the application of psychological principles to personal, social, and organizational problems. Theory and research related to normal human development, etiology of mental health problems, and ethical standards of the psychology profession are discussed. Emphasis is on interaction with clients in professional settings, such as human services and social services agencies or the corporate workplace. Major principles and methods which address social and counseling issues are applied to diverse populations. This major alone does not prepare students to function as counselors, therapists or psychologists. Rather, students develop the necessary skills to assume entry-level positions in a variety of settings such as government, private human service agencies, mental health organizations, business, and industry.

### Major requirements for a B.A. in Counseling Psychology

#### Required semester hours

36 sh

#### Prerequisite and supporting courses

GS 1050

#### Required core courses

CPSY 2010, 3020, 3040, 3400, 3800, 4060, 4070, 4120, 4400

### Minor requirements in Counseling Psychology

Students are required to meet the Introduction to Psychology requirements prior to enrolling in the minor. The minor includes the following courses for a total of 20 sh. The minor reflects counseling psychology principles as they are applied to adults within social service or organizational settings.

#### Required semester hours

20 sh

#### Required core courses

5 courses taken from the following: CPSY 2010, 3020, 3030, 3800, 4050, 4060, 4070, 4120, 4130.

GESAL Designates a course that fulfills all or part of a General Education (G.E.) requirement for the B.A. or degree; see the General Education portion of the School of Professional Studies section of this catalog for more information.

#### 2010 Research Methods and Design (4 sh) GESAL

Designed to expose the student to how the scientific enterprise is applied to research on human development. A three-pronged focus includes research design, data collection, and the use of statistics in the analysis and interpretation of data.

#### 3020 Lifespan Development (4 sh)

Surveys physical, cognitive, social, moral and emotional development across the human lifespan. The course incorporates theories, methods, and research with both children and adults. Identifies moral/ethical issues and encourages the student to reflect on how such issues apply to his or her own life experiences.

#### 3040 Psychobiology (4 sh)

Introduces the student to the field of psychobiology. Specific content will include basic concepts, major theoretical viewpoints, and research findings relating to a variety of topics, such as the structure and function of neurons, the anatomy of the nervous system, lateralization and language, sleep, the regulation of internal body states, emotional behaviors and stress, and recovery from brain damage.

#### 3400 Social Psychology (4 sh)

Social Psychology is the scientific study of how people think about, influence, and relate to one another. This course will serve as a general introduction to many of the principles and concepts of Social Psychology and help students apply them in practical contexts. Students will review various sociological approaches in this field that may directly and indirectly affect social phenomena. The applied nature of the course will touch the array of topics from the individual to the group level of analysis. Social Psychology bridges the gap between disciplines of Psychology, which focuses primarily on the individual, and Sociology, which focuses primarily on the group/society, thus serving students well in their later applied work. This class will culminate with students generating an assessment instrument and interviewing a peer in order to reflect on social and cultural factors that shape their life experiences.

#### 3800 Principles of Counseling Diverse Populations (4 sh) GESAL

Application of principles and methods which address social issues and problems related to diverse populations. Topics addressed may include law and justice, health and health care, education, and inter-group relations. Engages the student in the applications of principles and methods of counseling and social services. The student develops abilities in the areas prevention and social level interventions. Systemic and ecological theories of human behavior as they pertain to the individual and community will be discussed. The student will develop skills in interviewing, assessment, and evaluation with diverse populations.

#### 3910 Topics in Counseling Psychology (1-4 sh)

Intensive investigation of a selected topic in Counseling Psychology offered from time to time at the discretion of the School of Professional Studies.

#### 4050 Human Sexuality (4 sh) GESAL

Consideration of human sexuality from biological, psychosocial, behavioral, cultural, and religious perspectives. Particular emphasis on psychosexual development throughout the human life cycle. Critical attention given on problems and solutions that significantly affect persons and social groups.

#### 4040 Psychology of Religion (4 sh) GESAL

This course provides an overview of psychology's attempt to describe and understand the religious experiences of individuals. Content of the course includes: the history of the relationship between psychology and religion; an overview of the psychological research on the study of religion; major theoretical perspectives that psychology has employed in the study of religion; and the manner in which cultural context impacts the expression of religious beliefs and practices.

#### 4060 Personality (4 sh)

Study of traditional and contemporary personality theory, with emphasis on theory, research methods, and assessment. Consideration of the development of personality and of whether it can or does change across the lifespan, and a critical

appraisal of key personality theories from developmental and other perspectives.

**4070 Learning (4 sh)**

Introduces the student to various theoretical viewpoints that explain how we learn. The basic principles of classical and operant conditioning; observational learning; and cognitive, humanistic, and radical-conscientization theories will be discussed. How these theories can be applied in the everyday settings of home, school, and work will be an important focus.

**4120 Biopsychosocial Disorders of Human Development (4 sh)**

Uses a case-finding approach in a study of biopsychosocial disorders across the lifespan, particularly their assessment and treatment. Traditional categories of psychological disturbance will be discussed as well as issues associated with the duality of illness and wellness, and the legal and ethical implications of mental dysfunction.

**4400 Practicum in Counseling Psychology (4 sh) GESAL**

The practicum includes observation and hands-on experience within an appropriate agency. The student will develop and/or work on a larger institutional-wide project. It involves reflection and application of theory and research learned in the classroom to practical situations in the work setting. The student will apply counseling theory and methods utilizing traditional and multicultural perspectives to inform their practice. The practicum is designed to increase the student's knowledge related to the available resources in communities, churches, hospitals and social service agencies. The practicum is one full semester in length.

## Digital Marketing

The Digital marketing major equips marketing students with cutting-edge knowledge in the areas of social and new media, advertising, analytics and digital marketing to prepare them to meet the demands of the current marketing profession. The Digital Marketing major builds upon the main body of management knowledge that is found in the business core classes providing learners with the key business skills such as: leadership/management, marketing, ethics and communications and then adds a concentrated focus of digital marketing and technology to develop their understanding of online marketing theories, application of digital strategies and exposes students to the many facets of online marketing, from web and Google analytics, to social media marketing. Ongoing technological advancements in digital and social media have fundamentally changed the methods and means of advertising and marketing for businesses. Demand for new and innovative ways to advertise have forced organizations to look outside traditional methods and move much more to digital and social media.

The Digital Marketing major curriculum prepares students for the expanding fields of digital marketing, analytics and social media as used in business and inspires ongoing learning to stay current with emerging tools and provides learners with the tools, skills and competencies required to add value to their companies marketing communications and digital marketing strategies.

### Required semester hours

40 sh

### Required core courses

BADM 3030, 3040, 3600, 3610, 4010, 4400; ORG 3034, 4074, 4094, 4120

Course descriptions for BADM may be found under the Business Administration major, and ORG may be found under the Organizational Management and Leadership major.

GESAL Designates a course that fulfills all or part of a General Education (G.E.) requirement for the B.A. ; see the General Education portion of the School of Professional Studies section of this catalog for more information.

## Nonprofit Management (NPM)

The major in nonprofit management is designed for adults with work experience who are seeking to enter the nonprofit sector or to move into leadership positions in nonprofit organizations.

Relevant history, theories, and purpose of the sector as it relates to for-profit business and government, and gain a greater understanding of current legal, regulatory, funding, and management issues. Ethical, environmental, and organizational challenges facing modern nonprofits, along with best practices in nonprofit leadership and management will be addressed.

Students will learn how nonprofits use marketing, fundraising, social enterprise and lobbying to build public and financial support for their missions.

### Major requirements for a B.A. in Nonprofit Management

#### Required semester hours

40 sh

#### Required core courses

BADM 3030, 3100, 4400; ORG 3034, 4074, 4094, 4120; NPM 4170, 4180, 4190, 4200

### Minor requirements in Nonprofit Management

#### Required semester hours

20 sh

#### Required core courses

BADM 3100, NPM 4170, 4180, 4190, 4200

#### Elective courses

Select one from ORG 3034, 4074, 4094, 4120

Course descriptions for BADM and ORG courses may be found under the respective major in the SPS program.

#### 4170 Elements of Nonprofit Management (2 sh)

The introductory course will give students an overview of America's nonprofit sector as it relates to both the for-profit business and government sectors. Emphasis will be on the history, purpose and theories of the sector, the legal and regulatory environment, efforts to improve ethics and accountability, the sector's economics and funding environment, trends in evaluation and outcome measurement, and general management problems and principles. The course will also discuss opportunities for personal growth and career advancement available in the sector and highlight skills and training needed to succeed.

#### 4180 Nonprofit Governance and Volunteer Management (4 sh)

This course is designed to improve students' understanding of the elements, processes and dynamics of board governance and volunteer management of nonprofit organizations. The course includes analysis of the respective roles of the board, chief executive, staff and volunteers to maximize organizational effectiveness. Students will learn how to assess and improve the effectiveness of a board, the senior leadership, volunteers and the overall governance of the non-profit organization. Prerequisite: NPM 4170

#### 4190 Financial Management of Nonprofit Organizations (2 sh)

This course addresses the financial management of nonprofit organizations. This includes both financial reporting and managerial finance. Topics include 1) Financial Accounting principles and practices; 2) Managerial accounting methodology; 3) Compliance, and 4) Measuring and managing program performance. The course examines current trends in nonprofit financial management and integrates financial management with recent federal legislation. Prerequisite: NPM 4170.

#### 4200 Building Public and Financial Support for Nonprofit Organizations (4 sh)

Addresses the four main processes that nonprofits use to interact with internal and external audiences for the purpose of building public and financial support for their missions: 1) Marketing; 2) Fundraising; 3) Social Enterprise; and 4) Advocacy/Government Relations. Current trends and best practices in nonprofit marketing and fundraising. Provides an overview of current approaches to earned-income generation, along with the potential and pitfalls of these methods. Identifies and addresses ethical issues related to fundraising, marketing, earned-income, and lobbying. Prerequisite: NPM 4170.



## Organizational Management and Leadership (ORG)

The major in organizational management and leadership builds on the principle that leadership is a process and not a position. Therefore, students, wherever they are located in the organization, are able to exercise leadership. Students are introduced to a theoretical framework that includes leaders, followers and the context. Majors will 1) recognize the similarities and differences between leadership and management; 2) cultivate a repertoire of leadership skills for individual and organizational development; and 3) demonstrate competence in those practices that contribute to the effective handling of critical issues like conflict and change.

The organizational management and leadership major will also advance the skills of inquiry, critical thinking, ethical reasoning and communication that are central to a liberal arts education. The major is scheduled in seven-week courses totaling 36 semester hours. The curriculum will be distributed in a series of Learner Guides, with detailed assignments for each week. Students are expected to spend 10-20 hours per week in preparation.

### Major requirements for a B.A. in Organizational Management

#### Required semester hours

40 sh

#### Required core courses

BADM 3030, 4400; ORG 3034, 4024, 4074, 4094, 4120, 4220, 4240, 4260

### Minor requirements in Organizational Management

#### Required semester hours

20 sh

#### Required core courses

ORG 4024, 4220, 4240, 4260

#### Elective courses

Select one from ORG 3034, 4074, 4094, 4120

GE Designates a course that fulfills all or part of a General Education (G.E.) requirement for the B.A. ; see the General Education portion of the School of Professional Studies section in this catalog for more information.

#### 3034 Business Communications (4 sh) GESAL

Communicating in the workplace with emphasis on written, verbal, non-verbal, and other visual modes of communication. The processes of imparting and receiving information are emphasized. Business writing, the use of visual aids, and professional presentation methods are put into practice. Ethical behavior in communications is examined.

#### 3500 Writing for Business Success (4 sh) GESAL

Drawing upon the fundamentals of effective writing, this course helps students to further develop successful written communication skills, and to create the types of documents commonly used in professional environments. Students will apply a writing process to complete the kind of practical writing projects commonly required in the workplace. Emphasis is placed on the

process of completing any on-the-job writing assignment and the specific formats most often used. It covers such business writing topics as style and format, audience analysis and adaptation, document design, informative, negative and persuasive messages, reports, and job search materials. Prerequisite: GS 2080.

#### 3910 Topics in Organizational Management (1-4 sh)

Intensive investigation of a selected topic in Organizational Management and Leadership offered from time to time at the discretion of the School of Adult Learning.

#### 4024 Understanding Group and Organizational Behavior (4 sh)

Investigate the dynamic interaction of individual, group and organizational behavior. Examine organizations as complex open systems. Explore the nature of learning organizations and strategies for maintaining positive organizational culture. Practice working in groups and facilitating team development. Beginning to use one's self as an agent of change; identifying and enhancing competencies required for such a role. Reflect on the ethical dimensions of problem solving in the workplace.

#### 4074 Leadership and Management (4 sh)

The roles of leadership, managing people and change, and total quality management (TQM) are examined. The firm's mission and its relation to the individual is presented: performance appraisals, issues of gender and cultural diversity, negotiation techniques, hiring, and termination analysis are included. The characteristics of the ethical organization are examined.

#### 4094 Principles of Marketing (4 sh)

The environment of marketing, including market identification and selection, the concepts of marketing mix, target markets, and the product life cycle as applied to the global economy, are fundamental to the course. Company mission and Maslow's hierarchy are implemented to determine organizational fit. Consumer behavior, organizational markets, product planning and development, and the essentials of marketing communication are presented and analyzed. Service and non-profit marketing procedures are included. The ethics of marketing and processes are examined.

#### 4095 Entrepreneurial Business Planning and Execution (4 sh)

Covers the promotion of business with effective communication from concept to development by use of the business plan. The effective techniques of this course should be readily applied when seeking loans, partnerships and investors in the real world. Comprehensive in learning and production, this course is a culmination of many skills from the Organizational Management or Business Administration majors.

#### 4100 Human Resources Management (4 sh)

The basic principles, concepts and issues analyzing the role of human resources in the organization: personnel requirements, training, job responsibilities, performance evaluations, grievance procedures, compensation, and labor relations (including unions, EEO, and Affirmative Action programs). Meets elective credit only.

#### 4120 Business Ethics (4 sh) GESAL

An introduction to ethics and to ethical decision-making. A basic overview of value systems and ethical paradigms, utilizing a seminar format. Discussion of how values and ethics may be applied to the issues and dilemmas of the business world.

**4150 Business Promotions and Advertising (4 sh)**

Covers the concepts of promoting business with effective communication techniques that encompass the written word; public relations writing, journalism, advertising copy, mass media or television copy and graphics or other media types with a particular emphasis on tracking results of the communication via the use of metrics and return on investment. Explores the discipline of business commitments from an organization or an individual as bound by promises made in advertising and the history of promotions from an American industry that is continually shaped and regulated today. Using comprehensive skills from marketing, students will be expected to make sound financial decisions as well as evaluate risk management for advertising and/or corporate communications. Whether internal or for public consumption, the message is often governed by the media and this course will stress the importance of subjective messages with ethical dimensions.

**4160 Elements of Community Development (4 sh)**

This course introduces students to the basics of sustainable community development, including community and neighborhood planning, community organizing, grassroots leadership and community empowerment. Students will examine and discuss the role of community-based organizations such as community development corporations, social services agencies, and religious and educational institutions. Students will also examine organizational and local politics and discuss how these factors help or hinder the community development process. The course will give students insight into the role community development process in rebuilding low-income or economically disadvantaged neighborhoods. It also seeks to teach students the importance of personally participating in and supporting the development of economically disadvantaged neighborhoods. Finally, the course will introduce students to varied career paths that relate to the field of community development.

**4220 Assessing Leadership Skills (4 sh)**

Provides a framework for students to become more familiar with themselves and their relationships with colleagues and team members within the context of organizations. Investigates a number of common psychometric instruments from two perspectives: an individual profile and within the context of group dynamics in organizations. From an individual perspective, students will investigate themselves as a leader, determine personal strengths and weaknesses, assess his or her style of leadership and the type of organization their leadership style best suits. From an organizational perspective, students will investigate how psychometric instruments can be used to diagnose organizational problems, determine change-readiness within organizations, and enhance team/group dynamics. Survey design and interpretation will also be discussed. The Action Research method will be investigated and applied. Ethical considerations for assessment instruments will be fully and thoroughly emphasized.

**4240 Managing Change and Conflict (4 sh)**

Provides the student with resources to mediate organizational experiences within the context of managing and leading. Examines several theoretical frameworks for organizational change. Through these frameworks organizations, and their varied circumstances, will be evaluated in order for students to determine which change methodology is most appropriate for a specific situation. The steps of change, common problems associated with change, and methods to measure outcomes will

be explored. Students will investigate resistance to change and what can be done about it. Conflict, as a natural outgrowth of change, will be investigated. Methods for managing conflict, understanding its root causes, and addressing it productively will be explored. The concept of BATNA (Best Alternative to a Negotiated Agreement) will be investigated as a conflict management technique. The course will explain the action research process that is typically associated with change. Students will complete a team-based project requiring individual and team research and roll out the change management plan created with timelines, interventions, expected results and appropriate organizational metrics. Throughout, the ethics of appropriate change and conflict management will be emphasized.

**4260 Career Management (4 sh)**

Analyzes concepts such as perception, motivation, decision making, communication, and career development. Explores the changing concepts of a career and the implications of planning for multiple careers. Assists in finding direction in the midst of uncertainty, conflict and complexity. The organizations' career and the individual's career: "How is the fit?" Focus in on developing a flexible and realistic career plan and methods implementation. Careers and vocations will be discussed as they relate to the search for meaning in one's life.

**4910 Independent Study in Organizational Management and Leadership (1-4 sh)**

Advanced independent research.

**4970 Internship in Organizational Management and Leadership (1-8 sh)**

An assignment in a business institution other than the current employer in which reflective experience is the goal. Interested students who have completed 20 hours or more in the major should apply to their academic advisor.

## Supply Chain Management

The Supply Chain Management (SCM) major provides students with a foundation in supply chain management theory, logistics, distribution, and theoretical/analytical frameworks to assist in managing and understanding critical supply chain components. It also examines forecasting, demand management, assembly, sourcing, procurement, sales and marketing, operations planning, as well as broad areas such as strategic and production management, e-commerce, digital business systems, digital and business ethics, finance, and international business.

Students will be introduced to effective methods for streamlining the production and the delivery of products and services along the supply chain within organizations, both domestic and internationally. They will also learn supply management through simulated applications, case analyses, real world assignments and projects and will gain hands-on-experience integrating supply chain management models to enhance business performance outcomes. The goal in the SCM major is to provide advanced insights and strategic knowledge by integrating the concept of value-driven supply chain management and analytical methods to applied and real operational challenges facing our world today.

### Major Requirements for B.A. in Supply Chain Management

- 8 hours of professional studies core courses
- 40 hours of major coursework
- 16 hours of required elective courses
- 12 hours of recommended elective courses
- 44 general education hours
- 120 credits total credits for graduation

#### Required semester hours

40 sh

#### Required core courses

ORG 3034, 4094, 4074, 4120, BADM 3030, 3800, 3810, 3820, 4200, and 4400

#### Prerequisite and supporting courses

BADM 4100 and GS 1030 or GS 1490 (Analytical & Quantitative reasoning requirement), BADM 3040, 3100, and 3700

#### Recommended Elective requirements

BADM 3300, 3500, 3900, and 4010

### Minor requirements in Supply Chain Management

Students are required to meet the Analytical & Quantitative reasoning requirements prior to enrolling in the minor. The minor includes the three specific SCM courses and one additional course (BADM 4200).

#### Required semester hours

20 sh

#### Required core courses

BADM 3800, 3810, 3820, and 4200

## Certificate in Supply Chain Management

It is recommended that students meet the Analytical & Quantitative reasoning requirements prior to completing the SCM certificate. The certificate includes three SCM courses and one additional course (BADM 4200).

#### Required semester hours

20 sh

#### Required core courses

BADM 3800, 3810, 3820, and 4200

#### 3800 – Introduction to Supply Chain Management

Supply Chain Management (SCM) is a cross-functional discipline concerned with the movement of products, the use of business resources, the flow of information, and the deployment of services in the value chain. In this introductory course to SCM, students are provided with a comprehensive overview of the business processes, value creating activities, and best practices for a supply chain - from forecasting and demand management, to sourcing and procurement, to sales and operations planning, and through logistics (i.e., warehousing, distribution, and transportation), out to the customer. This Course is also designed to refine the intuition developed from models to develop managerial insights.

#### 3810 – Supply Chain Management Design, Logistics & Decision Modeling

This course introduces learners to digital supply chain analysis and decision making in the manufacturing and service arena. Topics include computer software in the field of Supply chain management, simulated forecasting, logistics and materials management, quality control, new product development for planning and procurement as well as global business concepts.

#### 3820 – Advanced Supply Chain Management Capstone

This course provides a theoretical and analytical framework for managing critical supply chain components. This course will bring together the concepts and theories of Supply Chain Management through the simulated applications, case analyses and projects. Students will gain hands-on-experience integrating supply chain management concepts to optimize business performance outcomes. Advanced study of efficient methods for streamlining the production and delivery of products and services across functions, enterprises, and global boundaries.

## SECOND BACHELOR'S DEGREE COMPLETION PROGRAMS

Second bachelor's degree programs are designed for students who have already earned a bachelor's degree from an accredited institution and wish to pursue an additional bachelor's degree at North Park University.

### Teaching Licensure Only- Post B.A. Degree

This program is designed for students who possess an undergraduate degree recognized by the Illinois State Board of Education and wish to become licensed to teach. The program is offered in the evenings and on Saturdays as well as the regular day schedule. All field and clinical experiences take place during school hours.

Licensure-only candidates must meet the same program (Early Childhood, Elementary, Middle Grades, Secondary, or K-12) and GPA requirements as undergraduate licensure candidates, that is 2.5 overall, 2.75 in the major/concentration, and 2.75 in education coursework. Secondary and K-12 candidates must take a minimum of 24 sh at North Park University and early childhood and elementary candidates must take a minimum of 28 sh at North Park University.

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received by ISBE on or after February 1, 2012, must have been passed with a grade of no lower than C in order to be counted toward fulfillment of the applicable requirements.

Program requirements and course descriptions can be found under the Education major in the undergraduate section of the catalog.

# GRADUATE PROGRAMS

North Park University offers several graduate programs through its professional schools and North Park Theological Seminary. The schools offering programs are

## **The School of Professional Studies**

[www.northpark.edu/sps](http://www.northpark.edu/sps)

## **The School of Education**

[www.northpark.edu/education](http://www.northpark.edu/education)

## **The School of Nursing and Health Sciences**

[www.northpark.edu/nursing](http://www.northpark.edu/nursing)

## **The School of Music, Art, and Theatre**

[www.northpark.edu/music](http://www.northpark.edu/music)

## **The School of Business and Nonprofit Management**

[www.northpark.edu/sbnm](http://www.northpark.edu/sbnm)

Changes to curriculum originate with the particular School's faculty and are approved by the Curriculum and Instruction Committee and University administration and then sent to the University faculty for final approval.

The policies of the Graduate Council include universal standards for graduate programs and specific policies related to the various schools. Students are encouraged to check both general graduate program policy and program-specific policy.

## **Mission Statement**

The mission of the graduate programs at North Park University is to prepare students for lives of significance and service through quality graduate professional education.

North Park University's vision, building on our core institutional identity – Christian, urban, intercultural – is to fashion a university of uncommon character and enduring excellence where faith, learning, and service meet. The faculty and staff of our graduate programs at North Park University embrace this vision as we work to create, develop, and enhance our various offerings.

## **Graduate Learning Outcomes**

All graduate programs share the following student learning outcomes that are designed to meet the advanced educational needs of professionals in their respective fields. Upon completion of their program students will:

- Integrate knowledge and its application in their chosen field.
- Demonstrate a full-spectrum of effective communication skills appropriate to their discipline.
- Utilize critical thinking, analysis, and synthesis at the professional level.
- Demonstrate field-related collaborative and interpersonal skills.
- Recognize and evaluate the ethical dimensions of their profession for application in decision-making.
- Conduct research appropriate to their field, including finding, evaluating, and using information effectively and ethically.

Specific student outcomes for each graduate program are provided within the particular School's catalog section. Overall graduate learning outcomes are assessed as a part of the program assessment process.

## **Accreditation**

All graduate programs are accredited by the Higher Learning Commission of the North Central Association. Several graduate programs also have specialized accreditation through various discipline based accrediting agencies. The following list describes the specialized accreditation.

International Assembly of Collegiate Business Education (IACBE)

Illinois State Board of Education (ISBE)

National Association of Schools of Music (NASM)

Commission on Collegiate Nursing Education (CCNE)

## **Graduate School Council**

The Graduate School Council establishes and reviews the graduate mission for the University, facilitates long-range planning for graduate programs, and develops and reviews policies that impact graduate programs. The council is also responsible for evaluating existing programs, suggesting new programs for particular Schools to consider, and working with the Curriculum and Instruction Committee to establish procedures for design and review of new courses. The council will also address issues that promote the general welfare of graduate students at the University.

The council is comprised of representatives from each division or school that manage graduate programs along with a graduate student representative. The student representative is selected by the council and will serve for a one year term. The chair will be appointed by the Provost.



# ADMISSION POLICY FOR GRADUATE STUDENTS

## Admission Requirements for Graduate Programs

The minimum requirements for admission to North Park University's graduate degree programs are as follows. Specific additional requirements for particular programs are given in the section of the catalog pertaining to that program.

- Application
- Application fee
- Official transcripts from all colleges and universities
- Baccalaureate degree from an accredited institution
- A cumulative grade point average of 3.0 or higher on a 4.0 scale (if under 3.0 the applicant must take either the GRE or specialty examination(s) for the specific programs)
- Essay
- References
- International students must have a TOEFL score of 80 (internet-based) or higher for Business Administration, Nonprofit Administration, and Human Resource Management or 90 (internet based) or higher for all other programs and must submit a letter from a bank indicating financial support for each year of the program. International students may also take North Park University's English proficiency test in place of the TOEFL. In addition, we require photocopies of passport and, if available, visa, and I-20.

## Auditing Policy

Students may audit a course for a fee equal to 50 percent of the current tuition rate for the course. Students taking a course for credit will have priority over an auditor in admission into the class. The authority to decide if a class will have auditors and, if so, how many and the extent to which auditors are to participate is vested in the respective instructor. Some programs allow auditing for full-time degree seeking students (see the particular program section).

## Costs and Financial Aid

The tuition rates and scholarship levels for each graduate program vary by school at North Park University and students need to refer to the specific information on the particular school's website.

Money is available in subsidized and unsubsidized funds through the federal government at an attractive rate. Interest on subsidized loans is paid by the federal government while the student is in school. To apply, please visit the Stafford Loan website at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

North Park's convenient payment plan allows you to spread tuition costs over the duration of the term in equal monthly installments. A modest fee of \$30 per semester is charged for this option.

The extension plan for employer reimbursement allows students who are eligible for their employer's tuition reimbursement program to defer payment of tuition until two weeks after grades

are posted. To enroll in the plan, students must submit a letter from their employer stating they are part of the organization's tuition reimbursement program and complete an Extension Plan for Employer Reimbursement Agreement, which can be found on the North Park University website. There is a \$30 fee (per semester) to enroll in the payment plan.

## Credit by exam or life experience

No course credit is available to students for life experiences or by examination. Requests for exceptions should be directed to the Dean of the particular graduate program.

## Matriculation Limitations

Students in good standing have up to six years to complete degree requirements.

## Second Master's Degree

Students wishing to take a second master's degree from the same school are subject to the specific policy of each school. Typically the number of semester hours required for a second or subsequent degree is considerably less than the initial degree.

## Transfer Students

In most programs, students may transfer a certain number of courses from a regionally accredited master's program to North Park University (taken within 10 years). Each school will have a specific maximum number of semester hours allowed for transfer and associated with their specific programs. Courses to be transferred must have a grade of B or higher. The credentials examiner from the School, in consultation with the faculty, will ascertain the transferability of each course. Regional accreditation refers to that granted by an organization such as the Higher Learning Commission of the North Central Association. Graduate transfer credits may be used to obtain certificates. No transfers will be allowed beyond those granted at the time of admission except in the case of undergraduate prerequisites that are not in the major area. Transfer course grades are not used in calculating the North Park University grade point average.

# ACADEMIC POLICY FOR GRADUATE STUDENTS

## Academic Integrity

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Faculty suspecting academic dishonesty will discuss the situation with the student directly and with the Dean of the School. The faculty member and Dean will determine an appropriate sanction. The student may appeal the sanction to the Provost, who is the final arbiter for the University.

Categories that constitute academic dishonesty are:

1. Cheating on quizzes, tests and/or examinations. Examples include, but are not limited to the following:
  - Copying another's answers on an examination, or allowing another to copy.
  - Obtaining unauthorized information about the examination prior to administration of the exam. This includes possessing or distributing an exam prior to its administration.
  - Using unauthorized materials or equipment during an examination. Stealing, destroying, or altering another student's work; hiding or abusing materials to keep others from using them is considered an instance of cheating.
2. Substitution
  - Taking an examination or preparing an assignment for another student.
  - Signing an attendance roster for someone who is not present.
3. Plagiarism
  - Using another's work as one's own, whether quoting directly or paraphrasing, without giving credit to the original source. This includes use of the internet.
  - Unauthorized use of any resources or materials in an academic exercise.
  - Self-plagiarism: Using your own work in another assignment without acknowledging its source.
4. Group Work
  - In the special instance of group work, the instructor will make clear his/her expectations with respect to the individual vs. collaborative work. A violation of these expectations may also be considered as academic dishonesty.
5. Admission
  - Gaining admission to the University through misrepresentation is unacceptable and may be grounds for expulsion from the University or revocation of any degree.

It is the mission of North Park University "to prepare students for a life of significance and service." Honesty and ethical behavior are the foundation upon which such lives are built.

## Academic Load Restrictions

A full-time course load for a student is 8 semester hours each semester. Students should take no more than a load of 12 semester hours each semester. Students wishing to take more than 12 semester hours each semester need to seek the approval of the Director of the particular graduate program or the Dean of the School.

## Academic Probation

North Park University graduate students must have a 3.0 grade point average (on a 4.0 scale) or above to continue enrollment and for graduation. A student shall be placed on academic probation when his or her cumulative grade point average falls below 3.0. Students on academic probation will be sent a letter from the School Dean that outlines the terms for returning to academic standing. These terms may include the requirement to repeat certain courses or bring up the grade point average within a specified time. If the student is unable to meet these terms, that student will be subject to dismissal from the program.

## Attendance and Participation

Graduate students are required to attend class sessions and participate in class or online activities and discussions. Punctuality is also expected. Specifics for each program and course are documented in the syllabus. Students who drop a course because of their inability to follow the attendance policy of the course will be held responsible for tuition, based upon the current North Park University refund policy.

## Course Schedule and Syllabi

Course schedules for each School's graduate program are available online through the WebAdvisor computer system. In some cases the schedule is also posted directly on the School's website for the convenience of the student.

Syllabi for each course offered through the graduate programs may be available online before the start of the term. Students may find last year's syllabi postings helpful for selecting courses, although there is no assurance that the syllabi for the current year will be the same. Students seeking information about texts to be used in a course may look at the posted syllabus or contact the bookstore for ordering information.

## Discrimination, Harassment, and Retaliation Policy

As a Christian institution of higher learning supporting the mission and embodying the faith heritage of the Evangelical Covenant Church, North Park desires to have a campus community which truly values people and is characterized by integrity, diversity, collegiality, fairness, compassion and joyful living. As such, North Park is committed to providing and maintaining a welcoming environment,

and will not tolerate discrimination, harassment, retaliation, or any form of intimidation by any person in any form directed against students, faculty or staff of the institution. The institution will take prompt and appropriate action when complaints of discrimination, harassment, or retaliation are registered, including appropriate disciplinary action up to dismissal, if the complaint is substantiated and such discipline is deemed necessary.

Students are referred to the North Park website ([www.northpark.edu](http://www.northpark.edu)) for further information including directions for reporting an incident of possible discrimination, harassment, or retaliation.

## Drops and Withdrawals

Students must complete a drop form to withdraw from a course. Withdrawal from a course or from the School will count from the date that formal written notice has been filed with the Student Services Office. Absence from class or notice to the instructor does not constitute withdrawal. A grade of DW (dropped without permission) will be assigned to unauthorized withdrawals and a grade point of zero applied.

Students may withdraw from a course without an assigned grade through the fourth week of the quad. That course will not appear on the student's permanent record.

After the beginning of the fifth week of the quad, a dropped course is assigned a grade of W (Withdraw) and is listed on the student's permanent record but is not used in the calculation of the student's GPA. After this week, students will be assigned grades that are used in the calculation of their GPA.

The last day to withdraw from a course with a grade of W depends on the length of the term:

Course Length Drop without an assigned grade*	Drop with an assigned grade of W**
16 week	End of 4th week 5th–12th week
7 ½ week	End of 4th week 5th–6th week
9 week (summer term)	End of 4th week 5th– 7th week
4 ½ week (summer term)	End of 2nd week End of 3rd week
3 week (May mini term)	End of 1st week End of 2nd week

After these dates, students will be assigned grades that are used in the calculation of their grade point average.

## Final Exams

Final examinations are given at the discretion of the instructor. They may either be in-class, online, or take-home. A final paper, presentation, or performance may be used in place of a final examination.

## Grading Systems

At the end of each term, a graduate student's work in each course is recorded with one of the following grades:

A	4.00
A-	3.67
B+	3.34
B	3.00
B-	2.67
C+	2.34

C	2.00
C-	1.67
D+	1.34
D	1.0
D-	.67
F	0.00
AU (Audit)	0.0
DR (Administrative Drop)	0.0
DW(Drop without permission)	0.00
I(Incomplete)	0.00
NG (No grade)	0.00
NS (Not submitted)	0.00
P (Pass)	0.00
W (withdrawal)	.00

A cumulative grade point average of 3.0 (B) in all courses attempted is required for degree completion. Particular Schools have further grade requirements that go beyond this basic policy and students should read and understand the grade requirements of their specific program.

## Graduation Application

The form entitled "Graduate Student Graduation Application" can be found in the Student Services building on the main floor or online at [www.northpark.edu/graduation](http://www.northpark.edu/graduation). It must be completed by the student and returned to the Office of Student Administrative Services before the end of the semester prior to graduation.

Some Schools require an internal audit of transcripts before going to the North Park University campus auditor. Other Schools rely totally on the North Park campus auditor for the final evaluation of status in regard to the upcoming commencement. Students should check with their advisor as to the specific expectations.

The signed application must be submitted to Student Services by the end of the 1st week of the semester in which the student plans to graduate.

There is a \$150 graduation fee applied to the account of each graduating student in their last semester. Participation in the Commencement ceremony is required.

## Graduation with Distinction

Graduates with a cumulative grade point average of 3.90 or above (on a 4.0 scale) will be recognized as graduating "With Distinction" on their graduate degree diploma and on their transcript. "With Distinction" calculations for inclusion in graduation ceremonies (e.g., to wear honor cords) will be based on grades at the end of the first quad of the final semester before graduation. Final "With Distinction" status will be determined when all course work has been completed and will be recorded on the official transcript.

## Grievance Procedures: Academic

Appeals concerning classroom requirements, assignments, and grades should be made directly to the faculty member involved. If a resolution is not found, a written petition should go to the School Dean. If the student does not agree with the Dean's decision, the

student may appeal to the Provost. The Provost is the final arbiter for the University.

If a student would like to request special consideration or exceptions to standard academic policies, curricular requirements, etc. a written petition detailing the request and the rationale for it may be submitted to the Dean. This petition will be presented to the School's full-time faculty (whole or committee) for a vote. If a satisfactory resolution is not found, the student may appeal to the Provost. The Provost is the final arbiter for the University.

## Independent Study

Independent study is encouraged for situations where a student is interested in exploring a topic not regularly covered in the curriculum. A student needs to have a cooperating instructor for the independent study and he or she needs to make an arrangement with the faculty member before applying and registering for the course. A form, available from Student Services, needs to be completed and signed in order to register for an independent study.

## Registration

Students register for courses online through the WebAdvisor system (available online through North Park's website) during much of the year. Certain times in the calendar (e.g., four weeks before each Quad B) courses are blocked for online registration. Therefore, students should make every effort to follow registration protocol as announced by Student Services. Students who have outstanding student account balances or have not taken the required prerequisites are blocked from registering online.

## Registration Outside of a Student's Degree Program

Students who wish to take courses outside their program must get approval both from the Dean or Director of their School or program and the Dean or Director of the other School or program. Courses outside their program should relate to their program. Courses are approved on an individual basis. If the student intends to take extensive coursework in the other program, he/she needs to apply officially to the other program or degree. Graduate tuition will be charged at the rate of the student's program. Graduate students taking classes at the undergraduate level will be charged the default rate for part-time undergraduates. Students who are in graduate programs with a tuition discount rate receive that discount on both undergraduate and graduate level course registrations.

## Repeating Courses

Graduate students may repeat courses and have the new grade replace the old grade for use in determining the overall GPA. For no more than two different courses in the student's program and only when the student received a grade less than B, he/she may repeat the course one time. All grades from repeated courses (old and new) will be listed on the official transcript.

## Student Behavior

Working together as a community, students, faculty and staff help foster a campus atmosphere that furthers the mission of the University. To maintain a vibrant learning community, students are expected to contribute to this community. This expectation calls for three principled behaviors.

- Practice personal and academic integrity
- Demonstrate concern for self and others, which encourages growth, learning, and development
- Respect the rights, property, and dignity of all persons.

If a concern arises, the process for reporting and appeal of inappropriate student behavior begins with an incident report prepared by faculty/staff and shared with the student. The student is given the opportunity to respond to the report in a discussion with the assigned administrator from each school. This administrator reviews the facts, investigates the charges, makes a decision as to whether the behavior is incongruent with the values and mission of the institution, and then determines the consequences for the student.

Consequences for students--up to and including suspension or dismissal from the institution--will be given, if their behavior or actions are incongruent with the values and mission of the institution (see the Undergraduate Student Handbook for examples of behaviors and consequences). Students may be responsible for tuition, fees, and charges up to the point of withdrawal.

The student is allowed to appeal the decision in writing within five working days to the dean of the appropriate school. The decision of the dean is final.

North Park University reserves the right to adjudicate the incident using the more extensive process found in the Undergraduate Student Handbook.



# INFORMATION FOR GRADUATE STUDENTS

## Books and Materials

Textbooks are typically required for graduate courses and may be purchased at the North Park University Bookstore, managed by the Follett Company. Bookstore hours are posted at their website (<http://www.bkstr.com/northparkstore/store-info-contact-us>), along with information on how to order online. Students purchasing textbooks should make sure the book is the correct edition. Instructors may also have created a custom textbook that is only available at the campus bookstore. Students should budget for the costs of textbooks for each course, typically between \$50 and \$250.

Instructors may also provide other materials and course packs for students to purchase. The costs for students may include printing, processing, and copyright clearance fees. The charges for these materials, which can range from \$10 to \$80, are typically entered into the student accounts system and appear on the students' invoice along with tuition and fees.

Lab fees are assessed in certain courses and can go up to approximately \$200 per course.

## Campus Locations

Just three miles west of Lake Michigan, the main North Park campus is located at the corner of Foster and Kedzie Avenues (5200 north and 3200 west) in Chicago, Illinois. The address is 3225 West Foster, Chicago, Illinois 60625.

Satellite locations are in Arlington Heights, Grayslake, Evanston, Glenview, Humboldt Park/Chicago, and Crystal Lake. Graduate programs at each location include:

- Forest View Educational Center (Arlington Heights) – School of Education, School of Nursing and Health Sciences
- University Center of Lake County (Grayslake) – School of Business and Nonprofit Management
- North Shore University Health System (Evanston, Glenview) – School of Nursing and Health Sciences

For specific locations and directions, visit [www.northpark.edu/locations](http://www.northpark.edu/locations).

## Career Development

The North Park University Center for Career Development provides assistance to students seeking to change or develop their careers. Though mainly focused on the undergraduate experience, graduate students can meet with the Director to discuss career development issues. Students needing extensive career counseling should be prepared to make private arrangements for one-on-one assistance beyond the services of the University.

The faculty in each school are available for networking and conversation around career options. Some of the schools also announce job openings that students may be interested in pursuing.

## Chapels, Convocations, and Ministry Opportunities

North Park University is owned and operated by the Evangelical Covenant Church of America and has a nondenominational chapel service which is held each week at 10:30 AM on Wednesday. The services are held in Anderson Chapel and all members of the community, including graduate students, are invited and encouraged to attend.

Our community also gathers in Anderson Chapel each year for a convocation service in honor of Dr. Martin Luther King, Jr. Day.

The various graduate programs may on occasion also sponsor special assemblies for students in their particular programs.

University Ministries provides opportunities for graduate students including: Global Partnership programs for mission trips around the world; small group Bible study; Urban Outreach projects; the prayer team; pastoral counseling, and more. Visit [www.npumin.com](http://www.npumin.com) for more information.

## Classroom Technology

North Park University has several A/V-equipped classrooms that include access to projectors with DVD and CD capability. For making presentations, students may connect their laptops with classroom technology. For an Apple Macintosh interface, contact Computer Services.

## Computer Services

Computer Services oversees administrative and academic computing, student computer labs, the campus network, and campus telephone systems. Student Computer Labs are available for student use and are equipped with Apple Macintosh and IBM-compatible computers, laser printers, and scanners. The student labs are staffed by student lab assistants who have been trained on the machines and are able to respond to users' questions. Visit [www.northpark.edu/cs](http://www.northpark.edu/cs) for information on locations of campus computer labs.

Fiber optic cable connects campus buildings, including residence halls, to the campus computer network. Wireless access is also available in selected areas throughout the campus. Students with internet-ready computers may connect from various locations on campus.

All properly registered students are required to set up a North Park University email account. To set up an account, go to the University home page, [www.northpark.edu](http://www.northpark.edu), click on "Current Students," then "Information Technology," and follow the directions under "Account Setup and Access."

## Course Evaluation

Students are asked to complete a course evaluation for each course they take. They include feedback opportunities to evaluate all aspects of the learning experience, including instructor evaluation. The course evaluation is given to the instructor anonymously to review for



possible future course modification and to the Dean for use as a part of a faculty development process.

## Disabilities Accommodations

Students with disabilities who may need accommodations in their graduate program are encouraged to contact their program's administrative office. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information, visit [www.northpark.edu/ada](http://www.northpark.edu/ada).

## Health Services

In cooperation with the Family Practice Center at Swedish Covenant Hospital, Health Services exists to facilitate North Park University students in developing healthy life choices, maintaining optimal health, and obtaining appropriate medical care. Graduate students are essentially limited to immunization and health education services. All graduate students are encouraged to maintain health insurance coverage. Recent graduates from undergraduate programs may be eligible to remain on their parents' policy or take advantage of COBRA to continue on a policy with additional charges.

Students needing immediate medical attention when they are on the main campus may either proceed directly to the emergency room at Swedish Covenant Hospital (at California and Foster Avenues) or to Peterson Urgent Care (at Peterson and Western Avenues) for non-emergency urgent care. Peterson Urgent Care is open daily, including evening hours. Students are obligated to arrange for paying for these services directly or through their own health insurance.

Complete information about all services available can be found at [www.northpark.edu/healthservices](http://www.northpark.edu/healthservices).

## Housing

No official housing is available for graduate students, except for Seminary students. However, there are several different options available in the community surrounding North Park for apartment rentals and real estate purchase. Students looking for housing may check the bulletin boards at the Seminary (Nyvall Hall), or contact the International Office (for international students). Numerous online resources for finding housing in the area, such as Craigslist, are available. Often the best way to find an apartment is to just walk the neighborhood looking for rental signs.

## International Student Services

International students are required to be in contact with the Office of International Student Services on a regular basis to ensure accurate status reporting to the U.S. government. The office provides a variety of services, outlined at [www.northpark.edu/campus-life-and-services/international-student-services](http://www.northpark.edu/campus-life-and-services/international-student-services).

## Library

North Park University's Brandel Library is located on Christiana Avenue, south of Foster Avenue, and houses a collection of books, newspapers, academic journals, and other materials. Students are required to present a North Park ID card for entry. The Library has many online databases and services available to students via the library website. Students also have inter-library loan access to the libraries of 76 partner universities, including the University of Illinois. Students are encouraged to visit [www.northpark.edu/library](http://www.northpark.edu/library) and meet with the librarians on staff for further orientation or for specific reference questions.

## Center for Online Education

The Center for Online Education oversees the integration of academic technology into North Park course offerings, including courses that are online, hybrid, and technology-enhanced. The COE supports the use of Canvas, the course management system used by North Park. North Park is committed to maintaining and expanding its online learning opportunities. Visit the website for up-to-date offerings.

## Transcripts

Official transcripts can be obtained electronically by ordering at [www.northpark.edu/transcripts](http://www.northpark.edu/transcripts).

# DEGREE PROGRAMS FOR GRADUATE STUDENTS

## School of Business and Nonprofit Management

Hicks (Dean), Al Nader, Farruggia, Gavor, Hawkinson, Kamienski, Robinson-Levant, Rogers, Sundholm, Vollmert

School of Business and Nonprofit Management was formed in 2002 combining undergraduate and graduate business and nonprofit management programs. Graduate programs offered include a Master of Business Administration (MBA), Master of Higher Education Administration (MHEA), Master of Human Resource Management (MHRM), Master of Nonprofit Administration (MNA), Master of Organizational Leadership (MOL) and several certificate programs.

Consistent with the University's mission, the SBNM is committed to addressing ethical and moral issues within the business and nonprofit organizational environment. Recognizing the importance of ethics in these issues, the SBNM has developed management education that integrates ethical frameworks for decision-making throughout the curriculum.

The SBNM offers flexible schedules (weekday evenings and Saturdays) on the main campus, online and during select terms at the University Center of Lake County

### Admissions

North Park University encourages the application of all qualified persons interested in the study of business and nonprofit management. Prior study in business or economics is not a requirement for admission.

The Admissions Committee places a high value on full-time work experience. Most of the students entering the North Park graduate programs have had professional experience that adds maturity, career awareness, and insight to a student's potential for success. The Committee attempts to evaluate an applicant's potential for graduate study based on the careful review of academic background, professional experience, military service, community service, personal achievements, standardized test scores, and personal interests.

### Requirements for Admission for Non-degree Seeking Students

Professionals wishing to apply to the SBNM Certificate programs must submit a completed application, essay, current resume, and transcripts from all colleges and universities attended. Non-degree seeking students may complete a maximum of 12 semester hours, at which point they must be accepted into a SBNM graduate degree program to enroll in further courses.

### Requirements for Admission for International Students

International students wishing to apply to the SBNM must submit the following documents:

- Completed application

- A Baccalaureate degree from an accredited institution
- Current resume
- Two letters of recommendation are required from individuals who can comment upon academic and/or professional work histories.
- Official evaluation of transcripts if degree was completed at a university outside of the United States. Acceptable evaluation companies are: World Educational Services or Educational Credential Evaluators, One Earth Evaluations or Educational Perspectives.
- Applicants whose undergraduate degree GPA is below a 3.0 (on a 4.0 scale) may be granted provisional admission status. See criteria for provisional admission in the Provisional Admission section.
- Short essay commenting on the student's academic and professional goals and approach to promoting ethics within their organization. This essay is to be written by the applicant unassisted and will be assessed both with respect to content and communication skills. If communication skills are not up to graduate standards, a professional writing course will be required.

Minimum TOEFL score of 80 (iBT) or IELTS score of 6.5 is required

All international students are required to take an English proficiency test when they arrive on campus. The results of the test may impact course selection and scheduling.

### Requirements for Admission for Graduate Degree Programs

- Completed application
- Baccalaureate degree from an accredited institution
- Official undergraduate or graduate transcripts
- Current resume
- Short essay commenting on the student's academic and professional goals and approach to promoting ethics within their organization. This essay is to be written by the applicant unassisted and will be assessed both with respect to content and communication skills.
- Two letters of recommendation from individuals who can comment upon academic and/or professional work histories.
- Applicants whose undergraduate degree GPA is below a 3.0 (on a 4.0 scale) may be granted provisional admission status. See criteria for provisional admission below.

## Provisional Admission

Provisional admission may be granted by the Provisional Acceptance Committee no fewer than 10 days out from the start of the term with the possible additional requirements of:

- Submission of an official Graduate Management Admissions Test (GMA) or Graduate Records Examination (GRE) score within the last five years
- Interview
- Additional criteria specified by the Dean of the School of Business and Nonprofit Management

Provisionally-accepted students are granted full admission as a degree-seeking student upon completing their first three SBNM graduate courses with a cumulative GPA of 3.0 or above.

Provisionally-accepted students are limited to enrolling in one course per quad, and each course must be completed prior to beginning the subsequent course in the following quad or term.

Provisional candidates are strongly encouraged to take only one course per quad. Consideration will be given to two courses in one quad if both are face to face.

## Application Process

Applications to SBNM are accepted for August, October, January, March, May, and July entry. Although there are no strict application deadlines, prospective students are encouraged to apply well in advance of the month in which they wish to matriculate.

Within two weeks of receipt of all admissions materials, the Admissions Committee will review the applicant's file and render a decision.

## Fast Track

By taking 8 semester hours per quad (4 courses per quad), students can complete the graduate degree programs in a 9-12 month period. Contact the admissions office for further details.

## Five-Year Bachelor/Graduate Studies Program

With the availability of graduate courses in evening, online and Saturday class formats, North Park University undergraduate students can pursue a course of study that permits them to achieve a bachelor's degree plus an MBA degree within a five-year period. Students are required to maintain a 3.0 GPA to take graduate-level courses during their senior year.

## Transfer Credit

Students may transfer a maximum of four courses (eight courses, if entering with a graduate management degree) from a regionally accredited master's program to North Park. Courses to be transferred must have a grade of B or higher and be taken within a ten year period. Courses taken over ten years ago will not be accepted as transfer courses.

## Regional Accreditation

Regional accreditation refers to that granted by an organization such as the North Central Association of Universities and Schools. Graduate transfer credits may be used to complete certificates within the context of completing a degree. No transfers will be allowed beyond those granted at the time of admission.

## Course Waivers and Substitutions

For degree seeking students, up to five courses from any of the core courses among the graduate degree programs may be waived (2 completely waived and 3 substituted for electives), if a student has completed similar undergraduate courses from an accredited institution within a 10 year period and received a grade of B or higher. Once waived, a course may not be taken and used as an elective in the degree program.

Waiver/substitution arrangements are granted at the time of admission. The Admissions Committee will act upon these requests as a part of the admissions process and the student will be advised in writing of the committee's decision. Waivers can only be used by degree seeking students, not by certificate students. No waivers will be allowed beyond those granted at the time of admission as a degree seeking student.

## Financial Aid

### Scholarships for Academic Excellence

The School of Business and Nonprofit Management makes a variety of scholarships available to students who have demonstrated academic excellence. Students may only be awarded one North Park scholarship. For example, a student qualifying for an Axelson Scholarship may not receive a Presidential scholarship in addition. Following are the scholarships that are available:

#### Presidential Scholarships

Presidential Scholarships will be awarded to all entering students with an overall undergraduate GPA of 3.65 or above, or a GMAT score of 660 or above or a GRE score of 316 or above. Each Presidential Scholarship pays 30 percent of all course tuition and is renewable annually with maintenance of a 3.0 GPA.

#### Provost's Scholarships

Provost's Scholarships will be awarded to all entering students with an overall GPA of 3.35 – 3.64 or GMAT score of 620–650, or a GRE score of 310–315. Each scholarship pays 20% of all course tuition and is renewable annually with maintenance of a 3.0 GPA.

#### Dean's Scholarship

Dean's Scholarships will be awarded to all entering students with an overall undergraduate GPA of 3.00–3.34, or a GMAT score of 590–610, or a GRE score of 305–309. Each Dean's Scholarship pays 10 percent of all tuition costs and is renewable annually with maintenance of a 3.0 GPA.

### Non-merit Based Scholarships

#### Alumni Scholarship

Alumni Scholarships will be awarded to all SBNM undergraduate alumni. Each scholarship pays 20% of all course tuition.

#### Armed Forces Scholarship

Armed Forces Scholarship will be awarded to all active duty military members, full-time National Guard, and Reserve personnel (including spouses) from all branches of the armed forces and Coast Guard. Each Armed Forces Scholarship pays 20 percent of all course tuition and is renewable annually with maintenance of a 3.0 GPA.

#### The Axelson Scholarship

In the spirit of its founder, Nils Axelson, the Axelson Center endeavors to facilitate values-centered education for members of the nonprofit sector who, because of financial constraints, may be unable to pursue further graduate education. The Axelson Scholarship will be granted to full-time employees of 501(c) or governmental

organization or individuals who have completed a successful tour of service with the Peace Corps, AmeriCorps, or Teach for America. Employment status must be verified in writing on the organization's letterhead. The Axelson Scholarship covers 35 percent of a student's tuition costs for all courses taken in the SBNM.

**Requirements:** Admitted applicant to a graduate certificate program or degree program who is a full-time employee of a 501(c) or government organization.

**Application:** No scholarship application is required, but applicant must submit proof of organization's nonprofit status (copy of tax return, official letter from the Executive Director, etc.).

#### **Lifetime Learning Scholarship**

Graduates from any SBNM graduate degree program are eligible to use this scholarship to take additional SBNM graduate courses for the rest of their lives. They may even complete a second SBNM degree at a 50% tuition reduction.

## **Student Rights, Responsibilities and Regulations**

### **Academic Probation**

A student shall be placed on academic probation when his or her cumulative grade point average falls below 3.0 (B). If a student is on academic probation for two quad terms, that student will be subject to dismissal from the program. If a student is on academic probation and chooses not to enroll within that two quad limit, the student is automatically dismissed due to not meeting the requirements of their probationary status.

Any student whose academic standing has been subject to action may appear before a SBNM faculty committee to discuss his or her status. Decisions by the committee may be appealed to the Dean of the SBNM.

### **Class Attendance Policy**

The graduate courses in SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

### **Grade Requirements**

A cumulative grade point average of 3.0 (B) in all SBNM courses attempted is required for degree completion. An exception of 2 grades of C are allowed for graduation or for a certificate, all others must be a C+ or higher. Courses with grades of C and below may be made up by re-taking the course, if needed.

A failure in a required course must be made up by repeating the course or a substitute course as specified by the SBNM Faculty Committee. The faculty committee will decide whether the student

may enroll in the next course in a sequence before the failed course is made up.

If a student receives an I (Incomplete) grade, the work must normally be made up within one semester (two quads). If a student fails to make up an I grade after one semester (two quads), the grade will become an F. Without special permission, a student may carry no more than two Incomplete grades without being considered for dismissal.

## **Additional Degrees**

Students may complete an additional degree in the SBNM by completing a minimum of eight additional courses, or sixteen semester hours, beyond the requirements of the first degree. Students must complete all core course requirements for the additional degree. Students entering an SBNM degree program with a graduate management degree from an accredited university may complete an SBNM graduate degree by completing a minimum of ten additional courses, or twenty semester hours. Courses transferred either from other universities or from the first SBNM degree program are accepted following the SBNM's standard transfer policy. No transfers or waivers will be allowed beyond those granted at the time of admission to the additional degree program.

### **MS Nursing Dual Degree Program**

MS Nursing dual degree sequence is described under the School of Nursing section of the University Catalog. The dual degrees are administered through the School of Nursing and students must be formally accepted to the School of Nursing.

### **Seminary Dual Degree Program**

The School of Business and Nonprofit Management offers, in conjunction with North Park Theological Seminary, several dual degree programs for individuals in professional ministry (parish ministers, missionaries, and persons in parachurch organizations) and for lay people in secular employment. The dual degrees are administered through the Seminary and individuals must be formally accepted to the Seminary. Contact Seminary Admissions at (800) 964-0101 or (773) 244-5530 to obtain more information. The Seminary Catalog is available online.

## **Master of Business Administration (MBA)**

Students in the MBA program take 18 courses or 36 Semester Hours (sh). Students may take a certificate or multiple certificates in particular areas in order to concentrate their studies as a part of the MBA degree.

### **Program Requirements**

The 18 MBA courses required for graduation consist of 13 core courses and 5 electives. All courses are two semester hours and most meet once a week for seven weeks or online. A minimum of 12 of the 18 courses required for graduation must be taken at North Park University.

### **Core Courses**

Students pursuing the MBA must take the following courses:

SBNM 5010	Organizational Behavior and Ethics
SBNM 5011	Ethical Leadership and Decision-making
SBNM 5110	Financial Accounting
SBNM 5111	Managerial Accounting



SBNM 5200	Global Macroeconomics for Managers
SBNM 5212	Microeconomics for Managers
SBNM 5310	Managerial Finance
SBNM 5311	Financial Decision Making
SBNM 5411	Quantitative Decision Analysis
SBNM 5610	Marketing Analysis and Consumer Behavior
SBNM 5705 Responsibility	Multi-Sector Convergence and Social
SBNM 5992	Strategy for Competitive Advantage
SBNM 5993	MBA Capstone

#### Electives

MBA students may choose any five elective courses from among the courses offered through the SBNM or approved courses from other graduate partner programs at North Park University.

## Master of Organizational Leadership (MOL)

The Master of Organizational Leadership program is designed for individuals who wish to focus on leadership within a business or nonprofit organization context.

Students may take a certificate or multiple certificates in particular areas in order to concentrate their studies as a part of the MOL degree.

#### Program Requirements

Students in the Master of Organizational Leadership program take 18 courses, consisting of the 13 core courses and 5 electives. A minimum of 12 of the 18 courses required for graduation must be taken at North Park University.

#### Core Courses

Students pursuing the MOL must take the following 13 courses:

SBNM 5010	Organizational Behavior and Ethics
SBNM 5011	Ethical Leadership and Decision-making
SBNM 5030	Human Resource Management
SBNM 5040	Diversity and Conflict
SBNM 5041	Negotiation and Influence
SBNM 5060	Talent Development and Retention
SBNM 5070	Team Leadership
SBNM 5200	Global Macroeconomics for Managers
SBNM 5705	Multi-Sector Convergence and Social Responsibility
SBNM 5710	Nonprofit Management: Theory and Application
SBNM 5780	Measuring Outcomes and Assessment
SBNM 5990	Change Leadership
SBNM 5995	Strategic Leadership Development

#### Electives

MOL students may choose any five elective courses from among the courses offered through SBNM or approved courses from other graduate partner programs at North Park University.

## Master of Human Resource Management (MHRM)

The Master of Human Resource Management is a degree that focuses on preparation for a career specific to the field of Human Resources. Alternatively, if students wish to gain broader knowledge in business or management, and want to gain basic human resource knowledge, they would complete the MBA plus the HR certificate, rather than the MHRM degree.

#### Program Requirements

Students in the MHRM program take 18 courses, consisting of the 13 core courses and 5 electives. A minimum of 12 of the 18 courses required for graduation must be taken at North Park University.

#### Core Courses

MHRM students must take the following 13 courses:

SBNM 5010	Organizational Behavior and Ethics
SBNM 5011	Ethical Leadership and Decision-making
SBNM 5030	Human Resource Management
SBNM 5040	Diversity and Conflict
SBNM 5060	Talent Development and Retention
SBNM 5070	Team Leadership
SBNM 5085	Employment Law
SBNM 5090	Compensation and Benefits Administration
SBNM 5035	Strategic Human Resources Planning and Staffing
SBNM 5095 Management	Strategy and Metrics in Human Resource
SBNM 5200	Global Macroeconomics for Managers
SBNM 5590	Organizational Communication
SBNM 5705 Responsibility	Multi-Sector Convergence and Social

#### Electives

MHRM students may choose any five elective courses from among the courses offered through SBNM or approved courses from other graduate partner programs at North Park University.

## Master of Nonprofit Administration (MNA)

The Master of Nonprofit Administration is designed for those students pursuing a career in the nonprofit sector (e human services, health services, hospitals, education, religious, arts, museums, associations, foundations, and camping).

Students may take a certificate or multiple certificates in particular areas in order to concentrate their studies as a part of the MMNA degree.

#### Program Requirements

Students in the MNA program will take 18 courses consisting of 13 core courses and 5 electives. A minimum of 12 of the 18 courses required for graduation must be taken at North Park University.

#### Core Courses

MNA students must take the following 13 courses:

SBNM 5010	Organizational Behavior and Ethics
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SBNM 5011	Ethical Leadership and Decision-making
SBNM 5350	Nonprofit Financial Management
SBNM 5351	Nonprofit Financial Decision Making
SBNM 5680	Nonprofit Marketing Analysis and Consumer Behavior
SBNM 5705	Multi-Sector Convergence and Social Responsibility
SBNM 5710	Nonprofit Management: Theory and Application
SBNM 5720	Nonprofit Board Governance and Volunteer Management
SBNM 5730	Nonprofit Law, Policy, and Government Relations
SBNM 5770	Fundraising Principles for Nonprofit Organizations
SBNM 5771	Annual Gift Fundraising for Nonprofit Organizations
SBNM 5780	Measuring Outcomes and Assessment
SBNM 5790	Nonprofit Strategic Management Planning and Management Capstone

#### Electives

MNA students may choose any five elective courses from among the courses offered through SBNM or approved courses from other graduate partner programs at North Park University.

### Master of Higher Education Administration (MHEA)

(Master of Higher Education Administration will be discontinued as an academic program for students starting after the 2021 academic year.)

The Master of Higher Education Administration is designed for administrators, faculty, policy makers, and leaders in higher education who are interested in enhancing their leadership and management capabilities. The degree combines courses specific to higher education with management coursework in leadership, finance, marketing, fundraising, and strategy. Students may take a certificate or multiple certificates in particular areas in order to concentrate their studies as a part of the MHEA degree.

#### Program Requirements

Students in the MHEA program will take 18 courses consisting of 13 core courses and 5 electives. A minimum of 12 of the 18 courses required for graduation must be taken at North Park University.

#### Core Courses

MMHEA students must take the following 13 courses:

SBNM 5010	Organizational Behavior and Ethics
SBNM 5011	Ethical Leadership and Decision-making
SBNM 5350	Nonprofit Financial Management
SBNM 5680	Nonprofit Marketing Analysis and Consumer Behavior
SBNM 5740	Higher Education Administration
SBNM 5741	Higher Education Organization and Governance
SBNM 5742	College Student Development and Administration

SBNM 5745	Curriculum in Higher Education
SBNM 5746	Law of Higher Education
SBNM 5747	Enrollment Management in Higher Education
SBNM 5770	Fundraising for Nonprofit Organizations
SBNM 5780	Measuring Outcomes and Assessment
SBNM 5790	Nonprofit Strategic Planning and Management Capstone

#### Electives

MHEA students may choose any five elective courses from among the courses offered through SBNM or approved courses from other graduate partner programs at North Park University.

#### Certificate Programs

(Academic Certificate programs in Economics, Finance, Higher Education Administration, Marketing Management, Nonprofit Finance, and Operations Management will be discontinued for students starting after the 2021 academic year.)

All of the following certificate programs may be completed by any SBNM graduate student. They are not associated with a particular degree and all prerequisite classes are included in the sequence. The certificates also provide a way for students to concentrate in a particular area of interest as they complete a degree program. Students may waive courses in a certificate through approved undergraduate or graduate credit only if they are degree seeking. If waivers or transfers are used when completing a certificate, at least 3/5 of the certificate program (e., three of five courses) must be taken at North Park University. Non-degree seeking certificate students must take all courses for a certificate at North Park University.

#### Certificate in Accounting

The certificate in accounting is designed for individuals with an interest in accounting topics from a managerial perspective. The certificate program consists of the following five courses:

SBNM 5110	Financial Accounting
SBNM 5111	Managerial Accounting
SBNM 5120	Cost Accounting I
SBNM 5121	Advanced Cost Accounting
SBNM 5130	Corporate Tax Accounting

#### Certificate in Operations Management

The certificate in operations management is designed to help individuals assist organizations to make efficient use of their resources so as to maximize efficiency and minimize net cost. The certificate program consists of the following three core courses and two elective courses:

SBNM 5212	Microeconomics for Managers
SBNM 5411	Quantitative Decision Analysis
SBNM 5412	Operations and Supply Chain Management
Select two electives	
SBNM 5413	Project Management
SBNM 5420	Quality Management and Productivity
SBNM 5450	Information Systems

### Certificate in Nonprofit Governance

The certificate in nonprofit governance is designed for individuals who desire a comprehensive overview of a broad range of nonprofit governance issues, including ethics; individuals interested in starting their own nonprofit organization; or nonprofit volunteers and/or board members who wish to expand their skills and knowledge related to governance issues. The certificate program consists of the following five courses:

SBNM 5350	Nonprofit Financial Management
SBNM 5710	Nonprofit Management: Theory and Application
SBNM 5720	Nonprofit Board Governance and Volunteer Management
SBNM 5730	Nonprofit Law, Policy, and Government Relations
SBNM 5770	Fundraising Principles for Nonprofit Organizations

### Certificate in Finance

The certificate in finance is designed for individuals with an interest in commodities and financial instruments. The certificate program consists of the following five courses:

SBNM 5110	Financial Accounting
SBNM 5310	Managerial Finance
SBNM 5311	Financial Decision Making
SBNM 5320	Investment Management
SBNM 5321	Financial Modeling

### Certificate in Fundraising Management

The certificate in Fundraising Management is designed for professionals seeking in-depth instruction in nonprofit fundraising strategy and implementation. The certificate program consists of the following five courses:

SBNM 5770	Fundraising for Nonprofit Organizations
SBNM 5771	Annual Fund and Major Gift Fundraising for Nonprofit Organizations
SBNM 5772	Capital Campaigns for Nonprofit Organizations
SBNM 5773	Grant Writing for Foundations and Corporations
SBNM 5774	Planned Giving for Nonprofit Organizations

### Certificate in Healthcare Management

The certificate in healthcare management is designed to offer students a framework for effective management within the turbulent healthcare environment. Topics such as the economic, social, political, and ethical issues affecting healthcare, financial concepts and strategies unique to healthcare and strategic management of change in the industry are all addressed. The certificate in healthcare management consists of the following five courses:

SBNM 5250	Healthcare Economics/Finance
SBNM 5510	Principles of Healthcare Management
SBNM 5520	Management and Marketing of Services
SBNM 5680	Nonprofit Marketing Analysis and Consumer Behavior
SBNM 5780	Measuring Outcomes and Assessment

### Certificate in Church Administration

Professionals working in churches, ministry, and parachurch organizations must be adept at a range of skills to support essential operations and ongoing activities. The certificate in church administration focuses on the development of knowledge in key areas of church administration and leadership; financial management, fundraising, human resource management, and communications. All courses in the certificate are specifically oriented to churches and faith based non-profit organizations. The certificate in Church administration consists of the following five courses:

SBNM 5031	Human Resource Management for Churches and Faith Based Organizations
SBNM 5355	Financial Management for Churches and Faith Based Organizations
SBNM 5700	Principles of Church Administration
SBNM 5591	Church Communication and Knowledge Management
SBNM 5775	Fundraising for Churches and Faith Based Organizations

### Certificate in Human Resource Management

The certificate in human resource management is designed for professionals either working within or closely with the Human Resource Department. An underlying premise of the program is that people are an organization's most important and valuable asset. The certificate program consists of the following five courses:

SBNM 5030	Human Resource Management
SBNM 5035	Strategic Human Resources Planning and Staffing
SBNM 5060	Talent Development and Retention
SBNM 5085	Employment Law
SBNM 5090	Compensation and Benefits Administration

### Certificate in Marketing Management

The certificate in Marketing addresses both marketing strategy and tactics and prepares the student for positions in corporate and nonprofit marketing. The certificate in Marketing Management consists of the following five courses:

SBNM 5610 or SBNM 5680	
SBNM 5611	Advanced Marketing Management
SBNM 5620	Brand Management and Product Innovation
SBNM 5630	Integrated Marketing Communications
SBNM 5650	Digital Marketing

### Certificate in Organizational Development

The certificate in organizational development is designed for individuals who are leaders within an organization or department. The certificate program consists of the following five courses:

SBNM 5010	Organizational Behavior & Ethics
SBNM 5030	Human Resource Management
SBNM 5040	Diversity and Conflict
SBNM 5070	Team Leadership

SBNM 5780 Measuring Outcomes and Assessment

### **Certificate in Conflict Management**

The certificate in conflict management provides you with exposure to the causes of conflict, conflict theory, and how to manage conflict as part of team building and negotiation. The certificate program consists of the following five courses:

SBNM 5040 Diversity and Conflict

SBNM 5041 Negotiation and Influence

SBNM 5070 Team Leadership

SBNM 5085 Employment Law

SBNM 5990 Change Leadership

### **Certificate in Leadership**

The certificate in leadership is designed for individuals who are searching for ways to navigate their way through ambiguous and uncertain waters of the workplace, and in so doing chart the course for others to follow. Leadership is not a person or a position. Rather it is a complex moral relationship between people based on trust, obligation, collaboration, commitment, emotions and a shared vision. The certificate program consists of the following five courses:

SBNM 5011 Ethical Leadership and Decision-making

SBNM 5040 Diversity and Conflict

SBNM 5041 Negotiation and Influence

SBNM 5060 Talent Development and Retention

SBNM 5990 Change Leadership

### **Certificate in Economics**

The certificate in Economics is designed for individuals who would like an in-depth understanding of economics from a management perspective. Businesses, nonprofit organizations, and government all exist within the context of economic forces. The successful management of these organizations demands an understanding of the economic framework. The certificate program consists of the following five courses:

SBNM 5200 Global Macroeconomics for Managers

SBNM 5212 Microeconomics

SBNM 5220 Econometrics

SBNM 5230 Industry and Competitive Analysis

SBNM 5705 Multi-Sector Convergence and Social Responsibility

### **Certificate in Higher Education Administration**

The certificate in higher education administration provides you with a unique and highly practical curriculum that combines coursework in higher education with courses in outcomes and assessment and management. The certificate program consists of the following three core courses plus two selected electives:

SBNM 5740 Higher Education Administration

SBNM 5741 Organization and Governance of Higher Education

SBNM 5780 Measuring Outcomes and Assessment

Select two electives from the following:

SBNM 5350 Nonprofit Financial Management

SBNM 5520 Management and Marketing of Services

SBNM 5680 Nonprofit Marketing Analysis and Consumer Behavior

SBNM 5742 College Student Development and Administration

SBNM 5745 Higher Education Curriculum Development

SBNM 5746 Law of Higher Education

SBNM 5747 Enrollment Management in Higher Education

SBNM 5770 Fundraising Principles for Nonprofit Organizations

### **Certificate in Nonprofit Finance**

The certificate in nonprofit finance is designed to give individuals a comprehensive introduction to issues related to the accounting and finance functions of nonprofit organizations. The certificate program consists of the following five courses:

SBNM 5030 Human Resource Management

SBNM 5320 Investment Management

SBNM 5350 Nonprofit Financial Management

SBNM 5351 Nonprofit Financial Decision Making

SBNM 5770 Fundraising Nonprofit Organizations

### **Certificate in Nonprofit Management**

The certificate in Nonprofit Management is designed to provide managers and leaders of nonprofit organizations with a pragmatic approach to nonprofit management. It consists of a five-course sequence as follows:

SBNM 5350 Nonprofit Financial Management

SBNM 5680 Nonprofit Marketing Analysis and Consumer Behavior

SBNM 5710 Nonprofit Management: Theory and Application

SBNM 5770 Fundraising for Nonprofit Organizations

SBNM 5780 Measuring Outcomes and Assessment

### **Customized Certificate**

#### **5010 Organizational Behavior and Ethics (2 sh)**

This course develops an understanding of human behavior in changing organizations and the managerial awareness, tools and methods that increase effectiveness. The course explores principles and theories about individuals and groups at work, motivation and interactive drives and processes for satisfying needs, organization strategies for effectively utilizing people and creating the environment to achieve goals of people and companies. The course also examines ethical issues and the rational integration of ethical thinking and decision-making in competitive organizations. New models of teams, organization structure and organizational development practices are studied as the product of today's transforming organizations.

#### **5011 Ethical Leadership and Decision-making (2 sh)**

This course examines the importance of ethical leadership and Decision-making to the success of high performance organizations. Ethical issues are examined from a variety of perspectives, analyzed utilizing multiple ethical issue typologies, and possible outcomes determined through the application of a

number of decision-making formats. Frameworks for ethics and leadership are assessed and interpreted in light of the leadership behaviors in a number of ethically challenging situations. Finally, students will assess their own ethical leadership views and generate leadership development plans. Prerequisite: SBNM 5010

**5030 Human Resource Management (2 sh)**

This course examines current theory and practice as it applies to the management of human resources within organizations. Specific focus is given on the effects of organizational mission and culture on human resource management. The processes of recruitment and selection, training and development, performance evaluation, compensation and motivation, and legal influences are examined. The course takes the viewpoint of human resource management as a key responsibility of every manager within the organization.

**5031 Human Resource Management for Churches and Faith Based Organizations (2 sh)**

This course explores fundamental concepts and practices as they apply to the management and leadership of the human resources function within church and other faith based organizations, including recruitment and selection, training and development, performance evaluation, and compensation of employees as well as special tax and legal issues for clergy and volunteer management issues. Prerequisite: SBNM 5700.

**5035 Strategic Human Resources Staffing and Planning (2 sh)**

This course provides an understanding of the essential elements of human resource planning processes in organizations and the implementation of those processes within the organization's overall staffing function. Prerequisite: SBNM 5030.

**5040 Diversity and Conflict (2 sh)**

The modern organization is diverse visibly with respect to diversity gender, race, age, and cultural background and invisibly with respect to multiple aspects of diversity including personality, values, communication styles and management styles. This course addresses the significance of both visible and invisible diversity and the need to understand and manage it. This course also provides a broad survey of approaches to analyzing and managing conflict. A variety of topics will be covered, including identifying the origins of organizational conflict, how to diagnose and positively utilize conflict, understanding the dynamics of conflict, and the appropriate role of effective leadership styles in resolving conflict.

**5041 Negotiation and Influence (2 sh)**

This course provides a conceptual framework in which to explore competitive and cooperative aspects of business situations and emphasizes the crucial role played by negotiations in accomplishing organizational objectives while enhancing relationships with key stakeholders. The development and use of power to influence others is covered as well as specific negotiating tactics. Students are afforded opportunities for actual negotiating experiences that will help them become better negotiators, attain improved resolutions for disputes, and reach more mutually beneficial agreements.

**5060 Talent Development and Retention (2 sh)**

This course presents valuable tools and methods that assist with recruitment and retention of the most qualified people that are also a good fit with the organization. Exercises provide experience in selecting the right employees and in coaching and counseling for current and future performance improvement

that emphasizes the capacity to provide feedback in a way that it will actually be heard. Finally the ethics of termination will be discussed together with looking when and under what circumstances termination should occur. Additionally, this course will assist with the construction of individualized career plans for each student.

**5070 Team Leadership (2 sh)**

This course is based on the premise that today's world increasingly depends upon collaboration for success. Teams are currently touted as the primary organizational unit in which the collaborative effort takes place. Students will investigate the arguments for and against teams and teamwork. Through exposure to theoretical knowledge and experiential learning technologies, the students will identify when teams are, and are not appropriate, as well as examine what is required to create a truly effective, high performing team.

**5085 Employment Law (2 sh)**

This course assists students in becoming knowledgeable about the legal principles that affect employment law in the United States. The course examines various employment laws with which organizations must comply and the legal rights and responsibilities of employees and employers. Prerequisite: SBNM-5030.

**5090 Compensation and Benefits Administration (2 sh)**

This course involves students in the application of compensation principles to organizational objectives. It includes the strategic use of compensation systems for attracting, motivating and retaining highly qualified employees. Both direct and indirect compensation are discussed in the context of organizations. The course offers an opportunity to develop competence in making informed and strategic compensation decisions. Prerequisite: SBNM 5030.

**5095 Strategy and Metrics in Human Resource Management (2 sh)**

This is the capstone course for the study of human resources. A final paper that integrates all human resource areas for a particular organization will be required. Quantitative as well as qualitative concepts, approaches, and techniques will be emphasized. Will include metrics for measuring outcomes and assessments as well as strategy. Prerequisite: SBNM 5010, 5011, 5030, 5035, 5040, 5060,

**5110 Financial Accounting (2 sh)**

Financial accounting develops the ability to read and analyze a corporate financial statement. The course is oriented toward the user of financial accounting data and emphasizes the reconstruction of economic events from published accounting reports. It presents the accounting model, reviews accounting standards used for financial reporting, and considers their impact on managerial decisions. The role of accounting in planning, decision making, control, and performance evaluation is the managerial focus of this course. An examination of the ethical issues encountered when making accounting decisions is undertaken throughout the course. An online test of competency in financial accounting will be required as a part of the course.

**5111 Managerial Accounting (2 sh)**

Managerial accounting takes an internal decision-oriented approach and examines the information requirements of various techniques and planning models. The course emphasizes the solution of particular types of problems and the structural evolution of costing systems for management planning and



control. It covers accounting data used by managers for several purposes: product cost and income determination, routine short-run decision making, fundamental policy formation, and control of various activities of the organization. Stress is placed on the design of accounting systems aimed at encouraging ethical behavior consistent with top-management goals. Prerequisite: SBNM 5110.

**5120 Cost Accounting (2 sh)**

A study of the theory and practice of cost accounting. The course will focus on job cost and unit cost accounting; job order and standard costing systems; variance analysis; direct and indirect costs; and budgeting. Pre-requisite: BSE 2120 or SBNM 5111.

**5121 Advanced Cost Accounting (2 sh)**

Continuation of a study of the theory and practice of cost accounting. The course will focus on process costing systems; problems with cost accumulation and cost allocation; capital budgeting and cost analysis. Pre-requisite: SBNM 5120.

**5130 Corporate Tax Accounting (2 sh)**

A study of tax decisions related to various business organizations, specifically Sub Chapter C and Sub Chapter S corporations. Additionally, the course addresses tax issues for partnerships, estates, and trusts. Prerequisite: BSE 2110 or SBNM 5110.

**5200 Global Macroeconomics for Managers (2 sh)**

Given the ever-increasing, complex interdependency between international economies, this course is intended to give business and nonprofit organizational leaders an understanding of how to better manage operations in the context of supply, demand, competition, economic and trade policies in a global marketplace. The course will focus on macroeconomic topics such as gross domestic product, income and employment and combine them with absolute and comparative advantage theories that drive the continuous need for international trade. Global economic topics, such as the IS-LM model, cultural comparisons and foreign trade policy will help form the fluidity of both domestic and international business interactions from both diverse and Christian ethical perspectives.

**5210 Macroeconomics (2 sh)**

This course studies the determinants of aggregate demand and aggregate supply, causes of economic recessions and recoveries, government policies that foster stability and growth, processes leading to inflation, the effect of inflationary expectations on interest rates and labor markets, and the effect of central bank policies on the value of the dollar. The course deals with the equilibrium level of employment and output, the differential impact of temporary and permanent changes in policy on the equilibrium values of macro variables, the distinction between policy actions and rules, and the connection between fiscal and monetary policy.

**5211 Global Economics (2 sh)**

This course studies the basis for international trade, and how global exchanges of resources take place. The course studies the changing patterns of trade between nations in various regions of the world. The competition of nations in global markets and the strategic positions of business firms within international markets are analyzed. The course studies both developed nations as well as the newly industrializing countries representing emerging markets. The nature and goals of regional economic alliances are presented, and the role played by national governments in shaping global trade is discussed.

The course explains differences in technology exchanges between nations. Prerequisite: SBNM 5210.

**5212 Microeconomics for Managers (2 sh)**

In this course, students explore how the economic fundamentals, such as scarcity, supply and demand, business cycles, elasticity and productivity, influence the planning and behaviors of both businesses and nonprofit organizations. Real world examples are used to apply content in professional context. Additionally, attention is paid to the ethical dilemmas and moral responsibilities that accompany managing a firm.

**5220 Econometrics (2 sh)**

This course combines mathematical methods with economic and business models in order to develop and provide empirical content for these models. This approach is appropriately applied in the solution of practical problems. In addition, these methods allow for a more precise analysis of relevant economic and business issues. Accurate and measurable analysis is the basis of the formulation of appropriate policy. Such policy may take the form of setting macroeconomic or microeconomic goals, or in the development and application of strategic objectives of business firms. Econometric methods and applications provide a significant basis for making more reliable economic and business decisions. Prerequisite: SBNM 5200, 5212.

**5230 Industry and Competitive Analysis (2 sh)**

This course develops methods for the analysis of the organizational, technological, industrial, and informational structure of the business firm's competitive environment. In the process of introducing and developing applied business research methods and case studies, the competitive and strategic decisions made by firms will be assessed and evaluated. Managers must have a relevant and reliable understanding of competitive and industrial conditions, and the ability to analyze information and manage in a variety of new and changing situations. Ethical considerations and social responsibility are consistently included and explored in the process of discussing business decision making.

**5250 Healthcare Economics and Finance (2 sh)**

This course addresses the economics and finance of modern healthcare organizations. It surveys the economic, social, political and ethical forces affecting the American healthcare industry and addresses the financial management required in this environment. It begins by reviewing public and private healthcare delivery and reimbursement systems, resource allocation issues, and the impact of current payer arrangements on the financial management of healthcare. Finally, financial strategies and operations will be covered and a sample financial plan for a hypothetical healthcare organization will be developed. Ethical considerations will be interwoven throughout the course.

**5310 Managerial Finance (2 sh)**

This course challenges students to prioritize and execute on their fiduciary responsibilities to first and foremost provide sufficient returns to investors. Course content includes projecting financial statements, creation of net present valuation models, determination of a firm's optimal capital structure, and ascertaining firm value through valuations. Particular attention is paid to the tension between the fiduciary responsibility and the ethical ramifications of focusing on shareholder returns. Case studies are used to apply content to professional context.



An online test of competency in using Excel will be required as a part of the course. Prerequisite: SBNM 5110.

**5311 Financial Decision Making (2 sh)**

This course covers the theory and practice of corporate finance, especially the application of financial theory to solve practical problems. Topics include the investment, or capital budgeting decision and the financing decision. This course also assists the financial manager in deciding how much to invest, what assets to invest in, and how to raise the necessary cash. It includes the study of dividend policy, debt policy, risk management, and alternative forms of debt. This course covers financial planning, channels for short-term borrowing, the management of liquid assets, and the management of accounts receivable. The role of ethical behavior is incorporated into the study of financial markets, as well as in financial management. Financial models will be solved using personal computers throughout the course. An online test of competency in finance will be required as part of the course. Prerequisite: SBNM 5310.

**5320 Investment Management (2 sh)**

This course studies financial markets, principally equity markets, from an investment decision-making perspective. The course develops a set of conceptual frameworks and analytical tools and applies them to particular investments and investment strategies selected from a wide array of companies, securities, and institutional contexts. The focus is on adding value across the spectrum of decisions ranging from position-taking in particular securities to portfolio risk management to the oversight of professional investment managers. The course explores the competitive dynamics among investment organizations, products, and markets. The role of ethical behavior is incorporated into the study of financial markets, as well as portfolio management. Moral reasoning will be factored into portfolio management as environmental, multinational, and global issues affect it. Prerequisite: SBNM 5310.

**5321 Financial Modeling (2 sh)**

This course studies the planning, design, development and applications of a financial model. The focus of the course is a comprehensive, applied, project deliverable executing many financial concepts acquired earlier in the program. The skills applied include: construction of a pro forma balance sheet, income statement and cash flow statement; defining business drivers and assumptions; estimating the cost of debt; establishing an equity structure; calculating the weighted average cost of capital; assessing tax, depreciation and amortization effects; and performing enterprise valuations using the discounted cash flow and multiples techniques. The model will be used to estimate scenarios, including the capstone which involves a simulated negotiation of an acquisition opportunity. Prerequisite: SBNM 5310.

**5350 Nonprofit Financial Management (2 sh)**

This course provides both basic and advanced financial planning and management skills necessary in today's nonprofit organization. Successful financial planning and business development strategies will be combined to create a financial plan which achieves the goals of the organization. Included are basic principles of managerial accounting. Fund accounting, budgeting, cash flow analysis, expenditure control, long-range financial planning, audits, and grants and contracts are studied, as applied to nonprofit organizations.

**5351 Nonprofit Financial Decision Making (2 sh)**

Basic principles of managerial accounting, fund accounting, budgeting, cash flow analysis, expenditure control, long-range financial planning, audits, and grants and contracts are studied, as applied to nonprofit institutions. Prerequisite: SBNM 5350.

**5355 Financial Management for Churches and Faith Based Organizations (2 sh)**

This course explores fundamental concepts and practices as they apply to the management of financial resources within church and other faith based organizations, basic accounting terminology, budgeting, financial statement preparation and analysis, managing congregation contributions, policy development and communicating financial information to the congregation, audits, taxes for churches, and risk management. Prerequisite: SBNM 5700.

**5411 Quantitative Decision Analysis (2 sh)**

The objective of this course is to develop quantitative and statistical thinking and problem solving skills. The topics include General Problem Solving, Elementary Probability Models, Linear Regression, Forecasting, Linear Programming, and Inventory Management Models. For each topic, there are analytical and managerial components of the weekly course activities. On the analytic side, quantitative problems must be solved using Excel. From the managerial perspective, online discussions and papers are assigned with the intent to explore and consider how these quantitative tools are used in business as well as understanding both their benefits and limitations. An online test of competency in statistics and quantitative foundations will be required as a part of the course.

**5412 Operations and Supply Chain Management (2 sh)**

This course introduces the principles of Operations and Supply Chain Management from a global perspective. The course follows the Supply Chain Operations Reference (SCOR) model that is built on six distinct business processes: Plan, Source, Make, Deliver, Return, and Enable. The focus is both managerial and analytical from a strategic perspective. There will be weekly discussions and problems to be done in Excel. Papers and case studies will also be used to support learning. The context will be as "real world" as possible with participants sharing and challenging their experiences. Each week one of these business processes is covered. The course finishes with managing the overall process. Prerequisite: SBNM 5411.

**5413 Project Management (2 sh)**

This course introduces the systematic process, management, and analysis of program and project management. Project Management is the key method for organizing, planning, and controlling complex projects such as new product development, implementing a new company wide computer (ERP) system, to building a state of the art plant or warehouse. Topics include: project selection and definition, work breakdown structures, risk management and statistics, project life cycle, resource planning, charts and diagrams, scheduling, critical path determination, project monitoring, and management reporting. Project management software is used as a tool in developing real life mini-cases. Discussions and papers will be used to develop the managerial and organizational perspectives of Project Management.

**5420 Quality Management and Productivity (2 sh)**

Quality and productivity management and improvement is a critical part of long term business performance. This course

addresses the history of quality, explores the differences between quality and productivity from both managerial and ethical perspectives. Total Quality Management, Six Sigma, and Business Process Reengineering used in conjunction with Enterprise Resource Planning (ERP) implementation are the best practices introduced, reviewed, and discussed. Particular attention is paid to the role of these and other quality and productivity methods in today's business environment.

Prerequisite: SBNM 5411, 5412.

#### **5440 Electronic Commerce (2 sh)**

This course is designed to provide an overview and introduction to the field of electronic commerce. It will cover the electronic marketing value chain including finding and attracting customers, interacting with them and responding to customer needs and demands. Topics will include internet and web technologies, system design, cryptography and security, payment systems and transaction processing. It will focus on business requirements for electronic commerce and raise fundamental design issues in the context of the "new economy" for both business to business and retail applications as well as for the information industry. The importance of ethical behavior is incorporated throughout. The course will be a "hands on" learning experience using microcomputers throughout.

#### **5450 Information Technology (2 sh)**

This course is designed to introduce graduate students to the science of information technology. Managers use information technology not only to present and deliver information but also to solve their organizational problems. There have been many changes in this field in the past and more changes will occur in the future. Trends like increased competition, performance improvements, expanded capacity, increased capabilities of software, and the expansion of the internet, all affect managers. Modern managers need to apply their knowledge of information technology tools to solve problems and find new opportunities to improve their organization. The students will be exposed to how information technology affects the strategy, e-business, organizational structure, business processes, and resource allocation of the organization as a whole. The course will address these topics in the context of Enterprise Resource Planning systems, data management and integrity, cyber security, big data, and the people/IT interface.

#### **5510 Principles of Healthcare Management (2 sh)**

This course explores critical trends and crises in the current and emerging American healthcare industry. The formation of healthcare policy in view of current trends and social concerns is explored from the perspective of the consumer, the provider and society at large. Extensive consideration is given to ethical concerns arising out of these issues.

#### **5530 Entrepreneurship (2 sh)**

This course focuses on the initiation of new business ventures as contrasted with the management of ongoing enterprises. The course applies concepts and techniques covered in various functional areas to the new venture development environment. Issues that are addressed include how to identify and define the fundamental issues relevant to new ventures; how to prepare a cohesive, concise, and effective business development plan for a new venture; how to identify the venture's market niche and define its business strategy; how to determine the best time to launch a venture; how much and what type of financing should be raised; and how to evaluate the viability of the venture. Entrepreneurial operations within the legal and social

environment are described. Discussion of the value choices faced by the entrepreneur is included. Prerequisite: SBNM 5110 or 5350; SBNM 5610 or 5680.

#### **5560 Managing International Business I (2 sh)**

This course is concerned with the international business environment, the strategy of international diversification, and the management of multinational enterprises. It examines the firm's motivation for international expansion, and the choices for entering foreign markets. It deals with exporting, licensing, acquisitions, and joint ventures. The course covers special functional, cultural, political, legal, and organizational issues raised by the operation of an international business. The codes of conduct for multinational corporations and international managers are stressed. Prerequisite: SBNM 5211.

#### **5561 Managing International Business II (2 sh)**

Students will have the opportunity to more closely analyze the activities of multinational companies on an individual level. The issues encountered will not only be of a business nature per se, but will also have a multicultural focus and relate to economics, culture, and politics. The case study method will be implemented, and students will be expected to explore key issues through a team-based approach. Team analysis and reports will be open to the review and critique in order to refine analysis and to promote decision making. Prerequisite: SBNM 5560.

#### **5570 International Business Experience (2 sh)**

This is a study/travel course designed to expose the student to an in-depth study of foreign culture, economy and specific businesses within that economy. Students are presented with comparative analyses of the economy and culture to be visited, and international business relationships pertaining to that economy. Students attend class sessions preparing them for the travel experience; and maintain a journal during the approximately one week of travel and visits to various institutions. The experience culminates in an analytical paper about some aspect of the experience.

#### **5580 Business Law for Managers (2 sh)**

Businesspersons have a duty to act ethically in the conduct of their business affairs, and businesses have a responsibility not to harm society. It is incumbent upon all who pursue careers in business and nonprofit management to be familiar with fundamental legal concepts, how the law operates, and why. This course is an introduction to the foundational concepts in business law. It examines the fundamental legal principles under our federal and state legal system, including constitutional rights, the different sources of laws and regulations, the litigation process, and the legal principles relating to the formation of contracts. Emphasis is placed on contract concepts, since they are fundamental to the way business is transacted. By the completion of this course, students will have a grasp of the legal framework within which they will live and work. Prerequisite: SBNM 5010.

#### **5590 Organizational Communication (2 sh)**

This course emphasizes the importance of communication for all management functions. Based on a foundation of the traditional model of communications, a variety of modes will be explored: written, oral, non-verbal, as well as other visual modes. The process of organizing, imparting, and receiving information will be explored. Students will apply the concepts studied by preparing a variety of written and spoken

communications during the course of the class and having each critiqued by colleagues and the instructor.

**5591 Church Communication and Knowledge Management (2 sh) 5**

This course explores fundamental concepts and practices as they apply to the management of the communication function in churches. The course will examine community outreach and evangelism through digital and social media as well as managing information technology, record keeping, security, risk and marketing strategies. Prerequisite: SBNM 5700.

**610 Marketing Analysis and Consumer Behavior (2 sh)**

This course introduces the substantive and procedural aspects of marketing, sharpens skills for critical analytical thinking, and promotes effective communication. Basic concepts examined include marketing in a changing world; creating customer value and satisfaction; strategic planning and the marketing process; the marketing environment; marketing research and information systems; consumer markets and consumer buyer behavior; business markets and business buyer behavior; measuring and forecasting demand; market segmentation, targeting, and positioning for competitive advantage. Ethical concerns for the use and potential abuse of market research data are woven into the course.

**5611 Advanced Marketing Management (2 sh)**

This course builds upon the foundations established in the introductory course. The course introduces a rigorous analytical process for marketing decision making including designing products, brands, packaging, and services; designing new products and product life-cycle strategies; pricing considerations, approaches, and strategies; distribution channels and logistics management; retailing and wholesaling; marketing communication strategy; advertising, sales promotion, and public relations; creating competitive advantage through competitor analysis and competitive marketing strategies; the global marketplace; social responsibility and marketing ethics. Throughout, there is an emphasis on the formulation and implementation of effective, efficient, and ethical marketing programs in the for-profit sector. Prerequisite: SBNM 5610 or 5680.

**5620 Branding and New Product Innovation (2 sh)**

Branding and product innovation dynamically interact and play a strategic role in marketing. Brands grow out of innovation, and innovation is the lifeblood of a brand. The challenges and opportunities of branding and the tactics and tools to create and build brand equity are addressed. Also examined are the techniques used to successfully manage the new product development (NPD) process from opportunity identification, concept generation and evaluation, product design, market testing, sales forecasting to launch. Branding and NPD principles are applied in case studies and projects. Prerequisite: SBNM 5610 or 5680.

**5630 Integrated Marketing Communications (2 sh)**

Marketing Communications will focus upon the ever-expanding communications function within the traditional packaged goods arena, the business-to-business sector, and the nonprofit organization. Advertising, sales promotions, direct marketing, and electronic commerce will be assessed. The backdrop of these communication functions, namely the notion of the consumer culture, will be integrated into the course. Social, ethical, and economic perspectives will be incorporated as well. Prerequisite: SBNM 5610 or 5680.

**5650 Digital Marketing (2 sh)**

This course examines how interactive technologies impact industries, redefine organizational structure and culture, and influence supply and demand. The course addresses popular e-business models and their impact on consumer behavior. The majority of the course explores how organizations can leverage e-enabled strategies across the marketing mix to achieve competitive advantage. Also addressed will be the impact of these new business models on organizational culture, emerging opportunities that may shape the future of business and marketing, and ethical issues in e-marketing. Prerequisite: SBNM 5610 or SBNM 5680.

**5680 Nonprofit Marketing Analysis and Consumer Behavior (2 sh)**

This course focuses on developing a working knowledge of marketing as it applies to nonprofit organizations. Emphasis will be placed on developing a customer orientation, marketing planning and organization, and developing and organizing resources.

**5700 Principles of Church Administration (2 sh)**

This course provides an overview of the fundamentals of church administration including aspects of church management such as: servant leadership, volunteer management, finances, fundraising, strategic planning, risk management, government regulations, legal issues, and pastoral/staff compensation and benefits.

**5705 Multi-Sector Convergence and Social Responsibility (2 sh)**

Focusing on the interplay among the corporate, government, and nonprofit sectors, this course will address the issues and current trends in corporate social responsibility and sustainability. The triple bottom line of social, environmental, and economic results will be explored. Topics covered include: sustainability, public private partnerships, corporations' role in climate change, supply chain responsibility, stakeholder engagement, cause and social marketing, environmental responsibility, socially responsible investing, sustainability reporting, transparency, and human rights.

**5710 Nonprofit Management: Theory and Application (2 sh)**

A foundation course examining the origins and societal role of private nonprofit organizations including their social, political, economic, cultural, and ideological importance in American society and compared against the global non-governmental sector and organizations. Major types of nonprofit organizations are studied, as well as distinguishing organizational characteristics of third-sector institutions as contrasted with business and government organizations. Current trends in the nonprofit sector and projections for the future are analyzed.

**5720 Nonprofit Board Governance and Volunteer Management (2 sh)**

This course is designed to improve understanding of the elements, processes, and dynamics of board governance and volunteer management in nonprofit organizations. Course includes analysis of the respective roles of the board, executive director, staff and volunteers in nonprofit organizations. Focus on means and methods to enable boards and volunteers to maximize organizational effectiveness. Students will learn how to assess and improve the effectiveness of a board, the senior leadership, volunteers, and the overall governance of the organization. Prerequisite: SBNM 5700 or SBNM 5710.



**5730 Nonprofit Law, Policy, and Government Relations (2 sh)**

This course analyzes major aspects of federal, state and local laws affecting nonprofit organizations and explores the dynamics of interdependence between nonprofit organizations, government, and the public policy process. Prerequisite: SBNM 5710.

**5740 Higher Education Administration (2 sh)**

This course explores the historical and contemporary forces that have shaped and impact higher education administration practice, including the roles and relationships among primary actors within the organization (faculty, staff, students, board members), government policy, legal decisions, economic issues, and trends within culture and society.

**5741 Higher Education Organization and Governance (2 sh)**

Provides an overview of the organizational characteristics and processes of colleges and universities with an emphasis upon the governance structure, i.e., the process for making major policy decisions. Additionally, students will be introduced to the sources of power and influence typically found in academic organizations, along with the primary issues related to organization and governance of higher education.

**5742 College Student Development and Administration (2 sh)**

The course explores characteristics of contemporary college students, the major theories of college student cognitive development and behavior, and their implications on campus environments, student retention, services, and professional practice. The course also examines the role of student affairs functions and leadership within the larger university. Prerequisite: SBNM 5740.

**5745 Curriculum in Higher Education (2 sh)**

Provides a comprehensive understanding of curricula found in higher education. The course will briefly examine the historical and philosophical foundations from which current curricular models developed. Also included will be coverage of current practices in curriculum development in colleges and universities. Specific attention will be given to the role and impact of assessment and accreditation as related to curriculum development. Prerequisite: SBNM 5740.

**5746 Law of Higher Education (2 sh)**

This course is designed to assist students in becoming knowledgeable about the fundamentals of American law that directly and indirectly impinge on the teaching, learning, and administrative environments of higher education institutions in the both the public as well as the private sectors. There are diverse sources of law that impact American higher education in numerous ways and this course is designed to enhance student understanding and appreciation for this complexity as well as for the ethical issues which surround the application of law in the university or college setting. This course will consider legal issues within the historical context of higher education and the forces which shaped it. Specific attention will be given to the broader political, social, cultural, and economic context within which higher education was established and continues to develop today. Prerequisite: SBNM 5740.

**5747 Enrollment Management in Higher Education (2 sh)**

This course examines the role of enrollment management from multiple perspectives in an institutional context, taking a holistic approach from student inquiry through engaged alum. Using a strategic enrollment planning approach as a model, the course explores admissions policies and practice, including

issues of access, diversity, and legal considerations, pricing and financial aid models and trends, data management for informed decision making, and application of best practices for student retention. The course also explores how enrollment leaders can establish a culture of student enrollment on campuses. Prerequisite: SBNM 5740.

**5770 Fundraising for Nonprofit Organizations (2 sh)**

This course covers the fundamentals of effective resource development as they pertain to nonprofit organizations. Principles and best practices of fundraising are studied, including the fundraising process (i.e., organizational readiness, case development, donor pyramid, strategic planning, management and research). The principles that undergird effective fundraising practices will also be reviewed, including the historical, organizational, legal, ethical, and theoretical contexts of fundraising.

**5771 Annual Gift Fundraising for Nonprofit Organizations (2 sh)**

This course takes an in-depth look at the annual give techniques and processes by which financial resources are secured by nonprofit managers and fundraisers. Attention is given to direct mail, phonathon, email, event, and social media fundraising programs for individuals along with advances in technology and research for fundraising. Prerequisite: SBNM-5770.

**5772 Capital Campaigns and Major Gift Fundraising (2 sh)**

Capital campaign and major gift fundraising will be explored within the context of a broad fundraising program for nonprofit organizations. The course includes preparing, planning, managing, and implementing a capital campaign with major gift donors. Special topics will include financing the campaign, major gift solicitation, board involvement in fundraising, campaign structure, and volunteer networks. Prerequisite: SBNM-5770.

**5773 Grant Writing for Foundations and Corporations (2 sh)**

Grant writing will be explored within the context of philanthropic and marketing programs at charitable foundations and corporations. The course will build skills in written communication with multiple opportunities to write case statements, grant proposals, cover letters, and stewardship pieces. Topics will include theory and practical application. Prerequisite: SBNM 5770.

**5774 Planned Giving for Nonprofit Organizations (2 sh)**

Planned giving will be explored within the context of the estate planning and philanthropic giving options for individuals. This course will include not only the more technical description of giving vehicles (e.g., charitable gift annuities, charitable remainder unitrusts, and charitable lead trusts) but will concentrate on the marketing and management aspects of a planned giving program. Prerequisite: SBNM-5770.

**5775 Fundraising for Churches and Faith Based Organizations (2 sh)**

This course explores fundamental concepts and practices as they apply to the fundraising function within church and other faith based organizations. The course will include theology of fundraising, theories of fundraising, legal and accounting issues, donor management and retention, types of campaigns, planned giving, annual campaigns, and creating a culture of generosity. Prerequisite: SBNM 5700.

**5780 Measuring Outcomes and Assessment (2 sh)**

This course examines the assessment of effectiveness against service delivery objectives. The course uses the logic model and other theoretical models to better understand the outcomes and assessment process. Case studies will highlight evaluation issues for improved organizational performance. Prerequisite: Any SBNM course. This may not be the first course in the SBNM academic program.

**5790 Nonprofit Strategic Planning and Management Capstone (2 sh)**

This course is the capstone for the MNPA and MHEA degrees. The primary objective of the course is the development of a perspective of the executive leader's job and responsibilities from a conceptual as well as operating standpoint. Within this context, elements to be studied include: governance structure and issues, establishing and reinforcing the nonprofit organization's mission and values, delineating an effective strategy, developing and using information flows to provide management control and performance and effectiveness evaluation, structuring the organization, and allocating human and financial resources. Ethical issues will be discussed throughout the course as pertaining to the nonprofit environment. MNPA Prerequisite: SBNM 5010, 5011, 5350, 5351, 5680, 5705, 5710, 5720, 5730, 5770, 5771, 5780. MHEA Prerequisite: SBNM 5010, 5011, 5350, 5680, 5740, 5741, 5742, 5745, 5746, 5747, 5770, 5780.

**5910 Topics in Management (2 sh)**

An intensive investigation of a selected topic in business, economics or nonprofit management. Extensive reading and research expected. Seminar format.

**5970 Internship (1-4 sh)**

This course grants credit for practical training. Employment positions are directly related to the coursework. The internship work experience is instrumental to achieving the academic objectives of the graduate business programs and is designed to augment the classroom experience with hands-on experiences. The course may be repeated. Students will submit a term paper at the close of the course that will satisfy the academic component of the course. In the term paper, students are required to link their internship experience to their current coursework. Regular consultation with the faculty internship advisor is required during the internship period. The course is an augmentation to the graduate business programs and may not be substituted for other courses in the programs. These credits may not be used to satisfy graduation requirements. At least one semester hour of credit is required per quad or at least two semester hours of credit per semester.

**5990 Change Leadership (2 sh)**

This course addresses the application of leadership skills to transform organizations. The external and internal drivers of organizational change are explored and systems archetypes are utilized to analyze the root causes of organizational issues that must be dealt with in order for change initiatives to be successful.

**5992 Strategy for Competitive Advantage (2 sh)**

This course covers the core foundations of both business-level and corporate-level strategy. The course is designed to introduce a wide variety of modern strategy frameworks and methodologies, including, mission, goal, strategy formulation, strategy implementation and strategy evaluation. Strategic techniques include Industry Analysis, Analysis of the

Competitive Environment, and SWOT Analysis. Additional topics covered include strategic thinking, competitive advantage, vertical and horizontal integration, global/international strategy, and strategy implementation topics including organization, operations, leadership, and culture. The outcome of this class is a foundation for understanding the strategies and analytics tools needed to develop and improve a firm's competitive advantage, formulate a firm's strategy, and make quality, reasoned business decisions. Case studies are used as the primary teaching method in this course to understand the frameworks/methodologies and gain a perspective on their application. Prerequisite: SBNM 5200, 5212, 5310, 5610.

**5993 MBA Capstone (2 sh)**

This course brings together disciplines students have encountered during the North Park SBNM MBA program. Students develop an integrated understanding of business planning and strategy, using a computer-based management simulation (Capstone® Business Simulation) to plan and test strategies in a competitive environment. Capstone is built around a complex, multi-round simulation game that requires students to integrate concepts and tools from much of the MBA curriculum. Student teams will compete in a market environment in which they will need to make financing, investment, pricing, production, product choice, channel, and marketing decisions. Supply chain relationships will require negotiations with other teams. Task allocations within teams will require effective teamwork and management. Historical data will provide a basis for modeling and statistical analysis. Additionally, attention is paid to the ethical dilemmas and moral responsibilities that accompany managing a firm. The class will culminate in presentations to a panel of judges who will evaluate each company for potential acquisition based on accumulated cash flow, future profit potential, sustainable competitive advantage, and management's leadership. Prerequisite: SBNM 51010, 5011, 5110, 5111, 5200, 5212, 5310, 5311, 5411, 5610, 5705, 5992.

**5995 Strategic Leadership Development (2 sh)**

This course serves as the capstone course for the Master of Organizational Leadership and will emphasize the process of strategic leadership development (SLD) along with the application of leadership knowledge gained throughout the degree coursework and gleaned from seminal leadership literature. A common myth in strategic leadership development is that strategic leaders are primarily high-level executives. However, this course will build an understanding of the core competencies of strategic leadership that is relevant to every employee, regardless of their position in the organization. To complete their MOL degree, a capstone project will be individually crafted by each student to connect course content with personal motivations in such a way as to provide leverage for their personal & professional mission and vision. That mission and vision will be clarified early in the course. Prerequisite: SBNM 5010, 5011, 5030, 5040, 5041, 5060, 5070, 5200, 5705, 5710, 5780, 5990



## School of Professional Studies

### Master of Arts in Clinical Mental Health Counseling (CMHC)

The MA degree in Clinical Mental Health Counseling is a 60 credit hour program designed to meet the educational requirements established by the Illinois Administrative code for licensure as a Professional Counselor in Illinois. The CMHC curriculum follows a year-round sequence of required courses. All courses follow an accelerated format with classes meeting once a week for 7-week sessions, with the exception of semester-long Practicum and internship courses. The program is designed to be completed in as little as two years. The MA program in Clinical Mental Health Counseling builds upon the broader North Park identity of cultural diversity and active integration of an inclusively defined Christian perspective. Students will learn the skills and knowledge required to function as a professional counselor. The program follows a generalist model of counselor education in which students are broadly trained to function as competent counselors in a broad range of settings. Within this generalist model, students have the opportunity to define specific areas of specialization through internship site selection. Potential areas of specialization include couples counseling, family counseling, addiction treatment, and career counseling.

#### Learning Outcomes

1. Students will demonstrate knowledge of human development relevant to counseling practice.
2. Students will analyze how culture influences mental health functioning.
3. Students will demonstrate knowledge of effective helping relationships with groups and individuals.
4. Students will demonstrate knowledge of research design and assessment measures relevant to counseling practice.
5. Students will demonstrate knowledge of ethical counseling practices.
6. Students will articulate case conceptualization skills through case presentation.
7. Students will develop individualized plans for careers as professional counselors.

#### Academic Policy

At the end of each semester SPS will evaluate the academic status of each student. As soon as grades have posted, students' cumulative and term grade point averages in the CMHC program will be reviewed. All work attempted and graded at North Park is included in the grade point average calculation, even grades of DW and I which carry the same impact as a grade of F.

North Park University graduate students must have a 3.0 grade point average (on a 4.0 scale) to remain in good standing. Students with a cumulative grade point average below 3.0 will be placed on academic probation. A letter will be sent from the School Dean that outlines the terms for returning to good academic standing. These terms may include the requirement to repeat certain courses or bring up the overall grade point average within

a specified time. If the student is unable to meet these terms, that student will be subject to dismissal from the program.

Additionally, students must obtain a grade of C or better to receive credit towards their degree for any CMHC course. A grade below C will require a retake of the course. Students will immediately be placed on academic probation if they accumulate two grades of C or below at any time during the program. As noted above, a student shall be placed on academic probation when a cumulative grade point average falls below 3.0. North Park University graduate students must have a 3.0 grade point average (on a 4.0 scale) or above to graduate from the program.

Grades will not be entered for Practicum, Internship I, or Internship II until a completed evaluation and hour log has been signed by the student, site supervisor, and Director of Clinical Training. If required documents are outstanding one week after the end of an academic term students must apply for an "incomplete" grade for the course.

### Degree Requirements for M.A. in Clinical Mental Health Counseling

#### Required semester hours

60

#### Core Courses

CMHC 5010	Counseling Theory
CMHC 5020	Counseling Techniques
CMHC 5085	Research Skills for the Disciplines
CMHC 5110	Psychopathology & Maladaptive Behavior
CMHC 5120	Group Dynamics, Processing and Counseling
CMHC 5210	Social and Cultural Foundations of Counseling Psychology
CMHC 5220	Professional, Legal and Ethical Responsibilities relating to Professional Counseling
CMHC 5310	Research and Evaluation
CMHC 5320	Human Growth and Development
CMHC 5410	Integrating Spiritual and Religious Issues in Counseling
CMHC 5420	Appraisal of Individuals
CMHC 5510	Advanced Culturally Competent Counseling Techniques
CMHC 5520	Substance Abuse and Addiction
CMHC 5610	Lifestyle and Career Development
CMHC 5620	Family Dynamics
CMHC 5640	Child and Adolescent Psychology
CMHC 5680	Human Sexuality
CMHC 5960	Practicum
CMHC 5965	Introduction to Internship
CMHC 5970	Internship I
CMHC 5971	Internship II

Optional Advanced Training Courses in Addiction Studies (CMHC 5800, CMHC 5810, CMHC 5820):

Students enrolled in the Clinical Mental Health Counseling (CMHC) program can add three advanced training courses in addiction studies to their degree plan and specialize in this area within their internship site selection. Students will then be prepared and eligible to take the Illinois Certified Alcohol and Drug Counselor (CADC) examination which leads to CADC certification through the state of Illinois. The three additional courses are: CMHC 5800 Special Populations (3sh); CMHC 5810 Psychopharmacology (3sh); CMHC 5820 Advanced Addiction Treatment (3sh).

#### **5010 Counseling Theory (3 sh)**

This course examines the major philosophical bases for counseling theory, ethical and professional issues, and various theories that contribute to the practice of professional counseling, including: object relations, humanistic/existential, cognitive/behavioral, and systemic approaches.

#### **5020 Counseling Techniques (3 sh)**

This course is an introduction to the principles, procedures, and techniques of the intentional interviewing that occurs in professional counselor-client interactions. Through experiential exercises (mock counseling sessions), beginning counselors will learn specific interviewing skills, the goals and stages of interviewing, as well as strategies for therapeutic change. Beginning counselors will explore the importance of nonverbal behaviors, values, working alliance, the role of emotions and cognitions, as well as cultural factors in counselor-client communication. Throughout the course, beginning counselors will have the opportunity to reflect upon their own beliefs, skills, and values, as well as assess their competence in the specific interviewing skills.

#### **5085 Research Skills for the Disciplines (0 sh)**

Research for the Disciplines introduces students to a variety of strategies for conducting quality academic research at the graduate level. In addition, it reinforces appropriate academic-integrity etiquette, including proper citation and formatting for integrating outside sources into a student's own writing or other projects requiring research. This zero credit, Pass/Fail course is a requirement for all MACP students in the School of Professional Studies and will run in conjunction with CPSY 5010: Counseling Theories, in a student's first semester. A passing grade for CPSY 5085 is the prerequisite to CPSY 5970: Internship I.

#### **5110 Psychopathology and Maladaptive Behavior (3 sh)**

This course covers general principles of etiology, diagnosis, treatment, prevention, controversies, and cultural factors of mental and emotional disorders. Emphasis is placed on mental status assessment and diagnostic categories as organized in the DSM-V.

#### **5120 Group Dynamics, Processing and Counseling (3 sh)**

In this course, students explore the dynamics related to group counseling process. Topics include: various counseling theories applied in group work; phases of group development; therapeutic factors in group work; group work with ethnic/racial minority individuals; and skills related to group therapy documentation and casenotes. Students will have the opportunity to develop group facilitation skills in a mock group experience.

#### **5210 Social and Cultural Foundations of Counseling Psychology (3 sh)**

This course examines the myriad ways in which culture and identity impact mental health and the clinical counseling process. In this course, diversity will be defined not only in the traditional manner of addressing the four major racial/ethnic groups, but will also explore dynamics related to gender, disability, religious belief, immigration status and sexual orientation. There will be a special emphasis on how these identity issues are manifested in the professional clinical counseling relationship. An important aspect of this course will be for the student to explore sensitive issues of oppression and privilege, and how the student has been impacted personally by these larger systemic patterns.

#### **5220 Professional, Legal and Ethical Responsibilities Related to Professional Counseling (3 sh)**

This course covers topics including: professionalism in counseling, federal and State laws relevant to counselors, the ethical decision making process, and ethics with an emphasis on the Code of Ethics of the American Counseling Association.

#### **5310 Research and Evaluation (3 sh)**

This course covers statistical principles, research designs, methods, techniques and tools used in performing and interpreting research in counseling. Topics include: developing the ability to evaluate relative strengths and weaknesses inherent to any research paradigm; quasi-experimental research design; qualitative research methodologies, meta-analysis, threats to internal validity; threats to statistical conclusion; and the process of replication to verify scientific findings.

#### **5320 Human Growth and Development (3 sh)**

This course will provide an overview of the various stages of the human growth cycle and include information about multiple theories of development; such as physical, personality, social, cognitive, moral and faith development. An emphasis will be made on how these developmental processes interact with presenting issues in the clinical context.

#### **5410 Integrating Spiritual & Religious Issues in Counseling (3 sh)**

This course will explore the vital role that faith plays in an individual's life. Topics that are addressed include: faith development theories; exploring the historical pathologization of healthy faith by the psychology profession, assessing the spiritual worldview of the client, the implicit and explicit integration of spirituality into the counseling process, ethical issues of addressing spirituality in counseling, collaboration with clergy during the counseling process, and the potential role of religious beliefs in psychopathology.

#### **5420 Appraisal of Individuals (3 sh)**

This course covers assessment of the various attributes of a person through standardized tests. The course also includes an overview of statistical procedures relevant to test standardization and interpretation. Topics included in this course are: item development, validity, reliability, standardization of tests, and using professional benchmarks to evaluate the psychometric soundness of an instrument. Students will critique a commonly used psychological instrument as well as develop and validate their own scale.

#### **5510 Advanced Culturally Competent Counseling Techniques (3 sh)**

This course provides in-depth opportunities for students to deepen and expand their multicultural competencies and

counseling skills for working with diverse belief systems and populations. Exploration of diverse spiritual, religious, ethnic, and systemic belief systems will allow students to develop cross-cultural competencies and understanding of the impact of the cultural context on the therapeutic process. Topics included will be pedagogy of the oppressed, the development of culturally responsive role induction skills, the assessment of racial/cultural identity, and an overview of psychological instruments used to measure multicultural issues in counseling.

#### **5520 Substance Abuse and Addiction (3 sh)**

This course covers chemical, psychological, social and spiritual aspects of drug use, abuse and dependency, and effects on the family. Counseling skills are acquired in the areas of assessment, diagnosis, and treatment intervention.

#### **5540 Trauma and Healing (3 sh)**

This course focuses upon current theory and research related to traumatic events and their survivors. Attention will be given to the special skills and dynamics involved in counseling survivors of trauma. The course will place emphasis upon the role of spirituality in the recovery process.

#### **5610 Lifestyle and Career Development (3 sh)**

This course covers the lifelong processes and the influences that lead to work values, occupational choices, career path/patterns, decision-making style, and integration of self- and career-identity with patterns of work adjustment. The course is designed around the concepts of career development and includes an overview of the major career development theories.

#### **5620 Family Dynamics (3 sh)**

This course covers family systems theory and its applications, prevention approaches for working with families, and specific problems that impede family function. Students will learn how to construct a multigenerational genogram. The major systems theories will be covered as well, including: Satir, Whittaker, Bowen and Minuchin.

#### **5640 Child and Adolescent Counseling (3 sh)**

This course explores the provision of counseling services for children and adolescents. It focuses on the acquisition of theoretical, applied, and collaborative techniques and practices required to understand and help children and adolescents' function effectively within their social and emotional worlds. Overriding course principles include ethical, legal, professional, multi-cultural, and humane approaches to treatment delivery; understanding and partnering with the systems in which children and adolescents reside and learning and demonstrating various evidenced-based and developmentally guided individual and group treatment delivery models.

#### **5680 Human Sexuality (3 sh)**

This course provides students with a broad understanding of sexuality and its biological, psychological, and sociological aspects. Different theoretical and therapeutic perspectives regarding sexuality are explained, with special focus on an evolutionary approach. The course is designed for students who want to obtain deeper knowledge of sexuality and especially those who plan to pursue their studies in sexology and sexual and relationship therapy. Students will learn more about a variety of expressions of sexuality and many factors that influence it.

#### **5800 Special Populations (3sh)**

This course introduces students to multicultural aspects of chemical dependency. Multiculturalism is an important concept to examine in relation to addictions counseling as our clients' age, race, gender identity, ethnic identity, sexual orientation, or disability status can impact the course of addiction or treatment. In this course, students will examine cultural influences as they converge with the substance use and co-occurring disorders. Developing cultural competence in addictions counseling is emphasized. Process addictions (e.g., gambling) also will be examined through a multicultural lens.

#### **5810 Psychopharmacology (3 sh)**

Psychopharmacology provides counseling students with the fundamentals of psychopharmacological medications and abused substances in order to better serve the mental health needs of their clientele. Counselors frequently provide interventions for clients who are being medicated for psychiatric or psychological use, and/or substance abuse. As such, counselors must have adequate knowledge with regards to psychopharmacological medications, their applications, and their typical adverse drug reactions. Counselors also need to possess adequate knowledge on drugs and substances that may be abused, and the physical effects of substance abuse. This course is intended for counseling graduate students.

#### **5820 Advanced Addiction Treatment (3 sh)**

The Advanced Addiction Treatment course is designed to specifically address treatment approaches utilized while working with the addicted population. In this course, students will continue building their expertise of addictions' treatment by studying specific treatment approaches found to have had positive outcomes with the addicted population.

#### **5910 Current Topics in Clinical Mental Health Counseling (1-3 sh)**

This course will offer an in depth exploration of specific topics in the field of Counseling Psychology. The course can be taken as an elective for current students or by graduates to fulfill CEU requirements related to maintenance of licensure.

#### **5960 Practicum (2 sh)**

This course introduces students to professional counseling practice. Students provide counseling services in preparation for Internship I and II. Students apply counseling theory and techniques in practicum placements and must complete 100 hours, 40 of which must be direct service. Supervision is provided in the course along with supervision at the Practicum site.

#### **5965 Pre-Internship (1 sh)**

This course builds upon the Practicum course and serves as an introduction to the internship experience. The course will focus on group supervision of internship experiences, case presentations, and development of counseling skills. Students will engage in self-reflection and discussion of internship experiences and acquire deeper understandings of counseling theory in the context of counseling practice. This course is a pre-requisite for Internship I and Internship II courses.

**5970 Internship I (3 sh)**

This course provides practical experience in counseling for the purpose of developing both individual and group counseling skills and acquire internship hours. These experiences allow students to perform some of the counseling activities that an employed Licensed Clinical Professional Counselor would be expected to perform. Students must have an approved internship site before registering for Internship I courses. Students must demonstrate proof of Professional Liability Insurance prior to beginning Internship I. Prerequisite: CPSY 5010, 5020, 5110, 5120, 5210, 5220

**5971 Internship II (3 sh)**

This course provides further direct client experiences in assessment, individual counseling and group counseling, as well as opportunities to become familiar with a variety of professional activities other than direct service (e.g., referral sources, case histories and progress notes, data management, etc.). The internship provides an opportunity for a student to perform a variety of activities that a Licensed Clinical Professional Counselor would be expected to perform. A minimum of 700 clock hours with a minimum of 1 hour per week of onsite supervision is required to complete the internship. Prerequisite: CPSY 5970.

**5975 Extended Internship (1 sh)**

This course will provide supervision to students who are engaging in clinical counseling, but have already taken Internship I and II. This supervision course is designed to offer continued supervision for students who have not completed the 700 required hours, or students who wish to amass more than the minimum 700 hours.



## School of Education (Graduate Studies)

*Balodimas-Bartolomei, Flanagan, Laukaitis, Maduram, Potererk, Walsh, Zervas*

The North Park University School of Education prepares competent, respectful, and reflective professionals who are dedicated to serving diverse learning communities. Consistent with this mission and the University mission, graduate programs offered include a Master of Arts in Teaching (MAT), Master of Arts in Educational Leadership (MAEL), Master of Arts in Education (MAE), and Master of Arts in Literacy, Language, and Culture (MALLC).

The Master of Arts in Teaching (MAT) leads to State of Illinois licensure in the following areas:

- Early Childhood Education (birth to Grade 2)
- Elementary Education (Grades 1-6)
- Middle Grades (Grades 5-8)
- Senior High (Grades 9-12)
- K-12 (Art, Music, Physical Education, Foreign Language)

Endorsements and approvals are offered in the following areas:

- English as a Second Language (E.S.L.)
- Bilingual Endorsement
- Combined Bilingual/ESL
- Learning Behavior Specialist I

In addition, subsequent teaching endorsements are offered to current teachers who hold a Professional Educator License.

The Master of Arts in Educational Leadership (MAEL) leads to State of Illinois licensure as a principal or teacher leader. The MAEL is designed to develop leadership skills in already licensed teachers who wish to be prepared for leadership roles in today's schools. The Master of Arts in Literacy, Language, and Culture (MALLC) is for licensed educators who wish to add the E.S.L. and bilingual endorsements to their existing license. The MALLC is designed to provide professional development for teachers who work with linguistically and diverse students in multiple educational settings. The Master of Arts in Education (MAE) is for professionals who wish to enhance and develop their knowledge and skills in the field of education.

The School of Education offers courses on the North Park campus in Chicago, and Arlington Heights with flexible schedules (including evenings and Saturdays). Cohort classes are taught by experienced faculty with a wide range of expertise.

Programs leading to licensure are continually reviewed to insure compliance with the requirements of the Illinois State Board of Education. In addition to the programs listed above, the School of Education offers a licensure only program which leads to a State of Illinois license but not to a degree.

### Admissions

North Park University encourages the application of all qualified candidates interested in becoming teachers and school leaders, as well as those who want to further their understanding of the field of education. The School of Education places a high value on a candidate's professional and academic work, past experiences and the candidate's commitment to service. The Admissions Committee looks carefully at each applicant's potential for success through a careful review of a candidate's academic background,

professional experience, personal achievement, test scores, and recommendations.

### Master of Arts in Teaching (MAT)

The MAT program is designed for candidates who already hold a baccalaureate undergraduate degree from an accredited institution and who wish to earn a master's degree while completing the requirements for an Illinois teaching license. The Professional Educator License (PEL) is recognized as a professional credential and often allows candidates to be licensed to teach in other states.

Coursework is designed to provide a solid practical and theoretical foundation. North Park attracts candidates from diverse social, cultural and economic backgrounds; all share a common passion for teaching and learning in a P-12 school setting.

#### Admission Requirements

In addition to the admission requirements listed earlier in the Graduate Catalog, MAT candidates must fulfill the following requirements:

- Completion of personal essay
- Interview with Graduate Admissions Committee (if requested)
- Two professional letters of recommendation
- For middle grades, senior high and K-12 candidates, a content area that meets the learning outcomes of the Illinois State Board of Education

#### Program Requirements

- Coursework of 34 or more semester hours is required for this degree
- A bachelor's degree recognized by the State of Illinois
- An overall grade point average of 3.0, including a 3.0 in the major content area and 3.0 in education coursework
- All candidates must pass the content test in their area prior to student teaching.
- Candidates must pass the edTPA before receiving licensure from ISBE.

#### Clinical Experiences

One of the keys to the success of North Park's development of teaching professionals is our unique blend of clinical experiences. Candidates participate in three clinical experiences: teacher aiding, mini-teaching, and student teaching. Supervision by North Park faculty provides feedback throughout all three clinical experiences to maximize the teaching skills learned and demonstrated by each candidate.

### Early Childhood Education

- A minimum of 38 semester hours of graduate and licensure coursework.

EDUC 5000	Introduction to Teaching; Professional Responsibilities
EDUC 5010	Educational Psychology
EDUC 5120	Multicultural Education
EDUC 5180	Language and Literacy Development in Early Childhood



EDUC 5220	Instruction and Assessment
EDUC 5300	Infant, Child and Development
EDUC 5310	Curriculum: Planning and Preparation
EDUC 5330	Instruction in Early Childhood I
EDUC 5360	Instruction in Early Childhood II
EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5510	Clinical I: Teacher Aiding
EDUC 5520	Clinical II: Mini-Teaching and Seminar
EDUC 5830	Clinical III: Student Teaching
EDUC 5900	Capstone Seminar for Student Teachers
EDUC 5930	Family and Community Relations

## Elementary Education

- A minimum of 34 semester hours of graduate and licensure coursework
- Content area coursework to meet ISBE standards.

EDUC 5000	Introduction to Teaching: Professional Responsibilities
EDUC 5010	Educational Psychology
EDUC 5120	Multicultural Education
EDUC 5220	Instruction and Assessment
EDUC 5310	Curriculum: Planning and Preparation
EDUC 5312	Educational Methods I
EDUC 5350	Educational Methods II
EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5510	Clinical I: Teacher Aiding
EDUC 5520	Clinical II: Mini-Teaching and Seminar
EDUC 5830	Clinical III: Student Teaching
EDUC 5900	Capstone Seminar for Student Teachers

## Middle Grades Education

- 36 semester hours of graduate and licensure coursework
- 18-24 semester hours in a subject area for licensure which meets the specified ISBE Standards in one of the Content Pathways: Literacy, Mathematics, Science, Social Science.

### Core Coursework

EDUC 5000	Introduction to Teaching: Professional Responsibilities
EDUC 5010	Educational Psychology
EDUC 5011	Adolescent Development in the Middle and Secondary Grades
EDUC 5120	Multicultural Education
EDUC 5220	Instruction and Assessment
EDUC 5310	Curriculum: Planning and Preparation
EDUC 5315	Literacy Methods in Middle Grades and Senior High

EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5510	Clinical I: Teacher Aiding
EDUC 5520	Clinical II: Mini-Teaching and Seminar
EDUC 5830	Clinical III: Student Teaching
EDUC 5900	Capstone Seminar for Student Teachers

### Literacy Content Pathway

EDUC 5356	Methods in Teaching Grammar and Writing Pedagogy in Middle Grades and Senior High
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EDUC 5357	Adolescent Literature
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### Mathematics Content Pathway

EDUC 5380	Mathematics Methods for the Middle Grades I
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EDUC 5381	Mathematics Methods for the Middle Grades II
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### Science Content Pathway

EDUC 5230	Science Content and Methods for Middle Grades I
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EDUC 5231	Science Content and Methods for Middle Grades II
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### Social Science Content Pathway

EDUC 5240	Social Science Content and Methods for the Middle Grades I
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EDUC 5241	Social Science Content and Methods for the Middle Grades II
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## Senior High Education

- A minimum of 35 semester hours of graduate and licensure coursework
- Content major which meets the specified ISBE standards

EDUC 5000	Introduction to Teaching: Professional Responsibilities
EDUC 5010	Educational Psychology
EDUC 5120	Multicultural Education
EDUC 5160	Instruction in the Secondary School
EDUC 5220	Instruction and Assessment
EDUC 5310	Curriculum: Planning and Preparation
EDUC 5316	Content Reading Methods in Middle Grades and Senior High
EDUC 5407	Methods of Teaching in the Middle and Secondary School
EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5510	Clinical I: Teacher Aiding
EDUC 5520	Clinical II: Mini-Teaching and Seminar
EDUC 5830	Clinical III: Student Teaching
EDUC 5900	Capstone Seminar for Student Teachers

## K-12 Education (Art, Foreign Language, Music, Physical Education)

- A minimum of 35 semester hours of graduate and licensure coursework
- Major subject area for licensure which meets the specified ISBE Standards

EDUC 5000	Introduction to Teaching: Professional Responsibilities
EDUC 5010	Educational Psychology
EDUC 5011	Adolescent Development in the Middle and Senior High Grades
EDUC 5120	Multicultural Education
EDUC 5170	Instruction in the Special K-12 Programs
EDUC 5220	Instruction and Assessment
EDUC 5310	Curriculum: Planning and Preparation
EDUC 5316	Content Reading Methods in Middle Grades and Senior High
EDUC 5407	Methods of Teaching in the Middle and Secondary School
EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5510	Clinical I: Teacher Aiding
EDUC 5520	Clinical II: Mini-Teaching and Seminar
EDUC 5830	Clinical III: Student Teaching
EDUC 5900	Capstone Seminar for Student Teachers

Note:

EDUC 3290 for Foreign Language candidates only

EDUC 5390 for Art candidates only

Optional Bilingual Education Endorsement:

EDUC 5540, 5602, 5604, 5605, 5606 and 5607

Optional English as a Second Language (E.S.L.) Endorsement:

EDUC 5540, 5601, 5602, 5603, 5604 and 5605

Optional Combined Bilingual/English as a Second Language (E.S.L.) Endorsement:

EDUC 5540, 5601, 5602, 5603, 5604, 5605, 5606 and 5607

Optional Learning Behavior Specialist I:

EDUC 5430, 5431, 5436, and 5437

## Master of Arts Degree in Literacy, Language and Culture (MALLC)

The purpose of this program is to prepare current teachers who are working with linguistically and culturally diverse learners in multiple educational contexts. Students will have an opportunity to obtain the E.S.L. and bilingual endorsement (if fluent in a language recognized by the ISBE).

### Admission Requirements

In addition to the admission requirements listed earlier in the Graduate Catalog, MALLC candidates must fulfill the following requirements:

- Bachelor's degree from an accredited, state-recognized institution
- Completed application
- Official transcripts from all colleges and universities previously attended, with a cumulative GPA of above 3.0 on a 4.0 scale
- Two professional letters of recommendation
- Personal interview (if requested)
- Proof of valid teaching license

### Program Requirements

The MALLC program consists of eleven core courses and a capstone course for a total 34 semester hours. Ten graduate credit hours may be transferred into the program from another accredited college or university.

EDUC 5120	Multicultural Education
EDUC 5140	Comparative International Education
EDUC 5540	ESL Practicum
EDUC 5601	Introduction to Linguistics
EDUC 5602	Sociolinguistics and Cross Cultural Differences
EDUC 5603	Theoretical Foundations of Teaching ESL & Foreign Languages
EDUC 5604	Assessment of ESL and Foreign Language Students
EDUC 5605	Methods & Materials for Teaching ESL & Foreign Languages
EDUC 5606	Foundations of Bilingual Education
EDUC 5607	Methods & Materials for Teaching Bilingual Students
EDUC 5610	Culture and Literacy for ELL and Bilingual Students
EDUC 5615	Methods for ELL and Bilingual Students

## Master of Arts in Educational Leadership (MAEL)

The MAEL program is designed for licensed teachers who wish to earn either the Principal Endorsement or Teacher Leader Endorsement on the new Professional Educator License.

### Principal Preparation Endorsement Track:

#### Admission Requirements

Candidates for the MAEL Program must meet all the admission requirements listed earlier in the Graduate Catalog. Admissions to the MAEL Program is a two phase process. Candidates must meet the following requirements:

Phase I: Admission to EDUC 6030: Educational Leadership

- A four-year undergraduate degree
- Hold a valid and current Illinois Professional Educator License

- Document two years of teaching experience on an Illinois Professional Educator License (or comparable license from another state with comparable certification requirements)

Phase II: Admission to the Master of Arts in Educational Leadership (MAEL) Principal Preparation Endorsement Track :

- Successful completion of EDUC 6030: Educational Leadership as a pre-admissions requirement
- Discussion and review of the contents of the candidate's completed Admissions Portfolio
- In-person interview with the program's faculty members and representatives of partnerships schools
- Three letters of recommendation regarding the candidate's capacity to master principal leadership standards, skills, and strategies, including one letter from the candidate's current principal or comparable administrator
- Successful completion of an on-site written response to a scenario presented by the interviewers

#### Program Requirements

- The MAEL program consists of twelve core courses including two internship courses, totaling 34 semester hours. All hours must be taken through North Park University.

#### Core Courses

EDUC 6020	Instructional Leadership
EDUC 6030	Educational Leadership
EDUC 6040	The Principalship
EDUC 6310	Assessment in the Schools
EDUC 6330	Leading Professional Learning Communities
EDUC 6410	School Supervision
EDUC 6440	School Law
EDUC 6450	School Finance
EDUC 6903	School and Community Relations
EDUC 6920	Internship I
EDUC 6921	Internship II

#### Teacher Leader Endorsement Track:

##### Admissions Requirements

Candidates for the Teacher Leader Endorsement Track must meet all the admission requirements listed earlier in the Graduate Catalog. Admission to the Teacher Leader Endorsement Track of the MAEL Program is a two phase process. Candidates must meet the following requirements:

Phase I: Admission to EDUC 6030: Educational Leadership

- A four-year undergraduate degree
- Hold a valid and current Illinois Professional Educator License

Phase II: Admission to the Master of Arts in Educational Leadership (MAEL) Teacher Leader Endorsement Track:

- Successful completion of EDUC 6030: Educational Leadership as a pre-admissions requirement
- Discussion and review of the contents of the candidate's completed Admissions Portfolio

- In-person interview with the program's faculty members and representatives of partnerships schools
- Three letters of recommendation regarding the candidate's capacity to master teacher leader standards, skills, and strategies, including one letter from the candidate's current principal or comparable administrator
- Successful completion of an on-site written response to a scenario presented by the interviewers

#### Program Requirements

The MAEL Program Teacher Leader Endorsement Track consists of eight core courses, two practicum courses, and eight semester hours of electives, totaling 34 semester hours.

##### Core Courses (26 semester hours)

EDUC 6020	Instructional Leadership
EDUC 6030	Educational Leadership
EDUC 6050	Teacher Leadership and School Success
EDUC 6060	Coaching for Transformation
EDUC 6310	Assessment in the Schools
EDUC 6330	Leading Professional Learning Communities
EDUC 6903	School and Community Relations
EDUC 6925	Practicum I
EDUC 6926	Practicum II

##### Elective Course Options (8 semester hours)

EDUC 5140	Comparative International Education
EDUC 5210	Understanding Research Design and Program Evaluation
EDUC 5430	Survey of Teaching Exceptional Learners
EDUC 5431	Characteristics of Special Needs Students
EDUC 5436	Psychological and Educational Assessment for Special Populations
EDUC 5437	Methods of Teaching Students with Special Needs
EDUC 5601	Introduction to Linguistics
EDUC 5602	Sociolinguistics and Cross-Cultural Differences
EDUC 5603	Theoretical Foundations of Teaching ESL and Foreign Languages
EDUC 5604	Assessment of ESL and Foreign Language Students
EDUC 5605	Methods and Materials for Teaching ESL and Foreign Languages
EDUC 5606	Foundations of Bilingual Education
EDUC 5607	Methods and Materials for Teaching Bilingual Students
EDUC 5610	Culture and Literacy for ELL and Bilingual Students
EDUC 5615	Literacy Methods for ELL and Bilingual Students
EDUC 6450	School Finance

## Master of Arts in Education (MAE)

The Master of Arts in Education program (MAE) is designed primarily for licensed teachers who wish to extend their knowledge in the field of education and refine their pedagogical skills in an advanced studies program. The following themes appear throughout the required coursework and field experiences:

- Theory as a basis for understanding educational environments
- Diversity in student populations, programs, resources, and instructional strategies
- Creativity in developing and implementing new ideas
- Collaboration in school decision-making and leadership roles
- Service to school and the community as a basis for personal and professional development

### Program Requirements

- The MAE program is an individually designed program. Six graduate credit hours may be transferred into the program from another accredited college or university. The MAE program consists of 34 total graduate semester hours. Graduate students will be assigned a faculty advisor with whom they will initially plan their program and monitor it throughout their coursework at the university. It is important that students regularly stay in contact with their advisor during program completion.

## Education Courses

### 5000 Introduction to Teaching: Professional Responsibilities (2 sh)

This course is an introduction to the teaching profession. Topics covered include historical, philosophical, contemporary, and ethical perspectives on education as well as social and cultural expectations in teaching. In this introductory course, students are informed on the appropriate role of technology; state and national standards; policies governing education at the national, state, and local level; and careers and organizations related to teaching and education. This course also introduces students to state licensure requirements.

### 5010 Educational Psychology (2 sh)

An advanced study of the psychological aspects of human behavior and development applied to the teaching and learning process. Topics include an understanding and function of brain development as it affects behavior and learning, neuropsychological aspects of school-related problems, learning styles, attention span, information processing, short-term and long-term memory, encoding and retrieval mechanisms, categorization, and problem-solving. Candidates will develop a positive classroom discipline model as part of this course.

### 5011 Adolescent Development in Middle Grades and Senior High (2 sh)

A study of the physical, intellectual, emotional, and social development of the young and middle adolescent. Examination of developmental issues that impact the middle and senior high school, its philosophy, and its practices responsive to the adolescent, both cognitively and affectively. Prerequisite: EDUC 5010, 5310, 5320, 5500.

### 5020 Learning and Social Management Strategies in the Classroom (2 sh)

The course begins with an introduction to basic counseling skills as an essential component of effective communication with all students. The course will examine interactional, group process, and conflict resolution strategies for school and community settings. The course will examine multiculturally responsive and restorative justice strategies for classroom management. The course will also examine institutional policies and procedures relative to the impact on all students. Not required for students who begin their studies in the fall of 2013 or later.

### 5120 Multicultural Education (2 sh)

An examination of the issue of diversity with emphasis on the social, political, and cultural dimensions of school settings. Students will apply findings on this issue to their own classrooms and community contexts. Consideration will be given to the needs of ESL, bilingual, and bicultural students and the ways in which teachers respond to their needs. Legal requirements and funding issues will be addressed. Teacher certification candidates will develop a philosophy of diversity statement as a component of this course.

### 5140 Comparative International Education (2 sh)

This course examines the application of historiographic and social scientific theories and methods to international issues of education. This course emphasizes comparative analysis of policies and practices that constitute the organization, content, processes of educational systems and institutions found around

the world. Selected topics include national, global, political, economic, social and cultural impact of education. Historical and contemporary examples are also used to emphasize the contributions and challenges of those involved in the field.

**5160 Instruction in Senior High (2 sh)**

Basic principles of instruction for middle grades and senior high schools including analysis of teaching and learning experiences, organization for instruction, and assessment of students work. Students are videotaped for self-assessment.

**5170 Instruction in Special K-12 Programs (2 sh)**

Basic principle of instruction. Preparing for teaching experiences, organizing for instruction, and working in a teacher aiding situation. Students are videotaped for self-assessment.

**5180 Language and Literacy Development in Early Childhood (2 sh)**

Introduction to language and literacy development of young children related to reading, writing, speaking and listening skills. Emphasis will be on the knowledge of alphabetic code, phonics, vocabulary, reading comprehension, fluency, organization of print, writing, and use of both narrative and informative text. The students will create instructional units that apply goals, learning standards, instructional strategies, and assessments to facilitate literacy and language development. Prerequisite: EDUC 5220.

**5210 Understanding Research Design and Program Evaluation (2 or 4 sh)**

An introduction to the process of research which includes conceptual frameworks, methodologies, and assessment strategies for both quantitative and qualitative studies. Emphasis will be on reading, interpreting and designing research studies.

**5215 Educational Research Methods (4 sh)**

This course is an introduction to the processes of research. The purpose of this course is intended to help students develop skills, insights, and an understanding of basic to performing research. This course also emphasizes the application of educational research methods and results into an educational setting. Both qualitative and quantitative methods research methods are examined in this course.

**5220 Instruction and Assessment (2 sh)**

This course introduces students to research-based instructional strategies along with basic principles and practices of classroom assessment. Special attention will be given to differentiated instruction, maximizing student engagement and learning, formative and summative assessment practices, and the use of data in classroom decision making.

**5220 Assessment and Evaluation (2 sh)**

An analysis of both traditional and alternative forms of assessment and evaluation, e.g., portfolio assessment, video performances, and student presentations. Philosophical foundations that form the basis for selected evaluation practices will be considered. Examination of literature on tests and measurements as well as alternative assessment and evaluation procedures will enable students to develop strategies that best meet the needs of their own educational objectives. Attention to grading procedures and other means for reporting student progress will enable teachers to evaluate a variety of strategies for reporting student progress.

**5230 Science Content and Methods for the Middle Grades I (2 sh)**

This course prepares candidates to teach science in the middle grades. Candidates will learn about the place of science learning in the middle grades and middle schools. This course will prepare middle grades teachers by focusing on selected science content, along with specific methods and techniques for helping middle grades students develop skills specific to the sciences.

**5231 Science Content and Methods for the Middle Grades II (2 sh)**

This course prepares candidates to teach science in the middle grades. Candidates will learn about the place of science learning in the middle grades and middle schools. This course will prepare middle grades teachers by having candidates review selected science content, develop unit plans, and evaluate resources Prerequisite: EDUC 5230.

**5240 Social Science Content and Methods for the Middle Grades I (2 sh)**

This course prepares candidates to teach social science in the middle grades. Candidates will learn about the place of social science learning in the middle grades and middle schools. This course will prepare middle grades teachers by focusing on selected social science content, along with specific methods and techniques for helping middle grades students develop skills such as reading, discussion, and critical thinking.

**5241 Social Science Content and Methods for the Middle Grades II (2 sh)**

This course prepares candidates to teach social science in the middle grades. Candidates will learn about the place of social science learning in the middle grades and middle schools. This course will prepare middle grades teachers by having candidates review selected social science content, develop unit plans, and evaluate resources. Prerequisite: EDUC 5240.

**5260 Methods in Art for Elementary Teachers (1 sh)**

This course will consist of methods of teaching art in the elementary school. Emphasis will be placed on both the theoretical and the practical information and skills essential for the teaching of art.

**5270 Method in Music Education for Elementary Teachers (1 sh)**

Methods and techniques of teaching music by the classroom teacher at all levels in the elementary school. Special emphasis will be placed on current music educational trends.

**5280 Methods of Teaching Physical Education and Health for K-8 Teachers (1 sh)**

A presentation of the current trends in elementary physical education and health; human body systems and promotion of social, emotional, physical, mental and environmental health; theories and principles of health promotion and disease prevention; methodology, class organization, basic movement principles, and identifying teaching resources for physical education.

**5300 Infant, Child and Adolescent Psychology (2 sh)**

Exploration of major theories dealing with stages and changes relating to physical, cognitive, social, personality, and emotional development in childhood and adolescence. Student must have completed an introductory course in Psychology.

**5310 Curriculum: Planning and Preparation (2 sh)**

This course introduces candidates to the basic principles of unit planning and lesson design with special emphasis on the School of Education lesson plan template. Planning principles



are aligned with the Danielson Framework for Teaching, the edTPA, Illinois Learning Standards, and national content area standards. Strategies for supporting the needs of diverse learners are addressed.

**5311 Middle School Methods and Materials in Grades 5-9 (3 or 4 sh)**

Emphasis on the middle school classroom and its structure (curriculum and instruction) of the young adolescent. Examination of curriculum development, teaching and instructional strategies, support of students as changing young people, parent and community development, service learning, advisor-advisee programs, block scheduling, learning communities, homework and assessment, exploratories, teaming, reading and writing across the curriculum, and other current middle school issues that impact curriculum and instruction for the 10 to 15 year old. Pedagogy is based on middle school philosophy, curriculum, instruction, and instructional models for designing and teaching developmentally appropriate programs including content area reading instruction. Prerequisite: EDUC 5010, 5310, 5320, 5500.

**5312 Educational Methods I (2 sh)**

As the first literacy course in the Elementary Education program, this course emphasis on balance literacy, methodology, and principles of instruction related to reading, writing, speaking, and listening. Candidates will explore instructional strategies to construct differentiated instruction, standard-based literacy lessons, and literacy units. Field experience will be required.

**5313 Literacy Methods in the Middle Grades Arts in Grades 5-9 (2 sh)**

An analysis of the materials and the methodologies used in writing, reading and language arts including children's literature. A review of theories, research, and the differentiated instructional needs of struggling and special education students. Emphasis on the learner in middle grades. Prerequisite: EDUC 5510.

**5315 Literacy Methods in Middle Grades and Senior High (2 sh)**

As a literacy method course in the Middle Grades and Senior High education program, this course presents an analysis of instructional materials and methodologies used in reading and writing in content areas for middle grades. The course will explore evaluation of instructional materials, higher order comprehension instruction, learning specialized vocabulary, study skills and cognitive strategies, reading and writing across the curriculum, assessment of student progress, diversity in the classroom, and current approaches to content reading. Teacher candidates will learn how to plan content units with literacy strategies.

**5316 Content Reading Methods in Middle Grades and Senior High (2 sh)**

The purpose of this course is to extend your knowledge of reading/writing, instructional strategies, methodology, and assessment procedures used in middle grades and senior high. We will explore the following content areas: evaluation of instructional materials, comprehension instruction, learning vocabulary, reading and writing across the curriculum, assessment of student progress, diversity in the classroom, and current approaches to content reading and writing.

**5320 Technology in Education (2 sh)**

An introduction to the range of communication and computer technologies now available to teachers for classroom use. Participants will receive instruction in the use of computers, interactive video, CD-ROM, Livetext, and other advanced technologies. Applications of software packages such as spreadsheets, HyperCard, and simulation and visualization software will be offered. Students will investigate pedagogical implications of these technologies and programs. Not for students who begin the program in the fall of 2013 or later.

**5330 Instruction in Early Childhood I (2 sh)**

This first instruction course explores developmentally appropriate approaches, methods, instructional strategies, and assessment for teaching fine arts, health, U.S. history, and geography appropriate to early childhood. The course will also emphasize SEL management skills and communication in classrooms. Creating units based on the understanding of the interrelationships in social sciences will be included.

**5340 Methods in Science K-4 (1 sh)**

Methods and techniques of teaching science in grades K-4. Emphasis is on concept development and discovery approach.

**5350 Educational Methods II (2 sh)**

This course is intended for candidates working towards an elementary certification. Candidates will explore instructional strategies in order to guide their students in acquiring writing and reading skills in content areas. Emphasis is on the functional teaching of writing and reading including designing and preparing materials to use with curriculum materials in all school subjects. Field experience required.

**5356 Methods in Teaching Writing and Grammar in the Middle Grades and Senior High (2 sh)**

This course examines the teaching of writing and grammar at the middle grades and senior high school level. Particular emphases are placed on teaching writing as a process, planning curricula to improve student writing, integrating best instructional practices for teaching composition and grammar, and developing effective strategies for assessing student writing.

**5357 Adolescent Literature (2 sh)**

This course examines literature particular to the early- and middle-adolescent reader. The primary areas of focus include exploring the purposes of adolescent or young adult literature in relationship to social, cultural, and psychological frameworks; critical practices for the selection and evaluation of literary texts; and research-based methods of instructing and supporting adolescents to become complex readers through comprehension and interpretation strategies.

**5360 Instruction in Early Childhood II (2 sh)**

This second instruction course prepares pre-service teachers to gain knowledge on mathematics and science content, instructional methods, and resources to teach early childhood. In mathematics, the emphasis is on emergent knowledge of numbers and operation, algebraic thinking, measurement of data and basic geometry. In science, the focus is on scientific inquiry on principles and knowledge of interrelationships among science. The pre-service teachers are expected to create, design, implement, and assess units that reflect the content.

**5370 Methods in Mathematics K-4 (2 sh)**

Methods and techniques of teaching mathematics in grades K-4. Emphasis is on NCTM Teaching Standards for concept development, problem-solving, critical thinking ability, and use of manipulatives. Student must have successful score on the mathematics area test.

**5380 Mathematics Methods for the Middle Grades I (2 sh)**

This course focuses on the methods and techniques for mathematics instruction and assessment in the middle grades. Candidates will develop differentiated lessons and implement effective strategies through collaborative planning and peer teaching. This course will emphasize and review specific math content and skills appropriate to middle grades learners as identified in the Common Core State Standards.

**5381 Mathematics Methods for the Middle Grades II (2 sh)**

This course focuses on the methods and techniques for mathematics instruction and assessment in the middle grades. Candidates will develop a comprehensive, interdisciplinary unit plan and implement effective strategies through collaborative planning and peer teaching. This course will emphasize and review specific math content and skills appropriate to middle grades learners as identified in the Common Core State Standards. Prerequisite: EDUC 5380.

**5390 Methods and Materials for Teaching Art K-8 (2 sh)**

Lesson planning, methods, and material selection for teaching art in the elementary school. Integration with the program of regular classroom teacher as well as planning for an entire art curriculum for elementary students.

**5407 Methods of Teaching Middle and Senior High School (2 sh)**

Specific methods and materials for teaching middle grades and senior high school subjects: topics and problems of general instructional media. Basic principles of instruction, preparing for teaching experiences and organizing for instruction. Regular and special populations are included. Music education majors must register for MUS 3408 and 3409 in place of this course.

**5410 Teacher Leadership (2 sh)**

A focus on opportunities and strategies for teacher leadership in developing ideas, programs, and policies within school settings. Shared decision-making, school restructuring, school based management, and peer coaching are among several issues explored from both administrative and classroom teachers' perspectives. Research studies in areas of teacher organizational culture will be utilized to develop strategies for teacher leadership and followership.

**5430 Survey of Teaching Exceptional Learners (3 sh)**

Survey of the psychology of the identification of, and the methods of instruction for the exceptional child, including the learning disabled, with special emphasis on characteristics and methods of instruction for cross-categorical special education students. Prerequisite: EDUC 5010, 5310, 5320, 5500.

**5431 Characteristics of Special Needs Students (3 sh)**

An introduction to the characteristics of students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, and orthopedic or other health impairments and implications of these characteristics in the educational setting and throughout the lifespan. The provisions of the Individuals with Disabilities Education Act (IDEA) for these learners are explored as well as

the definitions of the disabilities, etiologies, preventions, and interventions. Issues related to the identification, screening, labeling, and placement of, students, particularly culturally and linguistically diverse students in Special Education, will also be presented. IFSP and IEP development is explored well as past, present, and future issues and trends in the field. Early childhood through high school student populations are included. Leads to cross-categorical approval for early childhood, elementary, and 6-12 certificates when combined with EDUC 5430 and 5436. Student must have completed an introductory course in Educational Psychology and in Curriculum. Prerequisite: EDUC 5430.

**5436 Psychological and Educational Assessment for Special Populations (3 sh)**

An examination of assessment and evaluation instruments appropriate for use with special populations. Standardized, aptitude, achievement, personality, diagnostic, and criterion reference tests will be analyzed. Validity, reliability, norming, and standard scores will be examined. Student must have completed an introductory course in Statistics. Prerequisite: EDUC 5010, 5310, 5430.

**5437 Methods of Teaching Students with Special Needs (3 sh)**

An introduction to the philosophies and theories underlying the variations in educational programming for students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, and orthopedic or other health impairments. Educational approaches and best practices used by teachers to design curriculum, and instruct and assess students with disabilities will be presented. Applied behavioral analysis techniques and behavior change plan will be explored. Issues of identification, screening, placement, and family involvement of culturally and linguistically diverse students will also be explored. Student must have completed an introductory course in Educational Psychology and in Curriculum. To be taken as part of Professional Term C. Prerequisite: EDUC 5430.

**5510 Clinical I: Teacher Aiding (1 sh)**

As the first clinical experience course in the Teacher Education Program, this course requires teacher candidates to observe and teacher aide in a classroom for up to 50 hours in order to demonstrate an understanding of the classroom environment along with instructional and assessment practices. Teacher Aiding experiences include focused reflection on Danielson's Framework for Teaching and edTPA. Prerequisite: Full admission into the Teacher Education Program.

**5520 Clinical II: Mini-Teaching and Seminar (2 sh)**

Mini-teachers meet regularly with School of Education faculty to share and reflect on the experience and prepare for the edTPA. There will be a minimum of 35 hours of mini-teaching in a local school in connection with methods courses. The student must meet the required grade point average and have a receipt by the School of Education of meeting the Illinois basic skills requirement.

**5540 ESL Practicum (0 or 1 sh)**

The purpose of this course is to observe and assist a teacher in an ESL school setting for a minimum total of 100 clock hours. The requirements for this course may also be met through verification of three months of teaching experience with ESL students. Only those who have verification by a principal or other administrators of three months of teaching ESL students

prior to entering the program use that experience to fulfill the requirement. To be taken at the end of the five-course ESL sequence.

**5601 Introduction to Linguistics (3 sh)**

Introduction to the basic principles of linguistics, the study of human language. Origins of language, what it means to know a language, comparisons of the difficulty levels of different languages, how children acquire language, and common threads that may connect languages will be explored.

**5602 Sociolinguistics and Cross-Cultural Differences (4 sh)**

Exploration of various aspects of the relationship between language and society. Culture, sex differences, communities, dialects, and speech will be examined.

**5603 Theoretical Foundations of Teaching ESL and Foreign Languages (3 sh)**

Philosophical and theoretical considerations for teaching a second language. An explanation of theories as well as comparisons among the different theories of teaching a second language will be explored. The student will build a personal framework for teaching a second language. Kindergarten through high school student populations will be the focus of attention, including design and sequencing of ESL courses.

**5604 Assessment of ESL and Foreign Language Students (4 sh)**

Assessment techniques of ESL students. Different types of assessment instruments, the theoretical viewpoints of these instruments and testing procedures in general will be discussed. Assessment of all levels of proficiency and grade levels will be considered.

**5605 Methods and Materials for Teaching ESL and Foreign Languages (4 sh)**

Introduction to the various methods of teaching a second language in K-12 based on the philosophies and theories presented in 5603. Strategies used when working with ESL or second language students and exposure to the issues of multicultural diversity and socioeconomic diversity.

**5606 Foundations of Bilingual Education (3 sh)**

This course provides the current research and theories forming the foundation of bilingual education. It examines and reviews the historical, legal, philosophical, theoretical, pedagogical, and political issues concerning bilingual education programs in the United States. It also analyzes the linguistic, psychological, social, and cultural underpinnings of current practices in the field and cultivates multicultural perspectives.

**5607 Methods and Materials for Teaching Bilingual Students (3 sh)**

This course introduces various models, philosophies, and theoretical underpinnings of bilingual education for language minority students. It provides and prepares the participants with the theoretical basis, methods and techniques needed for effective teaching in bilingual/bicultural classrooms.

**5610 Culture and Literacy for ELL and Bilingual Students (3 sh)**

This course explores reading and writing as a dynamic, strategic and goal-directed process of language and tools that utilizes native language (L1) and second language (English as L2) for learning in academic and social contexts. The course examines research-based best practices and pedagogy for literacy and language arts to help Bilingual and ELL students transition into English language fluency. Multimedia literacy and multimodal tools, such as computer graphics, video clips, blogs, wikis, and electronic resources are also examined.

Theories of learning, assessment of Bilingual and ELL students, Rt1, the role of classroom environment, and parent-community partnerships are included. Academic and social competencies in multicultural and global citizenship are explored through the extensive use of multicultural literature for middle school and young adolescents.

**5615 Literacy Methods for ELL and Bilingual Students (3 sh)**

This course examines the current research, theories, and best-practices instructional strategies for disciplinary literacy and content literacy in Social Studies, Science, Math, Art, and Music for Bilingual and ELL students. The course applies national and discipline-specific standards to the instructional program and learning strategies that are most effective for Bilingual and ELL students. The course also examines the new technologies and multimodal literacies that enhance student learning and require 21st century literacy.

**5830 Clinical III: Student Teaching (8 sh)**

Supervised observation and teaching in early childhood, elementary, middle, and secondary school. All education teacher candidates are to complete a minimum of 12 week of student teaching. Pre-requisite: Passage of the State Content Area Exam; acceptance into student teaching by the Teacher Education Committee.

**5853 Practicum D: School Beginnings (4 sh)**

As the capstone course in the teacher education program, this course enables students to create personal syntheses of the educational experiences as graduate students and as prospective educators. Students will examine selected philosophies of education in order to develop their own. Minimum of 15 hours of opening day school experience in assigned school, alternating weekly teaching seminar, preparation of student profile, and work with instructional media. Students will assemble professional portfolios, prepare for teacher certification, and outline future areas of inquiry for further professional development. Prerequisite: (Early Childhood) EDUC 5010, 5110, 5180, 5220, 5310, 5312, 5320, 5330, 5360, 5500, 5510, 5520. (Elementary) EDUC 5010, 5110, 5220, 5310, 5311, 5312, 5320, 5500, 5510, 5520. (Secondary) EDUC 5010, 5110, 5160, 5310, 5311, 5320, 5500, 5510, 5520. (Special K-12) EDUC 5010, 5110, 5160, 5310, 5311, 5320, 5500, 5510, 5520. Co-requisite: 5830.

**5900 Capstone Seminar for Student Teachers (4 sh)**

As the capstone course in the teacher education program, this course enables students to create personal syntheses of the educational experiences as graduate students and as prospective educators. Students will examine selected philosophies of education in order to develop their own. Candidates will assemble professional portfolios, prepare for teacher licensure, and outline future areas of inquiry for further professional development.

**5901 Topics in Education (1-4 sh)**

Intensive investigation of a selected topic. Topics include Creativity and Problem Solving. Consent of graduate advisor required.

**5902 Independent Study in Education (1-4 sh)**

Advanced work in a field of special interest. Consent of graduate advisor and the Teacher Education Committee required.



**5903 Proposal Writing - Masters Project (0 or 2 sh)**

Development of a written proposal outlining a research project that includes a well defined research topic, literature review, conceptual framework, and appropriate methodology. Presentation of the completed proposal to the student's Review Committee is required at the completion of the course. This proposal will be constructed according to guidelines printed in the Research Manual for Writing a Master's Project in Education. Student must have completed a minimum of 12 sh in core requirements. Prerequisite: EDUC 5210.

**5915 Academic Odyssey: Creating Global Classrooms Through International School Visits (2 sh)**

The Academic Odyssey is a short-term study/travel course offered through the School of Education at North Park University. It is especially designed for prospective teachers seeking to strengthen social and linguistic skills needed for teaching in a multilingual and multicultural global society. By visiting local schools and interacting with students, faculty and school administration of the host country, students are exposed to an in-depth study of unique educational systems across the globe along with current forces and challenges affecting education. A special focus of the course is to examine, compare and contrast the integration of culturally and linguistically diverse student populations in each country while creating culturally responsive instructional materials and activities for the global classroom. Historical and cultural sites are also an integral part of this trip.

**5920 Master's Project (0 or 2 sh)**

Students will be required to design, implement, and assess their own research project. This project is a culmination of work in the master's program. Students will integrate knowledge, skills, and experiences emanating from previous course work. They will present their work to two members of the School of Education Faculty. Candidates may choose to design a classroom-based project, case study, or original research study. Prerequisite: EDUC 5210, 5310, 5903.

**5930 Family and Community Relationships (2 sh)**

Exploration of the role families, schools, and community services play in the education of young children. The course will also examine the social, economic, medical, financial and cultural trends that impact the partnership with families of young children. The students will be required to design family workshops and find resources to involve family, school and community in the development and assessment of young children.

**6020 Instructional Leadership (4 sh)**

This course will introduce the principles of PK-12 curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery (integration), and organization. Candidates will examine the role of the principal in curriculum design and implementation. Candidates will be asked to examine their own personal beliefs and those of their school system regarding curriculum issues. Candidates will become familiar with current theories on curriculum development and best practices in curriculum development and apply that knowledge to their own experiences as school professionals. Candidates will use this understanding of curriculum and instruction to focus on the role of the principal as instructional leader. Candidates will develop skills to support and guide faculty to improve literacy instruction, math instruction, and student achievement through improving

classroom lesson planning and delivery, classroom assessmentss, and classroom instruction. Candidates will develop knowledge and skills in assisting staff to provide quality instruction for all student populations in a safe and bully- free climate and culture for learning.

**6030 Educational Leadership (2 sh)**

This introductory course will explore the important role of leadership in organizations. Candidates will examine what it means to be a leader, what traits leaders display and begin to develop their own style of leadership. An emphasis on ethical decision-making and the challenges that educational leaders face will be addressed. The course is designed to help candidates develop the competencies they will need as future educational leaders in any PK-12 school and to understand how their work will affect students, teachers, and the school community. Candidates will begin to study the Interstate School Leader Licensure Consortium (ISLLC) standards and the Southern Regional Education Board (SREB) Competencies and Critical Success Factors that effective leaders practice. At the conclusion of this course, students will determine if they wish to seek the principal's license through the Master of Arts in Educational Leadership Program. This is a required, pre-admission course to the Master of Arts in Educational Leadership at North Park University.

**6040 The Principalship (4 sh)**

This course describes the role of the principal, in PK - 12 schools as one who creates a vision of an educationally effective culture for learning and teaching and then plans and organizes time, resources, and technology to communicate the vision to teachers, students, parents, and community members. This course will examine the challenges and responsibilities faced by principals and will incorporate team-building and collaboration skills. The course will focus on the significant leadership role the principal plays in meeting the needs of all students with special attention given to students with disabilities, English language learners, gifted students, and students in early childhood programs. The course will also include discussion of the importance of teaching, promoting, and rewarding a peaceful and productive school climate where bullying is not tolerated.

**6050 Teacher Leadership and School Success (4 sh)**

This course is designed to examine the Teacher Leader's role in collaboration with the building principal in fostering a collaborative culture to support educator development and student learning. Candidates will examine teacher evaluation models including all aspects of the Legal Requirements Related to Supervision and Evaluation: Performance Evaluation Act of 2010 (PERA). Candidates will develop the skills and strategies necessary to complete evidenced-based classroom observations by utilizing The Framework for Teaching by Charlotte Danielson. The Teacher Leader will develop competencies to facilitate colleague's individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator. The unique and specific needs for new teacher induction and mentoring are included. Although not required for endorsement, Teacher Leader candidates may want to complete State of Illinois online requirements for teacher evaluation and supervision.

**6060 Coaching for Transformation (4 sh)**

This course is designed to provide Teacher Leader candidates an introduction to the role of instructional coaches as

agents of change for teaching and learning. Candidates will examine various coaching models and the role of the teacher leader in collaboration with the building principal in establishing a school culture that focuses on student learning. Coaching strategies and competencies will allow the teacher leader candidate to develop the necessary skills to provide professional development to meet teaching and learning needs of the school.

#### **6310 Assessment in the Schools (2 sh)**

This course is designed to develop skills in selecting, developing and interpreting assessment methods and developing a plan for assessment. This course will provide the educational leader with opportunities to examine valid, reliable and fair measurements to determine achievement in teaching and learning and decision making for school improvement. The educational leader will develop skills in using meaningful data to drive, guide and support school improvement decisions. The principal as assessment leader will develop skills to assist teachers in utilizing assessment data to identify needs and align instruction. Educational leaders must promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning. School improvement initiatives are frequently centered on student assessment and achievement results and data. Educational leaders must be able to review, analyze, interpret, implement, and disseminate assessment results for school improvement. Students are expected to demonstrate that they have learned the skills needed to select, develop, and interpret assessment methods that will provide valid, reliable and fair measures of valued educational achievement targets and to develop assessment strategies for effective integration and implementation of assessment plans.

#### **6330 Leading Professional Learning Communities (2 sh)**

This course provides a foundation and an applied practice approach for understanding and using concepts of leading professional learning communities (PLC) in PK-12 schools. The emphasis of this course is on the school as a learning community. Candidates will examine what school leaders do to support professional development as a process to enhance classroom practice and improve students' learning and school success. PLCs are becoming more commonplace in schools as school principals work for sustained school improvement.

#### **6340 Teacher Leadership and School Success (4 sh)**

This course is designed to examine the Teacher Leader's role in collaboration with the building principal in fostering a collaborative culture to support educator development and student learning. Candidates will examine teacher evaluation models including all aspects of the Legal Requirements Related to Supervision and Evaluation: Performance Evaluation Act of 2010 (PERA). Candidates will develop the skills and strategies necessary to complete evidenced-based classroom observations by utilizing The Framework for Teaching by Charlotte Danielson. The Teacher Leader will develop competencies to facilitate colleague's individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator. The unique and specific needs for new teacher induction and mentoring are included. Although not required for endorsement, Teacher Leader candidates may want to complete State of Illinois online requirements for teacher evaluation and supervision.

#### **6410 School Supervision (4 sh)**

This course is designed to provide PK-12 Principal candidates an introduction to school supervision of certified and non-certified staff. Supervision strategies will be developed and practiced with a focus on school improvement through the improvement of teaching and learning. Supervision of certified staff is based on Charlotte Danielson's Framework for Teaching and reflects the state adopted teacher evaluation model as stated in the Performance Evaluation Reform Act (PERA). The PK-12 Principal candidates will learn various theories on supervision, apply them to the instructional setting, and develop skills in observational techniques for data and evidence gathering. All PK-12 candidates will be required to pass online evaluation training as required by the state.

#### **6440 School Law (2 sh)**

This course provides students with a comprehensive examination of the interaction between the school and law. The legal basis for American public education and its direct impact on school operations will be explored. Principals deal directly with issues regarding special education law which will be directly addressed in this class.

#### **6450 School Finance (2 sh)**

This course examines the history of school finance with emphasis on the significant role of funding public education. The role of local, state, and national school funding issues will be examined. Emphasis will be given to the role of the school administrator and school finance issues. Issues relating to special education and technology impact school finances and will be specifically incorporated.

#### **6903 School Community Relations (2 sh)**

This course provides an overview of the importance of community involvement in developing effective schools and effective change. Students will examine ways to involve parents and the members of the wider learning community in the schools. Techniques will be developed for developing better parent-teacher-administrator communication and fostering better school-community relations.

#### **6920 Internship I (4 sh)**

A quality internship program creates the opportunity for aspiring principals to demonstrate, under the guidance of an experienced and trained school leader and a university supervisor, that they have mastered the necessary knowledge and skills to change schools and classrooms and can apply these skills effectively in a school setting where they must work with real teachers to accelerate student achievement. This course is designed to provide opportunities for the candidate to observe, participate in, and lead real school-change activities in diverse school settings and to receive frequent and meaningful feedback from experienced and successful principals and university supervisors. This is the first of two internship courses. Candidates will complete their internships in public or nonpublic schools for a sustained, continuous, structured and supervised experience, with leadership experiences at all levels, PK- 12. Candidates must participate in activities that are directly related to the provision of instruction and lead instructional activities for general education, special education, bilingual education, and gifted education teachers.

#### **6921 Internship II (4 sh)**

A quality internship program creates the opportunity for aspiring principals to demonstrate, under the guidance of



an experienced and trained school leader and a university supervisor, that they have mastered the necessary knowledge and skills to change schools and classrooms and can apply these skills effectively in a school setting where they must work with real teachers to accelerate student achievement. This course is designed to provide opportunities for the candidate to observe, participate in, and lead real school change activities in diverse school settings and to receive frequent and meaningful feedback from experienced and successful principals and university supervisors. This is the second internship course. Candidates must have prior approval from the Program Coordinator to register for Internship II. Candidates will complete their internship in public or nonpublic schools for a sustained, continuous, structured and supervised experience, with leadership experiences at all levels, PK- 12. Candidates must participate in activities that are directly related to the provision of instruction and lead instructional activities for general education, special education, bilingual education, and gifted education teachers. Prerequisite EDUC 6920.

#### **6925 Practicum I (2 sh)**

This practicum experience will focus on the development of a plan for the actual practicum experience. Candidates will work with a University faculty member and supervisor in a PK-12 setting to develop a plan that will allow them the opportunity to demonstrate skills in data analysis; developing school improvement plans; instructional leadership; providing effective professional development through coaching, mentoring, induction; building school culture that focuses on student learning or other topics approved by the North Park supervisor. The course will help candidates to examine, review, analyze, synthesize and develop the activities of the teacher leader to: Apply knowledge and understanding of effective communication with all stakeholders. Apply knowledge and understanding of the importance of staff professional development. Recognize the value and strength of diversity in the school and school community. Demonstrate an understanding of the importance of ethical behavior by school leaders. Understand the political, social, economic, legal and cultural contexts of educational leadership.

#### **6926 Practicum II (2 sh)**

The continuation of the practicum experience will involve the completion of the candidate working under the direction of a mentor in a PK-12 school setting on an approved project involving data analysis; developing school improvement plans; instructional leadership; providing effective professional development through coaching, mentoring, induction; building school culture that focuses on student learning or other topics approved by the North Park supervisor. The final project will be presented to class members, the on-site supervisor and School of Education faculty. The course will help candidates to examine, review, analyze, synthesize and develop the activities of the teacher leader to: Apply knowledge and understanding of effective communication with all stakeholders. Apply knowledge and understanding of the importance of staff professional development. Recognize the value and strength of diversity in the school and school community. Demonstrate an understanding of the importance of ethical behavior by school leaders. Understand the political, social, economic, legal and cultural contexts of educational leadership.

#### **6930 The Capstone Experience (2 sh)**

This course is designed as the capstone experience in the Master of Arts in Educational Leadership Program. Candidates will be required to analyze, synthesize and apply all of the learning from coursework, field experience, and the internship, as well as their own professional experience. Candidates will be expected to finalize a personal statement of leadership skills, reflect on their own professional dispositions as an educational leader, and finalize a professional portfolio as evidence of their work in leading schools.

## School of Music, Art, and Theatre (Graduate Studies)

Ryan(dean), Davids, Kim (MMVP director) Lill,  
Shofner-Emrich (MMCP director), Zelle

There are two graduate programs in music: The Master of Music in Vocal Performance, and the Master of Music in Collaborative Piano (Vocal Coaching). The mission of the graduate program is to prepare students for lives of significance and service through professions in music including performing and teaching.

### Entrance Requirements

The graduate programs in music require the completion of a bachelor's degree with an accumulation of at least 120 sh of credits and an audition appropriate to a graduate performance degree. An undergraduate cumulative grade point average should be at least a 3.0 on a 4.0 scale. However, if the talent portion of the audition warrants it, a student with less than a 3.0 may be accepted provisionally. Provisional acceptance limits the first year enrollment to no more than 8 sh per semester, during which success must be demonstrated before full acceptance is granted. Full acceptance will be determined by the director of the specific program at the end of the first year.

The degrees are designed to serve students with music degrees, although other degrees may be accepted. Students without a bachelor's degree in music but who pass the audition will be required to take specific undergraduate music courses as prerequisites to the graduate coursework. The particular courses to be taken will be determined by advisement, taking into consideration previous training and music entrance test results.

### Prerequisites and Exams

Any course listed below which has not been completed or in which the student has not passed the entrance test is considered a deficiency and must be made up as early in the program as possible. The completion of some deficiencies may be required for enrollment in certain graduate classes.

- **Theory:** Two years of undergraduate theory with demonstrated competency. A competency test in Musical Analysis may be required if a previously taken analysis course is proposed to substitute for the required Applications in Musical Analysis, MUS 5300. If a student has taken an analysis course and proposes to substitute the course for the required Applications in Musical Analysis, MUS 5300, the student must take a competency test in analysis.
- **Aural Skills:** Two years of undergraduate study with demonstrated competency; all students must take entrance tests in Aural Skills. Proficiency comparable to North Park's Level III, fluency in sight singing of diatonic melodies with small and large skips and including complex rhythmic elements, must be demonstrated in a comprehensive test. Proficiency must be attained before the degree can be completed. Efforts to pass the proficiency may mean continued registrations in an Aural Skills class or AMUS 5005 (Applied Theory/Sight Singing Tutorial) by advisement, depending on test results. The test can be taken no more than once a semester.
- **Music History:** One year minimum including the Baroque, Classical and Romantic periods.

- **Language:** A minimum of one year of German, French, or Italian language study is required; must be approved by the director of the specific program.
- **Diction:** Students who have studied Lyric Diction in one or more languages, and who feel they are proficient at a master's level (including the IPA), may take a placement test to determine if they can pass out of one or more sections of the Lyric Diction requirement.
- **Writing:** All students must write an essay on site during orientation week. Students who do not demonstrate writing skill commensurate with graduate study will be required to take WRIT 5000, a one semester hour course offered by the Writing Center. The course must be done in the first or second semester of the graduate program.

In addition, entrance tests in may be required if previous coursework in a particular area cited above was completed more than five years before or if grades received for this work were not at the B level or higher.

## Admission, Financial Aid, and Registration

### Admission Requirements

- Completed application with application fee of \$30
- Three recommendations
- Official transcripts from all previously attended institutions
- Audition and Interview
- Optional FAFSA form for financial aid
- Additional admission requirements for international students can be found under "Admission Policy for Graduate Students"

### Financial Aid

Graduate music scholarships may be granted on the basis of previous academic work, vocal audition/interview and recommendations. Some scholarships may include a percentage reduction of tuition and/or an assistantship, which requires several hours of work per week with the music department. Scholarships are only granted for officially accepted students with full-time enrollment in at least the first year, the residency year. However, the reduction may continue for up to five years beyond the residency year with either full or part-time enrollments. Assistantship requirements continue for two years, with completion of at least 26 semester hours of courses required for the degree; or for three years if fewer than 26 semester hours were completed.

### Registration

Registration can be accomplished in person or online after the following have been processed:

- All the admission requirements are met (see above)
- An NPU letter of acceptance has been sent to the student along with a contract
- The student must return a signed contract and a \$200 tuition deposit by the due date given in order to confirm the student's acceptance and to hold a place for him/her in the program. This deposit is non-refundable within 12 weeks of the beginning of the first semester of study.

After accepting and making the tuition deposit, the student should do the following:

- Contact the director of the specific program for consultation and registration approval.
- Create a North Park computer account. Using your student identification number provided to you by the Music Recruiter/Director of Operations, go to <https://www.northpark.edu/Account-Management.aspx> and follow the prompts.
- Once your account is set up, and you have been cleared by the director of the specific program, you may log into WebAdvisor and register for classes. Visit <http://www.northpark.edu>, click on “My North Park” and then “WebAdvisor”.

### Student at Large Registrations

Students may register for graduate classes in the School of Music, Art, and Theatre without officially applying. However, an informal audition will be required to assess readiness for the master's level. The standard tuition rates will apply. At a later point in time, the student may initiate a formal application/audition process to determine official candidacy.

To initiate a Student at Large registration, an application and fee (\$30) and transcripts must be submitted. Registration must then be completed by advisement with the director of the specific program. Recommendations are not required at the time of registration, but will be required if and when a formal application/audition is initiated. The application fee for this formal application will be waived.

Applied study for credit requires concurrent registration of academic coursework with a total registration of no more than five semester hours of credit. Student at Large students must plan carefully so that there are enough remaining requirements to constitute a year of residency, two consecutive semesters, minimum of 8 semester hours each.

Student at large credits are potentially transferable as they are documented on official transcripts. If official entrance into the North Park program commences within five years of all Student at Large registrations, all Student at Large coursework with a minimum of 3.0 grade will apply to the graduate program pending official acceptance into the program. Applied registrations may also apply, but must meet a level of attainment consistent with advanced placement in the program, to be determined at the official audition.

Being accepted as a student at large does not guarantee acceptance as an official candidate for the graduate program.

### Continuing Requirements

#### Residency

One year (two consecutive semesters) of fulltime enrollment (a minimum of 8 credits per semester) is required to establish residency and to be eligible for aid/assistantships in the first year. Beyond that, the student may choose to make part-time enrollments of their choice and number. The program must be finished within six (6) years.

#### Employment

During full-time enrollments of 8 credits or more, students must limit work outside of school.

The student must submit a work schedule to the director of the specific program if such work is to consume more than 15 hours per

week for assistantship holders or 20 hours per week for students without an assistantship. Work schedules must be flexible enough not to interfere with commitments required of the graduate program or the quality of time put into study and practice.

### Academics

All students must maintain a B average in order to continue in the program. No grades of D or below are accepted.

Students need to gain faculty approval from the director of the specific program to register for more than 10 credits in a single semester.

A 3.9 GPA is required to graduate with distinction.

### Reviews

Ongoing assessments of the progress of graduate students are made through juries, exams, papers, and performances as detailed in the Music Student Handbook, and monitored by the director of the specific program. Issues addressed in the ongoing assessments will include progress in all aspects of the program, including work ethic, preparedness, dependability, attitude, and performance history at North Park.

## Master of Music in Vocal Performance (M.M.V.P.)

### Program Requirements

Students in the M.M.V.P. program must complete 36 semester hours. This curriculum represents a two-year program assuming that all requirements have been met before beginning it. Deficiencies which need to be made up might require extra time.

### Program Description

In a student centered learning environment led by a professional faculty and enhanced by our location in a major metropolitan area, we nurture a high degree of competence in order to prepare our students for the rigorous and multi-faceted career demands of a professional singer.

The design of the curriculum provides an advanced educational experience in both the theory and practice of vocal performance and pedagogy. The course of study includes intensive studies in vocal technique, music history, analysis, performance practice, pedagogy, and ensemble performance including choral and opera. The curriculum also provides coursework and experiences to bridge the gap between the school environment and the professional world.

### Objectives

To elicit significant and positive outcomes that are required for success in professional singing careers, the curriculum offers a two-fold approach that merges academics and performance. In breadth and depth it is designed to elicit the knowledge and skills that are relevant to the specific demands of singing careers, including work in solo, opera, choral and teaching settings. Ongoing assessment of student development and programmatic impact will ensure successful outcomes. Through this program, the student will be equipped to develop the following:

- Demonstrated understanding of the history, styles, and performance practices of vocal literature, enlightened by

lecture, research, and score analysis, and modeled with guided listening and in-class coaching of the genre under study

- Skillful vocal techniques enhanced with supportive academic studies resulting in authoritative and artistic interpretation and performance of vocal music from varying periods and styles
- Demonstrated understanding of the anatomy and physiology of singing leading to pedagogical methods that can successfully address the wide variety of vocal problems encountered in the teaching studio
- Applied competence in ensemble work including part-song, opera and oratorio

Major Area:

12 sh

Applied Music:

AMUS 5200: Applied Voice (2 sh) Must be taken for 3 semesters

AMUS 6200: Applied Voice: Recital (2 sh)

Opera Requirement: One year minimum requirement (2 sh + 2 sh), more per scholarship requirements

MUS 5450: Opera Workshop (2 sh)

MUS 5455: Opera Production (2 sh)

Choral Requirement: One year minimum requirement (0sh), more per scholarship requirements

MUS 5800: University Choir (0 sh)

or MUS 5890: Chamber Singers (0 sh)

Additional Opera/Choral Requirement:

- Either MUS 5450 Opera Workshop and/or MUS 5455 Opera Production (MUS 5455) (0sh), one year (2 semesters) beyond the 4 sh requirement.
- OR MUS 5800 University Choir (0 sh) or MUS 5890 Chamber Singers (0 sh), one year (2 semesters) beyond the requirement.

Other Studies in Music: 22 sh

Performer's Survey:

MUS 5001: Performer's Survey I: Art Song (3 sh)

MUS 5002: Performer's Survey II: Opera (3 sh)

MUS 5003: Performer's Survey III: Oratorio/Cantata/Mass (3 sh)

Music Analysis:

MUS 5300: Applications in Musical Analysis (2 sh)

Vocal Pedagogy:

MUS 5401: Vocal Pedagogy I (1 sh)

MUS 5402: Vocal Pedagogy II (1 sh)

MUS 5500: Vocal Pedagogy Clinical I (1 sh)

MUS 5510: Vocal Pedagogy Clinical II (1 sh)

Diction:

MUS 5423: Lyric Diction: Italian (1 sh)

MUS 5424: Lyric Diction: German (1 sh)

MUS 5425: Lyric Diction: French (1 sh)

Other Required Classes:

MUS 5000: Music Bibliography (1 sh)

MUS 5100: Performance Practica (4 semesters required) (0 sh)

MUS 5650: Master Classes in Vocal Performance (1 sh)

MUS 6000: Graduate Comprehensive Projects (0 sh)

AMUS 5600: Interpretive Performance Studies (2 sh) (taken the semester prior to the semester of the final recital)

MUS 5970 Graduate Conference (0 sh)

Electives: 2 sh

AMUS 5190: Applied Conducting (1 or 2 sh)

AMUS 5600: Interpretive Performance Studies (2 sh) (in addition to the requirement)

MUS 5421: Lyric Diction: Latin and English (1 sh)

MUS 5422: Lyric Diction: Spanish (1 sh)

MUS 5700: Career Seminar (1 sh)

MUS 5920 Topics in Music (1-2 sh)

MUS/AMUS: Any course excluding those fulfilling entrance and program requirements.

## Master of Music in Collaborative Piano (Vocal Coaching) (M.M.C.P.)

### Program Requirements

Students in the M.M.C.P. program must complete 36 semester hours. This curriculum represents a two-year program assuming that all requirements have been met before beginning it. Deficiencies which need to be made up might require extra time.

### Program Description

In a student centered learning environment led by a professional faculty and enhanced by our location in a major metropolitan area, we nurture a high degree of competence in order to prepare our students for the rigorous and multi-faceted career demands of a professional collaborative pianist.

The design of the curriculum provides an advanced educational experience in both the theory and practice of collaborative piano. The curriculum also provides coursework and experiences to bridge the gap between the academic environment and the professional world.

### Objectives

To elicit significant and positive outcomes that are required for success in the profession, the curriculum offers a two-fold approach that merges academics and performance. In breadth and depth it is designed to elicit the knowledge and skills that are relevant to the specific demands of careers in collaborative piano (vocal coaching). Ongoing assessment of student development and programmatic impact will ensure successful outcomes.

### Major Area:

12 sh

### Applied Music:

AMUS 5110: Applied Piano (2 sh) Must be taken for 3 semesters

AMUS 6001: Applied Piano: Recital (2 sh)

AMUS 5210: Practicum: Studio/Choral/Opera Accompanying Techniques (1 sh) Must be taken for 2 semesters.

MUS 5421: Lyric Diction: Latin and English (1 sh)

MUS 5650: Master Classes in Vocal Performance (1 sh)

Other Studies in Music: 20 sh

MUS 5000: Bibliography (1 sh)

MUS 5001: Performer's Survey I: Art Song (3 sh)

MUS 5002: Performer's Survey II: Opera (3 sh)

MUS 5003: Performer's Survey III: Oratorio/Cantata/Mass (3 sh)

MUS 5300: Applications in Musical Analysis (2 sh)

MUS 5310: Chamber/Duo Instrumental Repertoire (3 sh)

MUS 5401: Vocal Pedagogy I (1 sh)

MUS 5422: Lyric Diction: Spanish (1 sh)

MUS 5423: Lyric Diction: Italian (1 sh)

MUS 5424: Lyric Diction: German (1 sh)

MUS 5425: Lyric Diction: French (1 sh)

MUS 5100: Performance Practica (4 semesters required) (0 sh)

MUS 5970 Graduate Conference (0 sh)

MUS 6000: Graduate Comprehensive Projects (0 sh)

### Electives:

4 sh

AMUS 5120 Applied Harpsichord (1 or 2 sh)

AMUS 5130 Applied Organ (1 or 2 sh)

AMUS 5190: Applied Conducting (1 or 2 sh)

AMUS 5200: Applied Voice (may be repeated) [2 sh]

AMUS 5220 Applied Gospel/Contemporary Piano (1 or 2 sh)

MUS 5402: Vocal Pedagogy II (1 sh)

AMUS 5600: Interpretive Performance Studies (2 sh) (taken the semester prior to the semester of the final recital)

MUS 5700: Career Seminar (1 sh)

MUS 5920 Topics in Music (1-2 sh)

MUS 3770: Chamber Music (by placement) [0 sh]

MUS/AMUS: Any course excluding those fulfilling entrance and program requirements.



**5000 Music Bibliography (1 sh)**

An introduction to the basic canon of library resources in music research. Study will include general library resources, bibliographies of composers, music, music literature, and music sources. It will give a broad view of dictionaries, encyclopedias, discographies, dissertations, and *Festschriften* as well as histories, library catalogs, periodicals, periodical indexes, thematic catalogs and monuments. A key project in the class will be providing an appropriate bibliography for a selected research topic.

**5001 Performer's Survey I: Art Song (3 sh)**

After a brief summary of the origins of music for the solo voice beginning in the Middle Ages and the Renaissance, this class will focus on art song repertoire in the Baroque, Classical, Romantic, and Contemporary periods. As appropriate for each period, it will foster a system of analysis for performance preparation that involves melody, harmony, rhythm, and poetic synthesis. Assignments will include readings and research papers, as well as out-of-class listening. The course offers an opportunity for the application of relevant elements through coached student performances in a master class setting.

**5002 Performer's Survey II: Opera (3 sh)**

The origins of opera, beginning in the late 16th century. Opera of the 17th century will be explored using recorded examples to illustrate the development of early opera and the relationship between music, libretto, and forms. These relationships will continue to be a focus in Classical, Romantic, and contemporary opera as will the major operatic composers of each period. The objective of the course is to foster a broad knowledge of many operatic works and detailed knowledge of selected operas. Assignments will include readings and research papers, as well as out-of-class listening. The course offers an opportunity for the application of relevant elements through coached student performances in a master class setting.

**5003 Performer's Survey III: Oratorio/Cantata/Mass (3 sh)**

Detailing the rise of the cantata out of the 16th century monadic style and the madrigal, this course follows the development of the cantata beginning with the 17th century cantata da camera and cantata de chiesa, the latter fully developed by J.S. Bach and others in the Baroque period. Cantatas and other extended works under different nomenclatures and in different styles, as developed in various countries, will be explored. Early oratorios, with dramatic elements not found in cantatas, will be studied as precursors to the larger oratorios of the late Baroque and on, when large choirs took positions of importance and drama resembled opera. The objective of the course is to foster a broad knowledge of many works in this genre and detailed knowledge of selected works from the Baroque through the Contemporary periods. Assignments will include readings and research papers, as well as out-of-class listening. The course offers an opportunity for the application of relevant elements through coached student performances in a master class setting.

**5100 Performance Practica (0 sh)**

Students registered for this course are required to attend and participate in various performance-related assemblies including, but not limited to, recitals and/or studio classes, specified in each semester's syllabus.

**5300 Applications in Musical Analysis (2 sh)**

A practical application of music theory and analysis skills aimed at exploring the factors that give unity and coherence to musical masterpieces. The course will survey important analytic methods and techniques and apply them to a designated repertoire, to be determined in part by the performance repertoire of the class, and in part by representation of important works in various musical genres.

**5310 Chamber/Duo Instrumental Repertoire (3 sh)**

Lecture/Performance class emphasizing collaborative techniques, knowledge of performance practice, and analytical skills needed to perform standard keyboard repertory in combination with other instruments from all historical periods. The course offers an opportunity for the application of relevant elements through coached student performances in a master class setting.

**5401 Vocal Pedagogy I (1 sh)**

Physiology of the voice and pedagogical methods for teaching singing. Mentored clinical teaching with in-class observation and critique. Tests cover text and lectures. Expectations and requirements for graduate students are higher than for undergraduates who may be enrolled in the class, in teaching, and on tests.

**5402 Vocal Pedagogy II (1 sh)**

A continuation of the work of MUS 5401 Vocal Pedagogy I: Physiology of the voice and pedagogical methods for teaching singing. Mentored clinical teaching with in-class observation and critique. Tests cover text and lectures. Research paper on a voice related topic, either in the area of voice science or pedagogy. More emphasis on clinical teaching. Expectations and requirements for graduate students are higher than for the undergraduates in teaching, on tests, and in research. Prerequisite: MUS 5401.

**5421 Lyric Diction: Latin and English (1 sh)**

An overview of the sounds of Latin and English and foundational rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. This course is a prerequisite for all other diction courses.

**5422 Lyric Diction: Spanish (1 sh)**

An overview of the sounds of Spanish and the basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. Prerequisite MUS 5421.

**5423 Lyric Diction: Italian (1 sh)**

An overview of the sounds of Italian and basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. Prerequisite MUS 5421.

**5424 Lyric Diction: German (1 sh)**

An overview of the sounds of German and basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. Prerequisite: MUS 5421.

**5425 Lyric Diction: French (1 sh)**

An overview of the sounds of French and basic rules for pronunciation using the International Phonetic Alphabet. Previous language study is desirable but not necessary. A supplement to traditional language study focusing on authoritative pronunciation for the unique needs of singers and choral conductors. Includes lecture, written tests, and assignments. Prerequisite: MUS 5421.

**5450 Opera Workshop (0 or 2 sh)**

For experienced singers selected through auditions by the instructor. Emphasis is on the development of singing-acting skills through lecture, discussion, and exercises in character interaction using appropriate staging techniques. A scene recital is presented at the conclusion of the course. Scenes may be performed in a foreign language or in English.

**5455 Opera Production (0 or 2 sh)**

For a select group of experienced singers cast through auditions by the instructor. The skills developed in scene recital work will be called upon in this intensive preparation for a complete opera production. Chamber and full-length operas will be performed in yearly alternation, and may be in a foreign language or in English. Chamber operas will be accompanied by piano or an instrumental ensemble, and full-length operas will be with orchestra. Prerequisite: MUS 5450.

**5500 Vocal Pedagogy Clinical I (1 sh)**

The first semester of a two-semester clinical teaching experience. Each student will teach 3 students per week (thirty minute lessons) or by advisement, one voice class (fifty minute class). A course supervisor observes all lessons at least twice in the semester and, in private consultation, critiques the student's teaching. Prerequisite: MUS 5401, 5402.

**5510 Vocal Pedagogy Clinical II (1 sh)**

The second semester of a year-long clinical teaching experience. Each student teaches 3 students per week (thirty minute lessons) or by advisement, one voice class (fifty minute class). A course supervisor observes all lessons at least twice in the semester and, in private consultation, critiques the student's teaching. Prerequisite: MUS 5500.

**5650 Master Classes in Vocal Performance (1 sh)**

The Master Class is a workshop on style and presentation of solo vocal works in art song, opera, or oratorio specifically for the purposes of preparing students for future auditions. A convincing performance is built on an authoritative interpretation as well its physical externalization. The interpretation is developed through the student's research of form, melody, harmony, text setting, and/or historical placement as appropriate. The externalization focuses on the contributions of the face, eyes, and gestures to a complete performance. The class schedule will be posted before registration and may involve evening or weekend hours. The course will address performance consideration for both singers and collaborative pianists.

**5700 Career Seminar (1 sh)**

This seminar will focus on various aspects of a professional career in music including topics such as the audition process, setting up a teaching studio, writing resumes, management of business aspects and assessment of opportunities in the field.

**5800 University Choir (0 sh)**

Graduate choral work builds on the undergraduate experience (see MUS 0800) with a more advanced level of execution expected. Graduate students may be offered leadership roles in the ensemble, as section leaders and/or soloists.

**5890 Chamber Singers (0 sh)**

Graduate participation in Chamber Singers assumes a high degree of mastery of vocal skill, musicianship, and professionalism. The goal for this ensemble is to function as a group of soloists in the true chamber style, performing music that profits from more intimate renderings. Students participate in multiple performances both on and off campus. Auditions are competitive and based on the needs of the ensemble.

**5910 Independent Study in Graduate Music (1 - 4 sh)**

Independent instruction in music at the Graduate level.

**5920 Topics in Musics (1-2 sh)**

Intense investigation of a selected topic.

**5970 Graduate Conference (0 sh)**

All students must register for this course in the semester of their Graduate Conference.

**6000 Graduate Comprehensive Projects (0 sh)**

In addition to the graduate coursework requirements, all graduate students are required to complete five comprehensive projects before a diploma is awarded. Comprehensive projects are representative of the work done in the following courses: MUS 5401/02 Vocal Pedagogy, MUS 5001 Art Song Survey, MUS 5002 Opera Survey, MUS 5003 Cantata/Oratorio/Mass, and MUS 5300 Applications in Analysis. Project guidelines vary and are determined by the instructor of each course. Students are responsible for obtaining these guidelines. Projects can be completed at any time during the course of the degree program. See the Music Student Handbook for complete details including deadlines. All projects must receive a grade of B or higher.

## Applied Music (Graduate)

### 5005 Applied Theory/Sight Singing Tutorial (1 sh)

This applied class is required for graduate students who are deficient in music theory and/or sight singing as determined by a placement test during orientation. The class provides tailored instruction to prepare students to pass the competency exam.

### 5110 Applied Piano (1 or 2 sh)

Advanced applied study in piano, with emphasis on the collaborative process with singers. In addition, there will be study of solo piano literature, as well as exposure to the collaborative process with instrumentalists.

### 5120 Applied Harpsichord (1 or 2 sh)

A variety of topics related to the harpsichord and its music will be taught. Provides keyboard musicians, especially pianists, with knowledge and practical experience playing the harpsichord. Intended to prepare and diversify the skills needed by professional pianists and vocalists for careers in church, choral, and recital venues.

### 5130 Applied Organ (1 or 2 sh)

Study in the principles of organ playing to include pedal and manual technique and registration appropriate to liturgical use in a variety of styles and periods. Intended to prepare and diversify the skills needed by professional pianists and vocalists for careers in church, choral and recital venues.

### 5190 Applied Conducting (1 or 2 sh)

Students will be able to express musical ideas through effective and expressive conducting gestures. Students will learn and/or review the standard conducting patterns, baton technique, score study, rehearsal organization, and programming. They will learn a variety of repertoire with the goal of practicing and refining their choral conducting rehearsal and performance techniques. Students will also exhibit the applied understanding of vocal technique in a choral setting while rehearsing and conducting a North Park ensemble. No previous conducting study is required.

### 5200 Applied Voice (1 or 2 sh)

Continuation of principles of breath control, tone development and correct diction aiming toward technical mastery of standard vocal literature. Graduate study assumes a higher level of development in these areas upon entry and sets higher standards for continued improvement than undergraduate study. The standard repertoire studied should expand to fill in areas that are lacking and include new and more challenging repertoire. (See the Music Student Handbook for jury/recital requirements.) At least one complete operatic role and one oratorio role should be studied during the master's program.

### 5210 Practicum: Studio/Choral/Opera Accompanying Techniques (1 sh)

Supervised practical experience in accompanying with instruction of the essential skills needed for collaborative work in studio, choral and opera accompanying: figured bass, execution of transcriptions, following a conductor, score reading, interpersonal skills and transposition.

### 5220 Applied Gospel/Contemporary Piano (1 or 2 sh)

Study in lead sheet reading and accompanying techniques through a wide range of music idioms including black gospel, Christian Contemporary, pop, and blues. Emphasis is placed on learning chord extensions, advanced harmonies, and rhythmic groove. Intended to prepare and diversify the skills needed by professional pianists and vocalists for careers in church, choral and recital venues.

### 5600 Interpretive Performance Studies (1 sh)

Private coaching sessions dealing with musical and interpretive considerations in various styles of music. Aimed at artistic renderings of both music and text. Graduate students must take the course in the semester prior to the semester of the final recital; may be taken for elective credit in other semesters as well. Prerequisite: MUS 5000.

### 5900 Special Recital (0 sh)

Students who desire to perform recitals not required by their degree tracks should register for this course in the semester in which the recital is performed.

### 6001 Applied Piano: Recital (2 sh)

A capstone experience in the form of a public recital. All vocal repertoire with the exception of piano solo(s).

## School of Nursing and Health Sciences (Graduate Studies)

Hudson (dean), Peebles (DEMSN Director), Burns, King, Loukissa, McCreedy, Orosz, Ross, Reckamp, Shehan, Smith

### Master of Science in Nursing

With a solid grounding in the three North Park core values of Christian perspective, urban commitment, and intercultural recognition, the Master of Science in Nursing (M.S.N.) programs are designed to fully prepare nurses to meet healthcare needs of

the future. Students may choose to pursue a masters degree with a focus in leadership and management (LM) or choose from adult-gerontology primary care or family nurse practitioner (NP) options.

### Admissions

Applications for the M.S.N. degree program are processed on a continuous basis throughout the academic year, including the summer term. Application deadlines are Fall - August 1, Spring - December 1, and Summer - April 20. Mandatory onsite orientations are scheduled. To ensure confidentiality, admission decisions are released solely by written documentation. Admission Requirements are summarized below:

Requirements	MS in Nursing L and M Track	MS in Nursing NP Track	Post-Master's NP Track	Dual Degree ***
Application	X	X	X	X
BSN/BS with a major in nursing from an accredited program or its equivalent *	X	X	X	X
Minimum of 2 years (FTE) clinical experience as a nurse *	X	X	X	X
MSN/MS with a major in nursing from an accredited program or its equivalent			X	
Transcripts from all colleges and universities attended**	X	X	X	X
Cumulative GPA of 3.0/4.0 for all undergraduate courses	X	X	X	X
Cumulative GPA of 3.0 for all MS program courses	X	X	X	X
Essay	X	X	X	X
Resume	X	X	X	X
Two letters of recommendation –one from the supervisor who can attest to nursing skills/competences	X	X	X	X
Current Illinois RN license	X	X	X	X
Satisfactory completion of the following courses at the BS level or higher level:				
Statistics	X	X	X	X
Nursing Research	X	X	X	X
Health Assessment	X	X	X	X

\* Evaluated on a case-by-case basis (e.g. RN's with non-nursing baccalaureate degrees are considered for admission to L and M track)

\*\* Graduates of foreign nursing schools are required to submit their transcripts for evaluation to either World /Educational Services (WES) or Educational Credential Evaluators (ECE) for a course by course analysis and determination of a GPA.

\*\*\* Applicants to the dual degree programs need only apply to the School of Nursing and Health Sciences; if admitted, they are concomitantly accepted into the School of Business.

### Admission Requirements: Transfer Students

Graduate nursing students may transfer a maximum of 9 semester hours of equivalent coursework from an NLN or CCNE accredited Master of Science in Nursing program to North Park. Transferred courses must have a grade of B or higher and be no longer than five years old. The credentials examiner, in consultation with the academic standing committee of the graduate nursing faculty, will ascertain the transferability of a course.

### Student's Rights, Responsibility and Regulations

#### Academic Dishonesty

Please refer to the entry on academic dishonesty in the catalog section titled Additional Rights, Responsibilities and Regulations.

### Academic Load

Enrollment status at the graduate level is determined by following categories:

- Full-Time Enrollment: 8 semester hours of credit or more per semester
- Half-Time Enrollment: 4 < 8 semester hours of credit per semester
- Part-Time Enrollment: < 4 semester hours of credit per semester

### Drops and Withdrawals

Students must complete a drop form to withdraw from a course. Withdrawal from a course or from the school will count from the date that formal written notice has been filed with the registrar. Mere absence from class or notice to the instructor does not



constitute withdrawal. A grade of DW (dropped without permission) will be assigned to unauthorized withdrawals and a grade point of zero applied.

Students may withdraw from a course without an assigned grade through the fourth week of the fall and spring semesters (and the second week of the summer semester). That course will not appear on the student's permanent record.

At the beginning of the fifth week of the fall and spring semesters (and the third week of the summer semester), a dropped course is assigned a grade of W (Withdraw) and is listed on the student's permanent record but is not used in the calculation of the student's GPA.

The last day to withdraw from a course with a grade of W depends on the length of the term:

TERM LENGTH	Last Date to Drop a Course With a Grade of W
16 week Fall/Spring semester	The end of the 12th week
7 1/2 week Fall/Spring quad	The end of the 6th week
9 week Summer semester	The end of the 7th week
4 1/2 week Summer quad	The end of the 3rd week
3 week mini-term (May)	The end of the 2nd week

After these dates, students will be assigned grades that are used in the calculation of their GPA.

Students may be involuntarily withdrawn from the institution if they are determined by University officials to be a danger to themselves or others, or if their behavior or actions are incongruent with the values and mission of the institution. Students may be responsible for tuition, fees, and charges up to the point of withdrawal.

## Expenses

All graduate students are assessed a fee for graduation. Nurse Practitioner students are assessed a fee for certain nurse practitioner population specific courses to cover electronic logs, simulation experiences and other program related expenses. Other students enrolled in courses involving the simulation center are also assessed a fee. There is also a per credit hour technology fee for all graduate students. Proof of liability insurance will be required for each practicum experience. Additional costs may include outlays for student health insurance, background checks, drug screening tests, etc.

## Grading System

At the end of each semester, a graduate student's work in each course is recorded with one of the following grades:

Percentage	Grade	Grade Point
94-100	A	4.00
91-93	A -	3.67
88-90	B+	3.34
84-87	B	3.00
81-83	B-	2.67
78-80	C+	2.34
76-77	C	2.00
71-75	C -	1.67
68-70	D+	1.34

64-67	D	1.00
61-63	D-	0.67
60 and under	F	0.00
AU (Audit)	0.00	
DR (Administrative Drop)	0.00	
DW (Dropped without permission)	0.00	
I (Incomplete)	0.00	
NG (No grade)	0.00	
NS (Not submitted)	0.00	
P (Pass)	0.00	
W (Withdrawal)	0.00	

## Grade Definition

- **Administrative Drop (DR):** Student withdrew from course with permission of university administration. Credits are not calculated in GPA.
- **Audit (AU):** See Audit entry in this section.
- **Dropped without permission (DW):** Student was registered for the course but failed to attend. Course calculated in GPA as a failure of credits.
- **Incomplete (I):** See Incomplete Grades entry in this section.
- **No Grade (NG):** See Incomplete Grades entry in this section.
- **Not Submitted (NS):** Instructor has not provided a grade.
- **Pass (P):** See Pass/Fail entry in this section.
- **Withdrawal (W):** Student dropped after the 4th week of class.

Each student is expected to maintain a cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Any student whose cumulative GPA falls below 3.0 will be placed on academic probation.

The student on academic probation has the opportunity to complete six more semester hours of graduate study in order to raise the student's cumulative GPA to 3.0. The student will be dismissed from the program if the cumulative GPA is not raised to 3.0 upon the completion of these six graduate semester hours.

No more than one C+ or lower course grade may be earned in the graduate nursing program. Should a C+ or lower be earned in any graduate level NP core, role, or population specific or LM specialty course, the student must repeat that course and its co-requisite course. The repeated courses must be taken in the next semester offered. The student may not register for any additional graduate courses until the course of concern and its co-requisite is remediated with a minimum grade of "B". If this student then earns a Grade of C+ or lower in another course, the student will be dismissed from the program.

If a student receives an I (incomplete) grade, the work must be made up within one semester (excluding the summer term for a spring semester incomplete). If a student fails to make up an I grade after one semester, the grade will become an F unless the student receives a written extension with a specific date of completion from the professor.

The Graduate Selection and Progression Committee will review each student's record of academic deficiency and may make exceptions to the above rules for medical or other extraordinary circumstances.



Any student whose academic standing has been subject to action may submit a written appeal to the Committee.

### Graduation with Distinction

Students whose final cumulative grade point average is 3.9 or higher receive an M.S.N. degree with Distinction. Dual-degree students' grade-point averages are considered on a program specific basis.

### Grievance

If a student wishes to file a grievance or present an appeal, he or she is to follow the procedures outlined in the Graduate Student Handbook for the School of Nursing.

### Leave of Absence

A student may be granted a leave of absence for academic or personal reasons with approval from the Director of the Graduate Nursing program. Although individual circumstances determine justification and duration, the typical leave of absence is one semester in length. Each graduate student in good standing has a maximum of five years to complete degree requirements.

## Master of Science in Nursing (M.S.N.) and Post-Master's Nurse Practitioner Certificates Program Requirements

Requirements for graduation from the Master of Science in Nursing (M.S.N.) program include completion of four core courses, and specialty courses for each option. All students are required to register for WRIT 5000 - Writing for the Professions during the first semester of the study unless they test out during the onsite orientation. Each candidate for the M.S.N. degree must complete a minimum of 25 semester hours of graduate credit at North Park University. Each candidate for completion of the post-Master's NP certificate must complete a minimum of 23 semester hours of graduate credit at North Park University. Students may complete any of the programs on a part-time or full-time basis. A cumulative grade point average of 3.0 or above is required for graduation or certificate completion.

### Track I: Leadership and Management: 34 sh

#### MSN Core Courses

NURS 5010 Scientific Inquiry & Knowledge Development .....	4 sh
NURS 5015 Health Care Systems : Organization & Resources .....	4 sh
NURS 5020 Population Based Health Care.....	4 sh
NURS 5030 Professional Communication & Collaboration.....	2 sh

#### Specialty Courses

NURS 5431 Strategic Nursing Leadership I.....	5 sh
NURS 5441 Strategic Nursing Leadership II.....	5 sh
NURS 5990 Capstone Project.....	2 sh

Students must complete 8 semester hours from an approved list of School of Business and Nonprofit Management electives.

### Track II: Adult Gerontology Primary Care Nurse Practitioner: 48 sh

#### MSN Core Courses

NURS 5010 Scientific Inquiry & Knowledge Development .....	4 sh
NURS 5015 Health Care Systems: Organization & Resources .....	4 sh
NURS 5020 Population Based Health Care.....	4 sh
NURS 5030 Professional Communication & Collaboration.....	2 sh

#### NP Core and Role Courses

NURS 5503 Adv. Nursing Practice: Role Concepts and Transitions ..	2 sh
NURS 5505 Adv. Pathophysiology.....	3 sh
NURS 5510 Adv. Pharmacology .....	3 sh
NURS 5515 Adv. Health Assessment .....	4 sh
NURS 5520 Health & Wellness Promotion.....	3 sh

#### NP Population-Specific Courses

NURS 5531 Adult Health I - Primary Care.....	6 sh
NURS 5540 Adult Health II - Primary Care .....	3 sh
NURS 5610 Adv. Practice Gerontologic Nsg I-Primary Care.....	2 sh
NURS 5621 Adv. Practice Gerontologic Nursing II-Primary Care.	3 sh
NURS 5781 Residency: Adult-Gerontology-Primary Care.....	3 sh
NURS 5990 Capstone Project.....	2 sh

### Track III: Family Nurse Practitioner : 54 sh

#### MSN Core Courses

NURS 5010 Scientific Inquiry & Knowledge Development .....	4 sh
NURS 5015 Health Care Systems : Organization & Resources.....	4 sh
NURS 5020 Population Based Health Care.....	4 sh
NURS 5030 Professional Communication & Collaboration.....	2 sh

#### NP Core and Role Courses

NURS 5503 Adv. Nursing Practice: Role Concepts and Transitions ..	2 sh
NURS 5505 Adv. Pathophysiology.....	3 sh
NURS 5510 Adv. Pharmacology .....	3 sh
NURS 5515 Adv. Health Assessment .....	4 sh
NURS 5520 Health & Wellness Promotion.....	3 sh

#### NP Population-Specific Courses

NURS 5531 Adult Health I-Primary Care.....	6 sh
NURS 5540 Adult Health II-Primary Care.....	3 sh
NURS 5561 Pediatric Health - Primary Care.....	5 sh
NURS 5571 Women's Health - Primary Care .....	4 sh
NURS 5610 Adv. Practice in Gerontologic Nursing I.....	2 sh
NURS 5791 Family Practice Residency .....	6 sh
NURS 5990 Capstone Project.....	2 sh

## Post-Master's Certificate: Adult-Gerontology Primary Care Nurse Practitioner: 34 sh

### NP Core and Role Courses

NURS 5503 Adv. Nursing Practice: Role Concepts and Transitions .....	2 sh
NURS 5505 Adv. Pathophysiology .....	3 sh
NURS 5510 Adv. Pharmacology .....	3 sh
NURS 5515 Adv. Health Assessment .....	4 sh
NURS 5520 Health & Wellness Promotion.....	3 sh
NP Population-Specific Courses	
NURS 5531 Adult Health I-Primary Care.....	6 sh
NURS 5540 Adult Health II-Primary Care .....	3 sh
NURS 5610 Adv. Practice Gerontologic Nsg I-Primary Care .....	2 sh
NURS 5621 Adv. Practice Gerontologic Nsg II-Primary Care.....	3 sh
NURS 5781 Residency: Adult Gerontology-Primary Care .....	3 sh
NURS 5990 Capstone Project.....	2 sh

## Post-Master's Certificate: Family Nurse Practitioner: 40 sh

### NP Core and Role Courses

NURS 5503 Adv. Nursing Practice: Role Concepts and Transitions. ....	2 sh
NURS 5505 Adv. Pathophysiology .....	3 sh
NURS 5510 Adv. Pharmacology .....	3 sh
NURS 5515 Adv. Health Assessment .....	4 sh
NURS 5520 Health & Wellness Promotion.....	3 sh
NP Population-Specific Courses	
NURS 5531 Adult Health I-Primary Care.....	6 sh
NURS 5540 Adult Health II-Primary Care .....	3 sh
NURS 5561 Pediatric Health-Primary Care .....	5 sh
NURS 5571 Women's Health-Primary Care .....	4 sh
NURS 5610 Adv. Practice Gerontologic Nursing I-Primary Care ..	2 sh
NURS 5791 Residency: Family Practice .....	3 sh
NURS 5990 Capstone Project.....	2 sh

## Master of Science in Nursing and Master of Business Administration (M.S.N./M.B.A.): 58sh

The Master of Science in Nursing and the Master of Business Administration (M.S./M.B.A.) dual degree sequence is offered in the graduate program. It combines the strengths of the two disciplines within North Park University. The dual degree program is designed to meet the needs of baccalaureate-prepared registered nurses who

serve in middle or senior level management positions within varied health care settings.

### MSN Core Courses

NURS 5010 Scientific Inquiry & Knowledge Development .....	4 sh
NURS 5015 Health Care Systems : Organization & Resources.....	4 sh
NURS 5020 Population Based Health Care.....	4 sh
NURS 5030 Professional Communication & Collaboration.....	2 sh
Nursing Specialty Courses	
NURS 5431 Strategic Nursing Leadership I.....	5 sh
NURS 5441 Strategic Nursing Leadership II.....	5 sh
NURS 5990 Capstone Project.....	2 sh

### MBA Courses

SBNM 5010 Organizational Behavior and Ethics.....	2 sh
SBNM 5110 Financial Accounting .....	2 sh
SBNM 5111 Managerial Accounting .....	2 sh
SBNM 5200 Global Macroeconomics for Managers .....	2 sh
SBNM 5212 Microeconomics for Managers .....	2 sh
SBNM 5310 Managerial Finance.....	2 sh
SBNM 5311 Financial Decision Making .....	2 sh
SBNM 5411 Quantitative Decision Analysis .....	2 sh
SBNM 5610 Marketing Analysis and Consumer Behavior .....	2 sh
SBNM 5705 Multi-sector Convergence and Social Responsibility ..	2 sh
SBNM 5992 Strategy for Competitive Advantage .....	2 sh
SBNM 5993 MBA Capstone .....	2 sh

### Elective Courses

M.S.N./M.B.A. students must choose 8 semester hours from the dual degree (SNHS/SBNM) list of electives.

## Master of Science in Nursing and Master of Organizational Leadership (M.S.N./M.O.L.): 58sh

The Master of Science in Nursing and the Master of Organizational Leadership (M.S.N./M.O.L.) dual degree sequence is offered in the graduate program. The dual degree program is based upon the needs of the healthcare industry for nurses with advanced education in the science of nursing and in management. In addition, students may wish to further specialize by seeking a Master of Science in Nursing and Master of Management in Human Resources or a Master of Science in Nursing and Master of Management in Nonprofit Administration.

### MSN Core Courses

NURS 5010 Scientific Inquiry & Knowledge Development .....	4 sh
NURS 5015 Health Care Systems: Organization & Resources .....	4 sh
NURS 5020 Population Based Health Care.....	4 sh
NURS 5030 Professional Communication & Collaboration.....	2 sh
Nursing Specialty Courses	

NURS 5431 Strategic Nursing Leadership I.....	5 sh
NURS 5441 Strategic Nursing Leadership II.....	5 sh
NURS 5990 Capstone Project.....	2 sh
Management Courses	

SBNM 5010 Organizational Behavior and Ethics.....	2 sh
SBNM 5030 Principles of Human Resources .....	2 sh
SBNM 5040 Managing Diversity & Conflict .....	2 sh
SBNM 5041 Negotiation and Influence .....	2 sh
SBNM 5060 Talent Development and Retention .....	2 sh
SBNM 5070 Team Leadership .....	2 sh
oSBNM 5200 Global Macroeconomics for Managers .....	2 sh
SBNM 5705 Multi-Sector Convergence and Social Responsibility 2 sh	
SBNM 5710 Nonprofit Management: Theory and Application.....	2 sh
SBNM 5780 Measuring Outcomes and Assessment .....	2 sh
SBNM 5990 Change Leadership .....	2 sh
SBNM 5995 Strategic Planning and Group Facilitation .....	2 sh

#### Elective Courses

M.S.N./M.O.L. students must choose 8 sh from the dual degree (SNHS/SBNM) list of electives.

## Master of Science in Nursing and Master of Human Resources Management (M.S.N./M.H.R.M): 58sh

The Master of Science in Nursing and the Master of Human Resource Management (M.S.N./M.H.R.M) dual degree sequence is offered in the graduate program. The dual degree program is based upon the needs of the healthcare industry for nurses with advanced education in the science of nursing and management. The M.H.R.M. degree provides comprehensive preparation in human resource management and organizational development and is designed for professional nurses seeking to start or advance their career in human resources.

#### MSN Core Courses

NURS 5010 Scientific Inquiry & Knowledge Development .....	4 sh
NURS 5015 Health Care Systems: Organization & Resources.....	4 sh
NURS 5020 Population Based Health Care.....	4 sh
NURS 5030 Professional Communication & Collaboration.....	2 sh

#### Nursing Specialty Courses

NURS 5431 Strategic Nursing Leadership I.....	5 sh
NURS 5441 Strategic Nursing Leadership II.....	5 sh
NURS 5990 Capstone Project .....	2 sh

#### Human Resources Courses

SBNM 5010 Organizational Behavior and Ethics.....	2 sh
SBNM 5030 Principles of Human Resources .....	2 sh
SBNM 5035 Strategic HR Planning and Staffing .....	2 sh
SBNM 5040 Managing Diversity & Conflict .....	2 sh

SBNM 5060 Talent Development and Retention .....	2 sh
SBNM 5070 Building High Performance Teams .....	2 sh
SBNM 5085 Employment Law .....	2 sh
SBNM 5090 Compensation and Benefits Administration .....	2 sh
SBNM 5095 Strategy and Metrics in HR Management .....	2 sh
SBNM 5200 Global Macroeconomics for Managers .....	2 sh
SBNM 5590 Organizational Communication .....	2 sh
SBNM 5705 Multi-Sector Convergence and Social Responsibility 2 sh	
Elective Courses	

M.S.N. /M.H.R.M. students must choose 8 sh from the dual degree (SNHS/SBNM) list of electives.

## Master of Science in Nursing and Master of Nonprofit Administration (M.S.N./M.N.A.): 58sh

The Master of Science in Nursing and the Master of Nonprofit Administration (M.S.N./M.N.A.) dual degree sequence is offered in the graduate program. The dual degree program is based upon the needs of the healthcare industry for nurses with advanced education in the science of nursing and management. The M.N.A. degree provides comprehensive preparation in leadership and management practices within the nonprofit sector. The curriculum focuses on practical application of core competencies that leading nonprofit executives have stated are critical for effective leadership.

#### MSN Core Courses

NURS 5010 Scientific Inquiry & Knowledge Development .....	4 sh
NURS 5015 Health Care Systems: Organization & Resources.....	4 sh
NURS 5020 Population Based Health Care.....	4 sh
NURS 5030 Professional Communication & Collaboration.....	2 sh

#### Nursing Specialty Courses

NURS 5431 Strategic Nursing Leadership I.....	5 sh
NURS 5441 Strategic Nursing Leadership II.....	5 sh
NURS 5990 Capstone Project.....	2 sh

#### Nonprofit Administration Courses

SBNM 5010 Organizational Behavior and Ethics.....	2 sh
SBNM 5350 Nonprofit Financial Management .....	2 sh
SBNM 5351 Nonprofit Financial Decision Making .....	2 sh
SBNM 5680 Nonprofit Marketing Analysis and Consumer Behavior.2 sh	
SBNM 5705 Multi-Sector Convergence and Social Responsibility 2 sh	
SBNM 5710 Principles of Nonprofit Management .....	2 sh
SBNM 5720 Nonprofit Board Governance and Volunteer Management .....	2 sh
SBNM 5730 Nonprofit Law, Policy, & Government Relations .....	2 sh
SBNM 5770 Fundraising Principles for Nonprofit Organizations.2 sh	
SBNM 5771 Annual and Major Gift Fundraising for Nonprofit .....	2 sh

SBNM 5780 Measuring Outcomes and Assessment .....2 sh

SBNM 5790 Nonprofit Strategic Management .....2 sh

#### Elective Courses

M.S.N./M.N.A. students must choose 8 sh from the dual degree (SNHS/SBNM) list of electives.

first part of attached document from Cindy Hudson (through table that goes onto page 3).

Format to look like other degrees.

## Track IV: Direct-Entry MSN (pre-license) 73 sh

The Master of Science in Nursing program for non-nursing graduates is designed for individuals who hold baccalaureate degrees in fields other than nursing.

The 73-credit program builds upon previous, broad educational preparation. It provides an intense and fast-paced nursing curriculum preparing students to become eligible for the NCLEX-R.N. examination and to earn a generalist Master of Science in Nursing degree (M.S.N. with no specialization) upon completion of the program. The program is full-time only and is completed in five consecutive 14-week semesters.

During this program, graduates develop leadership competencies that position students to seek employment in many health care settings. Students have the competencies necessary to practice at the microsystem level, providing point-of-care delivery with a focus on safety, quality, and improved outcomes.

Graduates are eligible to apply for a post-master's certificate in one of the nursing specialties at North Park.

#### Admissions:

- Non-nursing baccalaureate degree from a regionally accredited program with a minimum GPA of 3.0 on a 4.0 scale.
  - If an applicant has a GPA less than 3.50, the applicant must take the TEAS (Testing of Essential Academic Skills) Nursing Entrance Exam and must earn 70% or greater on the exam.
- Transcripts must show completion of the following prerequisite courses within the past five years:
  - Anatomy and Physiology I and II with labs
  - Microbiology with lab
  - Chemistry with lab
  - Psychology
  - Human Growth and Development
  - Statistics
  - Minimum cumulative GPA of 2.75 for prerequisite courses; science courses must have a grade of "C" or better; non-science courses must have a grade of "C-" or better; no "D"s, "F"s, and no more than one "W" (withdrawal).
- Provide proof of Basic Life Support Healthcare Provider certification from the American Heart Association only.
- Submit a 500–800-word essay addressing the following:

- Why do you want to pursue a master's degree in nursing at North Park University?
- Discuss your ability to manage an accelerated rigorous curriculum.
- How will this program further your professional goals?
- Professional résumé
- Two references—recommender can be a recent professor, work supervisor, or professional colleague, and should address the student's ability to perform graduate work successfully and their work ethic; no personal, friend, or family references will be accepted.
- Due to the high-level language competency required in nursing, international applicants\*\* must possess proficiency in English at a level to enable them to succeed in graduate-level studies. All international applicants for the DEMSN program are required to submit results from either the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET).
  - Test of English as a Foreign Language (TOEFL): A minimum score of 100 is required. The expected breakdown is as follows: Reading 26, Listening 26, Speaking 25, Writing 25.
  - International English Language Testing System (IELTS): A minimum combined score of 7.0 is required with each subsection score of at least 7.0.
  - Duolingo English Test (DET): A minimum score of 125 is required.
  - \*\*International applicants include those with English as an additional language and/or an applicant with a permanent resident card.
  - North Park University will not be issuing I-20s for the DEMSN program.

Applicants may be invited for an interview. Before enrolling in the program, accepted students must complete all required immunizations, health screenings, drug screenings, and background checks for clinical clearance.

\*\*The DEMSN (pre-license) program does not accept transfer students.

#### MSN Core Courses

NURS 5010 Scientific Inquiry & Knowledge Development.....4 sh

NURS 5015 Health Care Systems: Organizations & Resources.....4 sh

NURS 5020 Population Based Health Care.....4 sh

NURS 5030 Professional Communication and Collaboration.....2 sh

#### Nurse Generalist (pre-license) Courses (DEMSN)

NURS 5210 Professional Development I: Introduction to Professional Nursing.....2 sh

NURS 5215 Professional Development II: Image, Roles, and Ethics.....4 sh

NURS 5220 Communicating and Managing Healthcare Information.....3 sh

NURS 5230 Pathophysiology I.....2 sh

NURS 5235 Pathophysiology II.....2 sh



NURS 5245 Pharmacology II.....	2 sh
NURS 5250 Holistic Health Assessment and Therapeutic Interventions.....	3 sh
NURS 5260 Development of a Microsystem Leader.....	3 sh
NURS 5270 Evidence-Based Practice and Quality Improvement: Translating Research to Practice.....	4 sh
NURS 5280 Nursing in an Evolving Healthcare System.....	3 sh
NURS 5310 Health and Illness: Foundations of Nursing.....	3 sh
NURS 5311 Health and Illness: Foundations of Nursing Practicum.....	1 sh
NURS 5320 Health & Illness: Nursing Across the Lifespan.....	4 sh
NURS 5321 Health & Illness: Nursing Across the Lifespan Practicum.....	3 sh
NURS 5330 Population Health Nursing.....	4 sh
NURS 5331 Population Health Nursing Practicum.....	1 sh
NURS 5340 Health & Illness: Nursing with Diverse Populations.....	5 sh
NURS 5341 Health & Illness: Nursing with Diverse Populations Practicum.....	3 sh
NURS 5380 DEMSN Immersion Practicum.....	3 sh
NURS 5390 Integration and Role Transition Seminar.....	2 sh

#### 5010 Scientific Inquiry and Knowledge Development (4 sh)

This course focuses on the evaluation and development of evidence-based approaches to improve practice, health outcomes, and the care environment. Emphasis is placed on utilizing theories in nursing research, evidence-based practice, and quality improvement; analyzing evidence; identifying knowledge gaps; developing strategies to generate and disseminate new evidence; and planning approaches for translating evidence into practice. Cultural and lifespan considerations of evidence-based practice approaches are addressed. Ethical considerations of evidence appraisal, development, and implementation are identified. This course serves as the foundation for synthesis and development of nursing knowledge in clinical (capstone) projects. Students must have completed an undergraduate statistics or equivalent course and also an undergraduate nursing research course.

#### 5015 Health Care Systems: Organization and Resources (4 sh)

This course examines how health care delivery systems are organized and financed and the economic, political, and regulatory factors that influence the planning and delivery of healthcare services across the continuum of care. Emphasis is placed on utilizing health system data sets, quality improvement tools, and evidence-based practice to optimize patient safety and health outcomes. Students apply economic, systems, and organizational principles in evaluating the structure, function, and delivery of health care in the U.S. and participate in the development of policies to improve health care. The utilization of information technology to support the coordination, improvement, and delivery of care is explored.

#### 5020 Population Based Health Care (4 sh)

This course examines epidemiologic and public health principles to analyze needs and plan for care of populations

across the lifespan. Social, cultural, environmental, and genetic determinants of health are explored; risk assessment and root causes of illness are examined. Health promotion and educational methods are critiqued and levels of prevention applied in developing programs for at-risk populations. Building on local context, the urban, multicultural, national, and global influences on population health are explored.

#### 5030 Professional Communication & Collaboration (2 sh)

This course focuses on the identification, analysis, and implementation of communication strategies to facilitate formation of successful teams and partnerships. Students will develop a comprehensive knowledge of principles of adult learning and will examine clinical reasoning, judgment, and decision making in addressing the needs of diverse patients and populations across the life span. Emphasis will be placed on developing group leadership skills, building teams through communication and partnership, and conflict management in the light of change.

#### 5210 Professional Development I: Introduction to Professional Nursing (2 sh)

Introduces students to the mission, vision, philosophy, and distinctives of the North Park University School of Nursing; students are introduced to the evolution of the profession of nursing. Concepts of caring, professional identity, and scholarship are examined. Students will have opportunities to investigate personal and professional boundaries, examine their own beliefs and values, and explore the value of scholarship in nursing practice. Students will examine how their lived experience will impact their professional practice. Prerequisite: Admission to the DEMSN Program or consent of instructor. Co-requisite: NURS 5220, NURS 5250, NURS 5230, NURS 5240, NURS 5310, and NURS 5311 or consent of instructor.

#### 5215 Professional Development II: Image, Roles, and Ethics (4 sh)

Ethical principles are applied to the care of persons in diverse settings. Team building and group process skills are explored to facilitate students working within teams. The role of the nurse as a member of the interprofessional team is examined using concepts of ethics, advocacy, group process, and team building. The professional responsibilities and role of the advocate will be explored. Contemporary issues confronting the nursing profession are discussed and methods to advocate for the profession are investigated. Professional skills, such as job interviewing, portfolio development, and examination of advanced roles in nursing, will be emphasized. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, or consent of instructor. Co-requisite: NURS 5235, NURS 5245, NURS 5320 Health and Illness: Nursing Across the Lifespan NURS 5321 Health and Illness: Nursing Across the Lifespan practicum, or consent of instructor.

#### 5220 Communication and Managing Healthcare Information (3 sh)

Basic theories of interpersonal communication and information technologies are explored. Use of these skills and technologies to develop therapeutic relationships with patients and the interdisciplinary healthcare team is emphasized. Legal and ethical issues related to health information technology and health information exchanges will be examined. Prerequisite: Admission to the DEMSN Program or consent of instructor. Co-requisite: NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, and NURS 5311 or consent of instructor.



**5230 Pathophysiology I (2 sh)**

Basic mechanisms underlying illness and disease are stressed as a basis for the understanding of health promotion and disease prevention in this first of two sequential courses. Pathophysiological changes that occur within the internal environment of individuals in the presence of dysfunction or disease of selected systems are presented as a rationale for nursing diagnoses and therapeutic interventions. System variations across the life span (fetuses, children, pregnant women, adults, and older adults) are addressed. Prerequisite: Admission to the DEMSN Program. Co-requisite: NURS 5220, NURS 5250, NURS 5210, NURS 5240, NURS 5310, and NURS 5311 or consent of instructor.

**5235 Pathophysiology II (2 sh)**

Building on NURS 5230, this course expands knowledge of pathophysiological changes that occur within the environments of the individual in the presence of dysfunction or disease. The most common alterations in selected physiological systems are presented as a framework for clinical reasoning. Relevant risk factors, epidemiology, pathophysiologic mechanisms, and clinical manifestations across the life span (fetuses, children, pregnant women, adults, and older adults) are discussed. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, or consent of instructor. Co-requisite: NURS 5215, NURS 5245, NURS 5320, NURS 5321, or consent of instructor.

**5240 Pharmacology I (2 sh)**

Pharmacodynamics and pharmacokinetics of drug therapy across the lifespan are discussed to provide a basic understanding of the patient's reaction to a drug both therapeutically and adversely and to predict potential drug interactions. Personal, genetic, and environmental factors affecting drug therapy are assessed to provide a comprehensive base for therapeutic nursing interventions. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, adverse effects, and nursing implications of drugs. The nurse's role in drug administration, assessment of drug effects, and patient education are emphasized. Legal and ethical responsibilities for administering drugs are considered. Prerequisite: Admission to the DEMSN Program. Co-requisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5310 and NURS 5311 or consent of instructor.

**5245 Pharmacology II (2 sh)**

In this second sequential course, students continue their study of pharmacology across the lifespan. Specific prototypes of selected drug classifications provide the framework for understanding the action, use, adverse effects, and nursing implications of drugs. The nurse's role in drug administration, assessment of drugs' effects, and patient education are emphasized. Legal and ethical responsibilities for administering drugs are considered. Prerequisite: NURS 5220, NURS 5210, NURS 5250, NURS 5240, NURS 5230, NURS 5310, and NURS 5311. Co-requisite: NURS 5215, NURS 5235, NURS 5320, and NURS 5321.

**5250 Holistic Health Assessment and Therapeutic Interventions (3 sh)**

Skills necessary to perform holistic patient assessment and introductory clinical skills are discussed and demonstrated. Opportunities are provided in a laboratory setting for students to demonstrate cognitive and psychomotor competencies of therapeutic interventions and assessment of the individual

patient across the life span; the emphasis is on interviewing techniques, physical examination, and psychomotor skills. Developmental factors and risk factors, including genetic and environmental, that affect the patient's health will be explored. (Lab) Prerequisite: Admission to the DEMSN Program. Co-requisite: NURS 5220, NURS 5210, NURS 5230, NURS 5240, NURS 5310, and NURS 5311, or consent of instructor.

**5260 Development of a Microsystem Leader (3 sh)**

Development of a microsystem leader supports the student's understanding of nursing leadership opportunities at all levels of nursing practice. Emphasis will be placed on building and growing teams, modeling a culture of quality and safety, and resource utilization, allocation, and financial management. Students will be given the opportunity to demonstrate effective decision-making and clinical judgment while exploring their role in the healthcare microsystem. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, NURS 5235, NURS 5245, NURS 5320, NURS 5321, NURS 5215, or consent of instructor. Co-requisite: NURS 5331, NURS 5330, NURS 5030, or consent of instructor.

**5270 Evidence-Based Practice and Quality Improvement: Translating Research into Practice (4 sh)**

Continuous quality improvement is introduced as a foundation for quality care and patient safety. Methods to design and test changes to continuously improve the quality and safety of healthcare systems and concepts of evidence-based practice (EBP) and healthcare research are explored. Methods to critically appraise healthcare research will be applied. Critical appraisal of evidence will be employed to inform the delivery of safe and quality nursing care. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, NURS 5235, NURS 5245, NURS 5320, NURS 5321, NURS 5215, or consent of instructor. Co-requisite: NURS 5260, NURS 5331, NURS 5330, NURS 5030, or consent of instructor.

**5280 Nursing in an Evolving Healthcare System (3 sh)**

Nursing practice in an evolving health care system is addressed with emphasis on the unique challenges presented to the nurse. The role of the nurse as provider of direct and indirect patient care is expanded to include the external influences of the health care organization, the regulatory environment, and the professional association. The development of the nurse as a member of a profession is expected. Inherent is developing knowledge and appreciation for the diversity of opinions and organizations that exist to provide assistance in the delivery of direct patient care. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, NURS 5235, NURS 5245, NURS 5320, NURS 5321, NURS 5215, NURS 5260, NURS 5270, NURS 5331, NURS 5330, or consent of instructor. Co-requisite: NURS 5340, NURS 5341, and NURS 5010 or consent of instructor.

**5310 Health and Illness: Foundations of Nursing (3 sh)**

Concepts basic to the art and science of nursing are introduced as a foundation for safe, quality patient care. Emphasis is placed on the patient and/or designee as the source of control and full partner in providing compassionate and coordinated care. Evidence-based principles of nursing and health promotion are integrated to prepare the student to meet the health-related needs of a patient. The nurse's role as a member of the interdisciplinary team will be examined. Prerequisite: Admission to the DEMSN Program or consent of instructor. Co-requisite: NURS 5220 Communicating and Managing Healthcare Information

NURS 5210, NURS 5230, NURS 5240, NURS 5250, and NURS 5311 or consent of instructor.

**5311 Health and Illness: Foundations of Nursing Practicum (1 sh)**

Evidenced-based clinical reasoning is applied in the care of individual patients with acute and chronic illness to ensure safe and quality outcomes. Emphasis is placed on the patient and/or designee as the source of control and full partner in providing compassionate and coordinated care. Tools of communication and technology are utilized in the delivery and documentation of care. The role of the nurse within the interdisciplinary team is demonstrated. Prerequisite: Admission to the DEMSN Program. Co-requisite: NURS 5250, NURS 5310, NURS 5210, NURS 5220, NURS 5230, NURS 5240, or consent of instructor.

**5320 Health and Illness: Nursing Across the Lifespan (4 sh)**

A greater sophistication of clinical reasoning is developed to achieve safe and quality outcomes using multiple ways of knowing including nursing knowledge. Emphasis is placed on managing the care of patients experiencing acute and chronic illnesses and promoting health across the lifespan. Strategies to empower and engage patients/designees in all aspects of the health care process are examined. Evidence-based therapeutic nursing interventions that meet a patient's holistic health needs will be expanded. Perspectives of other health care members will be recognized in order to collaborate and work effectively as a team to provide interdisciplinary care. Technology and communication skills are integrated as methods to support safe processes of care. Prerequisite: NURS 5250, NURS 5310, NURS 5311, NURS 5210, NURS 5220, NURS 5230, NURS 5240, or consent of instructor. Co-requisite: NURS 5320, NURS 5215, NURS 5235, NURS 5245, or consent of instructor.

**5321 Health and Illness: Nursing Across the Lifespan Practicum (3 sh)**

Students engage patients in active partnerships to manage acute and chronic illness and promote health across the lifespan. Multiple sources of evidence are incorporated into the planning, implementation, and evaluation of nursing care, including nurse-sensitive quality indicators. Coordination, integration, and continuity of care for multiple patients will be applied in the healthcare microenvironment. Emphasis is placed on interdisciplinary collaboration to ensure safe and quality outcomes. Technology and information management tools are utilized to support safe processes of care. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310 and NURS 5311, or consent of instructor. Co-requisite: NURS, NURS 5215, NURS 5235, and NURS 5245, or consent of instructor.

**5330 Population Health Nursing (4 sh)**

Population-based health and multi-sectoral systems influencing global health are explored. Students build upon clinical reasoning skills from an individual level of care to a global context of care. Focus is on risk reduction, protective and predictive factors, and the systems influencing the health of individuals, families, and communities. Multiple determinants of health and basic data patterns are applied to assess the health and illness beliefs, assets, and barriers to health and to explore historical, social, political, and economic forces impacting the health of communities. Community theories, models, and frameworks are explored to guide a community health improvement project. Community engagement and collaboration, health coaching and behavior change, and chronic disease management are used to create a community health improvement plan. Quality

indicators and sustainable health outcomes are explored to address local, state, and global health issues impacting communities. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310 and NURS 5311, or consent of instructor. Co-requisite: NURS, NURS 5215, NURS 5235, and NURS 5245, or consent of instructor.

**5331 Population Health Nursing Practicum (1 sh)**

Concepts and theories from leadership and population health are applied to the health care of individuals, groups, communities, and populations. There is a concentrated focus on leadership in health promotion that provides safe, effective, and efficient care. Leadership concepts such as systems theory, quality improvement, economics, and evidence are applied. Students are provided opportunities for inter-professional collaboration in the planning of health care and promotion of quality outcomes for diverse populations. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, NURS 5235, NURS 5245, NURS 5320, NURS 5321, or consent of instructor. Co-requisite: NURS 5270, NURS 5260, NURS 5330, and NURS 5030, or the consent of instructor.

**5340 Health and Illness: Nursing with Diverse Populations (5 sh)**

Comprehensive and focused evidence-based care of patients in diverse populations with complex health conditions will be examined. The nurse's role in assuring coordination, integration, and continuity of care is investigated. Integration of the physical, behavioral, psychological, spiritual, socioeconomic, and environmental factors that influence patient-centered care is explored. Collaboration with other health care team members to provide safe and quality care for diverse patients in a variety of complex settings is analyzed. Information management tools to monitor outcomes of care are evaluated. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, NURS 5235, NURS 5245, NURS 5320, NURS 5321, NURS 5215, NURS 5270, NURS 5331, and NURS 5330, or consent of instructor. Co-requisite: NURS 5280, NURS 5341, and NURS 5010, or consent of instructor.

**5341 Health and Illness: Nursing with Diverse Populations Practicum (3 sh)**

Coordination, integration, and continuity of care for diverse patients with multiple/complex problems will be applied in dynamic microenvironments such as maternity, mental health, and critical care. Patients/designees are engaged in active partnerships that promote health, safety, well-being, and self-care management. Synthesis of evidence and collaboration with other members of the health care team are used to plan, implement, and evaluate safe and quality care for patients. Technologies that support clinical decision-making, error prevention, and care coordination are emphasized. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, NURS 5235, NURS 5245, NURS 5320, NURS 5321, NURS 5215, NURS 5270, NURS 5030, NURS 5330, or consent of instructor. Co-requisite: NURS 5280, NURS 5340, NURS 5010, or consent of instructor.

**5380 DEMSN Immersion Practicum (3 sh)**

In this culminating course, a preceptor model of learning professional nursing practice provides opportunities to synthesize and integrate previous learning experiences. Emphasis is placed on the roles of the nurse as provider of indirect and direct care; designer, manager and coordinator of care; and member of the profession. The focus is on the transition to the professional nursing role, recognizing the organizational, social, political,

economic, ethical, and legal context in which interdisciplinary health care is delivered in a selected clinical setting.

Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, NURS 5235, NURS 5245, NURS 5320, NURS 5321, NURS 5215, NURS 5270, NURS 5331, NURS 5330, NURS 5030, NURS 5280, NURS 5340, NURS 5341, NURS 5010. Co-requisite: NURS 5020, NURS 5015, and NURS 5390, or consent of instructor.

#### **5390 Integration and Role Transition Seminar (2 sh)**

Students integrate concepts discussed in the classroom with competencies learned from the clinical setting. The course is a synthesis of learning from the entire curriculum that will guide students into their role as new nurses. Using guided reflective journal writing, students begin building a skill set that shows comprehensive knowledge of and appreciation for the roles of direct care provider; designer, manager and coordinator of care; and member of a profession. Prerequisite: NURS 5220, NURS 5250, NURS 5210, NURS 5230, NURS 5240, NURS 5310, NURS 5311, NURS 5235, NURS 5245, NURS 5320, NURS 5321, NURS 5215, NURS 5270, NURS 5331, NURS 5330, NURS 5030, NURS 5280, NURS 5340, NURS 5341, or consent of instructor. Co-requisite: NURS 5020, NURS 5015, and NURS 5380, or consent of instructor.

#### **5431 Strategic Nursing Leadership I (5 sh)**

This course is a foundation for the healthcare leader and manager shaping change across the continuum of care. It builds upon the knowledge base, tools, and abilities essential to function as an effective nurse leader and manager in a variety of healthcare systems. Students will synthesize management skills related to systems analysis, human resources, outcomes management, financial management, micro and macroeconomics, organizational development, business planning, conflict resolution and change management. The class includes both a didactic and practicum component. The practicum component is focused upon the application of nursing research, theory and the essential principles of management to a practice setting. The student has the opportunity to advance knowledge and skill through participation in an agency-based project. Course projects relate to developing a business plan, analyzing a financial plan, and human resource management approaches in a healthcare setting. These healthcare settings may include acute care agencies, community settings, not-for-profit corporations, congregations, government agencies or education facilities in the Chicago metropolitan area. Practicum site selection and project planning and approval are done between the student, faculty, and preceptor with the goal of improving outcomes for individuals or populations. The student develops objectives specific to advancing knowledge and management skills and begins work on a capstone practicum project. Practicum hours total 150 clock hours. Prerequisite: NURS 5010, 5015, 5020, 5030.

#### **5441 Strategic Nursing Leadership II (5 sh)**

This course focuses upon the student as a transformational leader in the healthcare environment. The student analyzes and evaluates community-based care, integrated systems, and community networks. Concentration on the continuum of care as it moves from simple to more complex systems of partnerships, mergers, networks, and interdisciplinary teams will be emphasized. The role of the leader advances to that of strategic change agent who is knowledgeable in the transformation of organizations to enhance capabilities and adaptability of resources at all levels. Having learned about nursing management processes

during NURS 5431, the practicum focus for this semester is on innovative leadership, quality improvement, safety, collaboration, and problem resolution. The student seeks out these experiences in collaboration with the preceptor. Time may be spent with departments and programs such as Quality Improvement, Infection Prevention, Risk Management, Informatics, Patient Advocacy, Bed Control, or other relevant experiences. Activities may include observation, participation in data collection, monitoring, or patient rounding. The student, preceptor, and faculty member work together to identify those activities that best meet the student's learning objectives. Completion of the practicum project provides the student with an opportunity to apply skills and approaches learned during course work into practice in a healthcare environment. Practicum hours total 180 clock hours. Prerequisite: NURS 5431. Co-requisite: NURS 5990.

#### **5503 Advanced Practice Nursing: Role Concepts and Transitions (2 sh)**

This course is designed to facilitate student transition into the role of advanced practice nurse. It builds on concepts of role socialization and organizational structure. Professional issues such as credentialing and reimbursement for advanced practice nurses are explored. Health care policy and its impact on advanced practice nursing and primary care are examined. Prerequisite: NURS 5531.

#### **5505 Advanced Pathophysiology (3 sh)**

This course expands on foundational concepts of pathophysiology, focusing on altered cell, organ, and system function. Recognition, evaluation, and management of common health deviations of individuals across the lifespan are also addressed.

#### **5510 Advanced Pharmacology (3 sh)**

This course expands on foundational concepts of pharmacology and provides a framework for understanding pharmacotherapeutics. The overall purpose of the course is to prepare advanced practice nurses for safe therapeutic drug selection and prescription for individuals across the lifespan. Prerequisite: NURS 5505.

#### **5515 Advanced Health Assessment (4 sh)**

This course examines the process of health history taking, physical assessment, diagnostic data interpretation, and health assessment recording for individuals across the lifespan. It consists of a 3-hour didactic portion and a 1-hour laboratory component. Students must have completed an undergraduate health assessment course or equivalent prior to registering for this course. Prerequisite: NURS 5505.

#### **5520 Health and Wellness Promotion (3 sh)**

This course addresses theories of adult growth and development, principles of health promotion and disease prevention, and introduces related national practice guidelines. Students acquire skills in conducting risk assessments, developing health promotion and risk reduction strategies, and evaluating health promotion activities.

#### **5531 Adult Health I-Primary Care (6 sh)**

The course examines the health care needs of adults across the lifespan as addressed by the advanced practice nurse in primary care settings. It builds on the concepts of health promotion and disease prevention and emphasizes assessment, diagnosis, and treatment of common acute episodic illnesses, chronic stable illnesses, and medical emergencies. Supervised clinical experiences (225 clock hours) are provided to support application of

didactic content into the clinical setting. Prerequisite: NURS 5505, 5510, 5515, 5520, 5610.

**5540 Adult Health II-Primary Care (3 sh)**

The course, a continuation of NURS 5530, examines the health care needs of adults across the lifespan as addressed by the advanced practice nurse in primary care settings. It builds on the concepts of health promotion and disease prevention and emphasizes assessment, diagnosis, and treatment of common acute episodic illnesses, chronic stable illnesses, and medical emergencies. Prerequisite: NURS 5531. Co-requisite: NURS 5561, 5571 or 5621.

**5561 Pediatric Health-Primary Care (5 sh)**

This course addresses primary care of the pediatric patient in the context of family centered care. It examines family theories and builds upon principles of growth and development, health promotion, disease prevention, diagnostic screening and anticipatory guidance related to the assessment and management of the well child visit and diagnosis and management of common acute and chronic health care problems in children from infancy through adolescence. Supervised clinical experiences (90 clock hours) are provided to support application of didactic content into the clinical setting. Prerequisite: NURS 5531.

**5571 Women's Health-Primary Care (4 sh)**

The course examines health care needs of women from adolescence through older adulthood. It builds on the concepts of health promotion and disease prevention and emphasizes assessment, diagnosis and treatment of common acute and chronic health alterations. Attention is given to preconception care, family planning, pregnancy and post-partum care. Supervised clinical experiences (90 clock hours) are provided to support application of didactic content into the clinical setting. Prerequisite: NURS 5531.

**5610 Advanced Practice in Gerontologic Nursing I-Primary Care (2 sh)**

This course addresses the principles of health and aging and strategies for advanced assessment of older adults across cultural groups. Common geriatric issues and syndromes are discussed, with emphasis on wellness, prevention, maintenance, and early health care interventions in primary and long-term care settings.

**5621 Advanced Practice Gerontologic Nursing II-Primary Care (3 sh)**

The course focuses on the primary care services for older adults. It builds on the concepts of health promotion and disease prevention and emphasizes assessment, diagnosis, and treatment of common acute episodic illnesses, chronic stable illnesses, complex multi-morbidity, frailty and geriatric syndromes found in older adults. The role of the primary care NP with palliative/end of life care management is addressed. Supervised clinical experiences (90 clock hours) are provided to support application of didactic content into the clinical setting. Prerequisite: NURS 5531.

**5781 Residency: Adult-Gerontology-Primary Care (3 sh)**

This is the culminating course for the nurse practitioner students in the adult/gerontology track. It is a residency. Students engage in clinical experiences to synthesize knowledge and skills gained in previous practicum courses. They assume responsibility for management of individual adult clients from late adolescence through old age. Opportunities are also

provided for advanced skill building with application to the clinical setting. Supervised clinical experiences (270 clock hours) are provided in the clinical setting. Prerequisites: NURS 5540, 5621.

**5791 Residency: Family Practice (3 sh)**

This is the culminating course for the nurse practitioner student in the family practice track. It is a residency. Students engage in clinical experiences to synthesize knowledge and skills gained in previous practicum courses. They assume responsibility for management of individual clients across the lifespan in the context of the family. Opportunities are provided for advanced skill building with application to the clinical setting. Supervised clinical experiences (270 clock hours) are provided in the clinical setting. Prerequisites: NURS 5540, 5561, 5571.

**5910 Independent Study in Graduate Nursing (1-4 sh)**

Upon selection of an instructor, students enroll in one to four semester hours of credit to pursue a clinical or research project. Students meet with their instructor on an individual basis. Course offered pending faculty availability. Prerequisite: NURS 5010.

**5920 Topics in Graduate Nursing (1 sh)**

**5990 Capstone Project (2 sh)**

This course provides students with the opportunity to develop an evidence-based practice project with potential for dissemination. The project will be presented in both written and oral formats. Concurrent enrollment with 5442, 5525, 5565, or 5575



## Doctorate of Nursing Practice (DNP)

With a solid grounding in the three North Park core values of Christian perspective, urban commitment, and intercultural recognition, the Doctor of Nursing Practice (DNP) program is designed to fully prepare students for advanced nursing practice. Building upon a master's degree in nursing, students will develop organization and systems leadership knowledge and skills, generate new knowledge through practice innovation, and improve health outcomes through application and translation of evidence into practice.

### Admissions:

Applications for the DNP degree program are processed annually for fall admissions. The application deadline is June 1. A mandatory onsite orientation is scheduled before the fall semester commences.

### Admission Requirements:

- Completed application form
- MSN/MS with a major in nursing from a US accredited program
- Official transcripts from all colleges and universities attended
- Cumulative GPA of 3.2 for all MSN/MS program courses
- Documentation of practice hours completed in MSN/MS program courses
- Essay
- Resume or CV
- Three professional letters of recommendations, with at least one from current supervisor
- Current unencumbered RN license in the state where practicing (practicum)
- Personal interview(s) with faculty

### Transfer Students

Students may not transfer courses from other graduate programs. They will complete all outlined core and project/practicum courses at North Park University.

### International Students

Students who completed a MSN/MS with a major in nursing degree abroad are not candidates for admission into the program.

### Students Rights, Responsibilities, and Regulations

These are comparable to those outlined for the Master of Science in Nursing (MSN) programs in the current academic catalogue with the following modifications:

- No more than one C+ or lower grade may be earned in a DNP course. If a second C+ or lower grade is earned, the student will be dismissed from the program.
- Leave of Absence: Students are expected to move through the DNP program as a cohort. If a student drops a course or leaves the program for personal reasons, the student may be granted a leave of absence. The student may return the following year, joining the subsequent cohort. Each student in good standing has a maximum of five years from the time of matriculation to complete the program.

### DNP Program Requirements

Graduation from the Doctor of Nursing Practice (DNP) program includes completion of seven core courses, five DNP project development seminars, and a two-course sequence, culminating in DNP project implementation/evaluation and evidence translation.

Students may need to complete additional practice hours to fulfill the 1000 semester hour DNP requirement, mandated by the American Association of Colleges of Nursing (AACN), through enrollment in an independent study option. Students are expected to move through the program as a cohort. A cumulative grade point average of 3.0 or above is required for graduation.

### Core Courses

NURS 6010 Biostatistics.....	3 sh
NURS 6015 Epidemiology.....	3 sh
NURS 6030 Health Care Leadership in Organizations and Systems.....	3 sh
NURS 6035 Health Policy Development and Implementation.....	3 sh
NURS 6040 Health Care Information Systems.....	3 sh
NURS 6045 Health Care Ethics.....	2 sh
NURS 6050 Writing for Publication.....	2 sh

### Project Development Seminars

NURS 6110 DNP Project Development Seminar I.....	2 sh
NURS 6120 DNP Project Development Seminar II.....	2 sh
NURS 6130 DNP Project Development Seminar III.....	2 sh
NURS 6140 DNP Project Development Seminar IV.....	2 sh
NURS 6150 DNP Project Development Seminar V.....	2 sh

### Project Implementation

NURS 6200 DNP Project Implementation/Evaluation and Evidence Translation .....	2 sh
NURS 6200 DNP Project Implementation/Evaluation and Evidence Translation .....	2 sh

### 6010 Biostatistics (3 sh)

This course provides an overview of basic concepts in biostatistics with application to healthcare. Various research methodologies and data collection procedures are analyzed. The meaning of specific biostatistical tests, how to detect patterns in data, and how to judge the validity and reliability of data are explored. Specific clinical applications of biostatistics related to advanced nursing practice is examined.



**6015 Epidemiology (3 sh)**

This course examines the distribution and the determinants of health and illness in human populations. Epidemiological approaches for estimating the burden of disease, and evaluating primary, secondary, and tertiary prevention strategies are analyzed. Statistical concepts related to epidemiological research are applied.

**6030 Health Care Leadership in Organizations and Systems (3 sh)**

This course explores leadership theory, organization theory, philosophy, culture, structure, and processes for their relevance to health care enterprises. The implementation, development, and improvement of both inter-professional practice models and healthcare outcomes are examined. Quality improvement models are discussed in the context of national initiatives and organizational processes. The role of the Doctor of Nursing Practice (DNP) nurse is examined within the health care system.

**6035 Health Policy Development and Implementation (3 sh)**

The primary focus of this course is to explore the leadership role of DNP nurses in health policy development and implementation. Overview of issues in health policy, including the socio-political and economic context of health and health-seeking behaviors, are explored. Health care policy development and implementation at the local, state, national, and global levels are examined. Ethical dimensions of public policy formulations and implementation are highlighted.

**6040 Health Care Information Systems (3 sh)**

An overview of the foundational concepts of Health Management Information Systems (HMIS) is provided. The stages of implementing a new HMIS, from planning to evaluation, are examined. The standards, governance, policy, globalization, and future of HMIS are discussed. Data analysis and presentation techniques are explored and used to trend organizational findings.

**6045 Health Care Ethics (2 sh)**

This course examines the complex interactions between ethical issues and the changing healthcare environment. The role of values and faith are considered when responding to ethical challenges in professional practice. The intersection between health care and organizational ethics are explored and contemporary moral discussions are examined in light of ethical frameworks. The ANA Code of Ethics and the North Park University School of Nursing philosophy are analyzed as they inform ethical decision making.

**6050 Writing for Publication (2 sh)**

This course prepares students to develop a publishable manuscript based on their DNP project. It addresses the key elements of scholarly writing including development a query letter, preparation of a scholarly paper, determination of authorship, and identification of ethical/legal considerations. Considerations for engaging in peer review and effective strategies for oral and poster presentations are addressed.

**6110 DNP Project Development Seminar I (2 sh)**

This is the first in a series of seminars to facilitate the development of the DNP project and the DNP role. Students gain expertise in planning for the development, implementation, and evaluation of a DNP project and engage in mentored practicum experiences. In this first seminar, emphasis is placed on characterization of a clinical problem and identification of key stakeholders with potential to offer input into the nature

of the problem. The role of the DNP in providing leadership for clinical scholarship is explored.

**6120 DNP Project Development Seminar II (2 sh)**

This is the second in a series of seminars to facilitate the development of the DNP project and the DNP role. Students gain expertise in planning for the development, implementation, and evaluation of a DNP project and engage in mentored practicum experiences. In this second seminar, emphasis is placed on gaining a complete understanding of the full scope of the clinical problem, and on the gathering, appraising, and synthesizing evidence to identify best practices to address the problem. The role of the evidence-based framework for the project is addressed.

**6130 DNP Project Development Seminar III (2 sh)**

This is the third in a series of seminars to facilitate the development of the DNP project and the DNP role. Students gain expertise in planning for the development, implementation, and evaluation of a DNP project and engage in mentored practicum experiences. In this third seminar, emphasis is placed on developing a comprehensive program description incorporating a logic model to support the project planning process. Stakeholder input is elicited.

**6140 DNP Project Development Seminar IV (2 sh)**

This is the fourth in a series of seminars to facilitate the development of the DNP project and the DNP role. Students gain expertise in planning for the development, implementation, and evaluation of a DNP project and engage in mentored practicum experiences. In this fourth seminar, emphasis is placed on designing an evaluation plan addressing logic model elements, indicators, data sources, methods, timing and data analysis. Stakeholder input is elicited.

**6150 DNP Project Development Seminar V (2 sh)**

This is the last in a series of five seminars to facilitate the development of the DNP project and the DNP role. Students gain expertise in planning for the development, implementation, and evaluation of a DNP project and engage in mentored practicum experiences. In this last seminar, emphasis is placed on identifying ethical issues associated with project implementation and evaluation and in pulling together a quality proposal for IRB review and faculty approval.

**6200 DNP Project Implementation/Evaluation and Evident Translation (2 sh)**

The focus of this course is to facilitate DNP project implementation and evaluation. It builds on the knowledge and skills gained in the DNP project development seminars. Emphasis also is placed on the dissemination of project findings for translating evidence into practice. The course is repeated over two semesters.

**6910 Independent Study: Advance Nursing Practicum (1-4 sh)**

DNP students enroll in mentored practicum hours to gain expertise in building and assimilating knowledge in advanced nurse practice.

# Master of Science in Athletic Training

*Lundgren (director), Anderson, Potteiger*

The Master of Science in Athletic Training (MSAT) prepares students to sit for the Board of Certification (BOC) national examination. Successful completion of the BOC examination is required in order for the student to work as an entry-level Athletic Trainer. Students will typically take this exam during their last semester of graduate studies. The MSAT has a competitive admission process. Entrance into North Park as an undergraduate student does not guarantee entrance into the MSAT. North Park undergraduate students seeking entry into the 3 + 2 accelerated master program should complete the Athletic Training application by May 1st of the year prior to which they intend to start the graduate-level coursework. If a candidate for the MSAT has already completed a bachelor's degree or is in the process of completing their bachelor's degree, they are eligible for the 2-year graduate sequence of the MSAT (providing the prerequisite coursework is fulfilled by the start date). The 2-year graduate sequence has rolling admission with a deadline of May 1st of the summer the candidate wishes to start the program. The MSAT is a cohort program that begins in the summer and lasts six sequential semesters (i.e., summer/fall/spring and summer/fall/spring).

- Application requirements for the MSAT include:
- Completion of the Athletic Training Program Application
- Successful completion ("C" or better) in the following (or equivalent) courses by program start date:
- Human Anatomy
- Human Physiology
- Biology
- Psychology
- Chemistry
- Physics
- CPR/AED Certification
- Minimum overall GPA of 3.0
- Bachelor's degree from an accredited institution (official transcripts must be received within 90 days of start of program\*)
- 50 hours of clinical observation under the supervision of an Athletic Trainer (AT)
- Two professional letters of recommendation ; one from AT supervising observation hours
- Verification that student can meet technical standards

\*3+2 students are exempt from needing completed bachelor's degree before beginning graduate sequence.

This cohort program has a maximum capacity of 16 students. There is a competitive admissions process. The top 16 candidates from the pool are identified in relation to their

profile as described above. Simply meeting the minimum criteria does not guarantee entry in the MSAT program.

## Major Requirements for the M.S. Degree in Athletic Training

### Required Semester hours

60 sh

#### Core Courses

EXS 5000	Introduction to Athletic Training Practice
EXS 5010	Athletic Training Clinical Skills Lab
EXS 5200	Practicum I
EXS 5210	Practicum II
EXS 5220	Practicum III
EXS 5230	Clinical Intensive
EXS 5240	Practicum IV
EXS 5300	Orthopedic Assessment I
EXS 5310	Orthopedic Assessment II
EXS 5320	Assesment of General Medical Conditions
EXS 5400	Therapeutic Interventions I
EXS 5410	Therapeutic Interventions II
EXS 5500	Athletic Training Administration
EXS 5600	BOC Exam Prep/Career Development
EXS 5610	Athletic Training Capstone

### Progress and Retention

MSAT students must receive a "C" or better in all required courses. Due to the sequential nature of the curriculum, failure to procure a "C" or better in any course will result in the student's failure to matriculate. The student will then have to retake that class before continuing the sequence. The student must express their interest in joining the following year's cohort in writing one-week prior to registration for the semester of re-admittance to the athletic training curriculum.

Students must supply their own transportation for off-campus clinical rotations. Additional expense for athletic training attire and/or equipment. Due to the complexity of the clinical rotation schedule, there is no guarantee that a student-athlete will be able to participate in intercollegiate athletics while taking courses; A criminal background check may be required at student's expense; Student must adhere to the Athletic Training Student Handbook located on the Athletic Training website; Students maybe required to be a student member of NATA; Students must stay up to date with their vaccinations while enrolled in the Athletic Training program; Students must maintain individual health insurance.

**5000 Introduction to Athletic Training Practice (4 sh)**

This course will introduce students to athletic training practice through the exploration of the core competencies for healthcare professionals and the educational domains of athletic training. Prerequisite: Formal acceptance to the MSAT program.

**5010 Athletic Training Clinical Skills Lab (4 sh)**

This course will introduce students to foundational clinical skills necessary for athletic training practice including but not limited to: vitals assessment, emergency management techniques, and preventative wrapping and taping. Prerequisite: Formal acceptance to the MSAT program.

**5200 Practicum I (4 sh)**

A course designed to formally structure clinical experience (time by arrangement) in a North Park University athletic training facility. Will include observation, fieldwork and practical experience under the direct supervision of an athletic trainer (AT). Emphasis is on prevention and diagnosis of injuries and incorporating evidence into clinical practice. Prerequisite: EXS 5000, 5320, EXS 5010. Co-requisite: EXS 5300, 5400.

**5210 Practicum II (4 sh)**

A course designed to formally structure clinical experience (time by arrangement) in a North Park University athletic training facility or an affiliated high school athletic training facility will include observation, fieldwork and practical experience under the direct supervision of an athletic trainer (AT). Emphasis is on the clinical decision making process as part of the evaluation process, emergency medicine and nutrition. Prerequisite: EXS 5200, 5300, 5400. Co-requisite: EXS 5310, 5410.

**5220 Practicum III (4 sh)**

A course designed to formally structure clinical experience (time by arrangement) at an affiliated sports medicine clinic, physician's office or hospital system. Will include observation, fieldwork and practical experience under the direct supervision of a licensed health care provider. Emphasis is on the rehabilitation process, psychosocial considerations and pharmacology. Prerequisite: EXS 5210, 5310, 5410. Co-requisite: EXS 5500.

**5230 Clinical Intensive (8 sh)**

A course focused on incorporating research and evidence-based practice into a clinical intensive environment (time by arrangement) at an affiliated site. Instruction will occur online to accommodate accreditation guidelines for "clinical intensive". The clinical intensive experience will include observation, fieldwork and practical experience under the direct supervision of a licensed health care provider. Prerequisite: EXS 5220, 5500.

**5240 Practicum IV (4 sh)**

A course designed to formally structure clinical experience (time by arrangement) at a North Park University athletic training facility or an affiliated high school athletic training facility. Will include observation, fieldwork and practical experience under the direct supervision of an AT. Emphasis is on psychosocial considerations, nutrition and professional responsibility. Prerequisite: EXS 5230. Co-requisite: EXS 5600, EXS 5610.

**5300 Orthopedic Assessment I (4 sh)**

A comprehensive study of the lower extremities including the foot, ankle, knee, thigh, hip, pelvis, and spine. Injuries will be discussed from the following viewpoints: 1) prevention, 2) etiology and mechanism of injury, 3) pathology, 4) recognition and evaluation techniques, and 5) treatment. The clinical decision model will incorporate evidence-based practice. Prerequisite: EXS 5100, 5320, EXS 5010. Co-requisite: EXS 5200, 5400.

**5310 Orthopedic Assessment II (4 sh)**

A comprehensive study of the upper extremities including the shoulder, upper arm, elbow, forearm, wrist, hand, thumb, fingers, spine, thorax, abdomen, head, and face. Injuries will be discussed from the following viewpoints: 1) prevention, 2) etiology and mechanism of injury, 3) pathology, 4) recognition and evaluation techniques, and 5) treatment. The clinical decision model will incorporate evidence-based practice. Prerequisite: EXS 5200, 5300, 5400. Co-requisite: EXS 5210, 5410.

**5320 Assessment of General Medical Conditions (4 sh)**

A systems approach to the comprehensive assessment of non-musculoskeletal conditions including neurological, cardiovascular, respiratory, immune, gastrointestinal, genitourinary, and dermatological pathology. These conditions will be discussed from the following viewpoints: 1) prevention, 2) etiology and mechanism, 3) pathology, 4) recognition and evaluation techniques, and 5) immediate and long-term intervention. Prerequisite: Formal acceptance to the MSAT program.

**5400 Therapeutic Interventions I (4 sh)**

This course provides an evidence-based overview of the theory and application of therapeutic interventions common to the rehabilitation of select musculoskeletal injuries and conditions. Emphasis will be placed on the foundational theories such as physiology of injury, pain, stages of healing, altered movement as well as the exercises, modalities, and pharmacological interventions specific to the inflammatory and proliferation stages of healing. Prerequisite: EXS 5100, 5310 EXS 5010. Co-requisite: EXS 5200, 5300.

**5410 Therapeutic Interventions II (4 sh)**

This course provides an evidence-based overview of the theory and application of therapeutic interventions common to the rehabilitation of select musculoskeletal injuries and conditions. Emphasis will be placed on exercises and modalities specific to the remodeling stage of healing and for the return to participation. Special considerations for the physical rehabilitation of various anatomical segments will also be explored. Prerequisite: EXS 5200, 5300, 5400. Co-requisite: EXS 5210, 5310.

**5500 Athletic Training Administration (4 sh)**

Designed to give an understanding of the planning, coordinating, and supervision of all administrative components of an athletic training program in a clinical, high school, college, professional, or industrial setting. Emphasis will be placed on facility organization and design, budgeting, legal liability, day-to-day scheduling, personnel management, record keeping and ethical considerations. Prerequisite: EXS 5210, 5310, 5410. Co-requisite: EXS 5220.

**5600 BOC Exam Prep/Career Development (2 sh)**

The course focuses on preparation for the Board of Certification (BOC) examination. Professional development, networking, job selection, and career transition is included. Prerequisite: EXS 5230. Co-requisite: EXS 5610, EXS 5240.

**5610 Athletic Training Capstone (2 sh)**

This course is designed to provide a finishing experience for the Master of Science in Athletic Training. In this course, students will seek to identify a pathway for continuing education, as well as, develop an aspirational goal for their professional career. Then, students will develop a project with the potential for dissemination based on their plans. The project will be presented in both written and oral formats. Students will complete this course in the last semester of their program.

# DIRECTORY OF PERSONNEL AND FACULTY

## Board of Trustees

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### Term Expires 2025

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Michael E. Harper	<i>Agent/Owner, State Farm Insurance Agency, Portland, OR</i>

Paul Johnson	<i>Executive Director, Bravingbird, West Dundee, IL</i>
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Gricel Medina	<i>Clergy, Evangelical Covenant Church, Carrollton, TX</i>
Erin Oleniczak	<i>Occupational Therapist, Shirley Ryan AbilityLab, Lincolnwood, IL</i>
Aaron Olson	<i>Executive Vice President, Aon Corporation, Chicago, IL</i>

### Term Expires 2026

Gregory Wittrock	<i>CEO, Chairman of the Board of Directors, JPS Manufacturing, Inc., Fraser, MI; Retired, Vice President General Counsel and Secretary, Masco Corporation, Livonia, MI</i>
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## Ex-Officio:

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Karen Stein	<i>Retired, Attorney, Greeley, CO</i>
Mary K. Surridge	<i>President, North Park University, Chicago, IL</i>
Tammy Swanson-Draheim	<i>President, Evangelical Covenant Church, Chicago, IL</i>

## Office of the President

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Melissa Vélez-Luce	<i>Chief of Staff, Office of the President</i>

## Senior Executive Team

Mary K. Surridge, President
Michael S. Carr, Ph.D. Provost
Rev. Dennis R. Edwards, Ph.D., Dean of the Seminary and Vice President for Church Relations
Francisco X. Gaytán, Vice President for Student Engagement
Anthony Scola, Vice President for Enrollment Management and Marketing
Scott Stenmark, Chief Financial Officer/Vice President of Finance and Administration

## Office of the Provost

Michael Carr, Ph.D.	<i>Provost</i>
Liza Ann Acosta, Ph.D.	<i>University Dean</i>



Cynthia Hudson, Ph.D. *Dean of School of Nursing and Health Sciences*

Rebecca Ryan, Ph.D. *Interim Dean, School of Music, Art, and Theatre*

Ann Hicks, Ph.D. *Dean, School of Business and Nonprofit Management*

Katie Maier-O'Shea *Dean, Institutional and Academic Technology*

Dan Walsh, Ph.D. *Interim Dean, School of Education*

Lori Scrementi, Ph.D. *Dean, School of Professional Studies*

## University Faculty (full and proportionate time)

North Park is justly proud of the preparation and professional activities of its faculty. A list of annual faculty professional activities is available upon request.

### The Undergraduate College

Acosta, Liza Ann *University Dean; Professor of English and Comparative Literature*

B.A., Converse College; M.A., North Carolina State University; Ph.D., Penn State University. At North Park since 2000.

Ahlman, Angelica *Assistant Professor of Spanish & Latin Studies*

At North Park since 2019.

Ahn, Ilsep *Professor of Philosophy,  
Carl I. Lindberg Endowed Chair in Applied Ethics*

B.A., Yonsei University, Korea; M.Div., Th.M., Emory University; Ph.D., University of Chicago. At North Park since 2004.

Andreasson-Hogg, Anne-Marie *Professor of Swedish*  
Licence, Maitrise, Diplome, Sorbonne (Paris); M.A., Ph.D., University of Illinois. At North Park since 1998.

Ankney, Rachelle *Professor of Mathematics*  
B.A., Belmont University; Ph.D., Washington University. At North Park since 2006.

Babu, Libin *Assistant Professor of Physics and Engineering*  
B.Tech, University of Kerala, India; M.S., Oklahoma State University; Ph.D., Oklahoma State University. At North Park since 2020.

Arnesen, Nancy E. *Professor of English*  
B.A., Wheaton College; M.A., Northern Illinois University; Ph.D., Northwestern University. At North Park since 1986.

Bennett, David *Professor of Psychology*  
A.A.S., Prairie State College, B.S., Loyola University; M.A., Ph.D., University of South Florida. At North Park since 2002.

Bergman, Chad Eric *Professor of Theatre Arts*

B.A., Wheaton College; M.A., Northern Illinois University; Ph.D., University of Illinois. At North Park since 2004.

Bricault, Dennis *Professor of Spanish, Director of the English as a Second Language Program*

B.A., Wartburg College; M.Ed., CESEM Business School, Barcelona, Spain; M.A., Northeastern Illinois University; Ph.D., Loyola University Chicago. At North Park since 1992.

Clark, Gregory A. *Professor of Philosophy*

B.A., Wheaton College; M.A., Wheaton College Graduate School; M.A., Loyola University of Chicago; Ph.D., Loyola University Chicago. At North Park since 1994.

Clifton-Soderstrom, Karl *Professor of Philosophy and  
Director of General Education*

B.S. North Park University; M.A., Ph.D., Loyola University. At North Park since 2008.

Doherty, Sarah *Assistant Professor of History*

B.A., Xavier University; M.A., University of Wisconsin-Milwaukee; Ph.D., Loyola University of Chicago. At North Park since 2015.

Dooley, Reinhold J. *Professor of English*

B.A., LaGrange College; M.A., University of Arkansas; Ph.D., University of Tennessee. At North Park since 1989.

Governale, Amy *Assistant Professor of Psychology*

B.A., Boston University; M.A., Loyola University; Ph.D., Loyola University Chicago. At North Park since 2020.

Gray, Elizabeth *Professor of Psychology*

B.A., University of California, Santa Barbara; M.A., Ph.D., University of Iowa. At North Park since 2002.

Hodge, Daniel White *Associate Professor of Communications*

A.A., Monterey Peninsula College, B.A., California State University, M.A., Ph.D., Fuller Graduate Schools. At North Park since 2012.

Hostetter, Robert D. *Professor of Communication Arts*

B.A., Eastern Mennonite College; M.A., Christian Theological Seminary; Ph.D., Northwestern University. At North Park since 1989.

Iliff, Alan J. *Professor of Computer Science*

B.A., Shimer College; M.S., D.A., University of Illinois-Chicago. At North Park since 1982.

Johnson, Michael *Professor of History*

B.A., University of Wisconsin – Milwaukee; M.A., University of Wisconsin – Milwaukee; M.Div., St. Vladimir's Orthodox Theological Seminary. At North Park since 2018.

Johnson, Rajkumar Boaz *Professor of Biblical and Theological Studies*

B.A., Hans Raj College, University of Delhi; M.Div., Union Biblical Seminary, Serampore Universe; Th.M., Ph.D., Trinity Evangelical Divinity School, At North Park since 2003.



**Kaestner, Aaron Associate Professor of Mathematics**

B.A., Indiana University; M.A., St. Louis University; Ph.D., University of Illinois at Chicago, At North Park since 2011.

**Kelley, Amber Assistant Professor of Chemistry**

B.S., St. Norbert College; Ph.D., University of North Carolina at Greensboro. At North Park since 2022.

**Kim, Kibum Associate Professor of Mechanical Engineering**

B.S., Chungnam National University in South Korea; M.S., University of Florida; Ph.D., University of Florida. At North Park since 2022.

**Lin, Ter-Yun Associate Professor of Biology**

B.A., Tunghai University, Taiwan; M.S., Louisiana State University; Ph.D., University of Iowa. At North Park since 2008.

**Nedilsky, Lida Professor of Sociology**

B.A., Miami University of Ohio; Prc, Fudan University; Roc, Taipei Language Institute; M.A., University of California, Berkeley; M.A., University of California, San Diego; Sar, Chinese University; Ph.D., University of California, San Diego. At North Park since 2002.

**Odelius, Kristy Professor of English**

B.A., Towson University; M.A., Wheaton College; Ph.D., University of Illinois at Chicago. At North Park since 2004.

**O'Toole, Kathryn Assistant Professor of Psychology**

B.S., University of Illinois at Urbana-Champaign; M.A., Ph.D., Loyola University. At North Park since 2015.

**Pavlik, Melissa Assistant Professor of English & Director of the Writing Center**

B.S., English and Music Performance (Viola), Indiana University. M.F.A., Creative Writing, Columbia College Chicago At North Park since 2017.

**Peterson, Jonathan Associate Professor of Politics and Government**

B.A., Wheaton College; M.A., Ph.D., University of Minnesota. At North Park since 2009.

**Quainoo, George Professor of Physics and Engineering**

B.S., University of Cape Coast, Ghana; Diploma in Education, University of Cape Coast, Ghana; M.S., University of Cape Coast, Ghana; Ph.D., University of Saskatchewan, Canada. At North Park since 2018.

**Randazzo, John Assistant Professor of Chemistry**

B.S., University of Notre Dame; Ph.D., University of California, Berkeley. At North Park since 2019.

**Rholl, Drew Associate Professor of Biology**

B.S., North Park University; Ph.D. Colorado State University. At North Park since 2011.

**Schau, Matthew Professor of Biology**

B.A., Carthage College; Ph.D., University of Illinois at Chicago. At North Park since 2004.

**Sheu, Chyonghwa Assistant Professor of Math**

Bachelors, Kaoshiung Normal University, Taiwan, M.A., Eastern Illinois University; Ph.D., University of Illinois at Urbana-Champaign. At North Park since 2022.

**Shirkey, Kezia Professor of Psychology**

A.B., University of Michigan, M.S., Vanderbilt University, Ph.D. Vanderbilt University. At North Park since 2012.

**Silver, Sunshine Assistant Professor of Chemistry**

B.S., St. Cloud State University; Ph.D., Montana State University. At North Park since 2015.

**St. Jean, Peter Associate Professor of Sociology**

B.A., B.S., St. John's University; M.A., Simon Fraser University; Ph.D., University of Chicago. At North Park since 2015.

**Van Duzor, Matthew Associate Professor of Chemistry**

B.S., University of Wisconsin-Milwaukee; M.A., Washington University in St. Louis; Ph.D., Washington University in St. Louis. At North Park since 2016.

**Veeneman, Mary Associate Professor of Biblical and Theological Studies**

B.A., Wheaton College; M.Phil., Ph.D., Fordham University. At North Park since 2008.

**Willitts, Joel Professor of Biblical and Theological Studies**

B.S., Liberty University; Th.M., Dallas Theological Seminary; M.Phil., Ph.D. Cambridge University, England. At North Park since 2006.

**School of Business and Nonprofit Management****Farruggia, Gianfranco Professor of Nonprofit Management**

B.A., University of Illinois; M.S., DePaul University; Ph.D., The Union Institute. At North Park since 2003.

**Gavoor, Mark Professional Faculty, Associate Professor of Operations Management**

B.S., University of Michigan, Dearborn; M.S., University of Michigan, Ann Arbor; M.A., M.S. Wayne State University. At North Park since 2012.

**Hawkinson, Paul Associate Professor of Finance and Strategy**

B.A., North Park University; Masters of Management, Northwestern University Kellogg School of Management. At North Park since 2019.

**Hicks, Ann Dean and Professor of Accounting**

B.S., University of Kansas; M.S., University of Houston At Clear Lake City; Ph.D., University of Wisconsin. At North Park since 2002.

**Kamienski, Alvin Professor of Finance**

B.A., University of Illinois.; M.B.A., Northwestern University; Ph.D., Loyola University. At North Park since 2002.

**Rogers, Pier** Professor of Nonprofit Management,  
Director, Axleson Center For Nonprofit Management

B.A., Wellesley College; M.A., Boston University; Ph.D., New York University. At North Park since 2006.

**Sundholm, Lee F.** Professor of Economics

B.A., North Park College; M.A., DePaul University; Ph.D., Northern Illinois University. At North Park since 1967.

**Vollmert, Brian** Assistant Professor of Marketing

B.S., M.B.A., Northern Illinois University. At North Park since 2015.

## School of Education

**Balodimas-Bartolomei, Angelyn** Professor of Education

B.A., Aghi Paraskevi, Greece; B.A., Pedagogical Academy of Greece, Greece; M.A. Northeastern Illinois University; Ph.D., Loyola University. At North Park since 2004.

**Cleary, Mary** Visiting Professor of Education

At North Park since 2015.

**Laukaitis, John J.** Assistant Professor of Education

B.S., Southern Illinois University, M.S., Northern Illinois University, M.A., Northwestern University, Ph.D., Loyola University. At North Park since 2012.

**Madl, Theresa** Associate Professor of Educational Leadership

At North Park since 2019.

**Maduram, Ida** Associate Professor of Education

B.A., B.Ed., Madurai University; M.Ed., Ph.D., University of Illinois-Chicago. At North Park since 2002.

**Poterek, Carolyn** Assistant Professor of Education and  
Coordinator of Secondary and K-12 Programs

B.A., Education and History, North Park University, M.Div., North Park Theological Seminary Ed.D., Educational Leadership, Seattle University. At North Park since 2017.

**Zervas, Theodore** Associate Professor of Education  
Coordinator of MATC

B.A., DePaul University, M.A., DePaul University, Ph.D., Loyola University. At North Park since 2006.

## School of Music, Art, and Theatre

**Bergman, Chad Eric** Professor of Theatre

B.A., Wheaton College; M.A., Northern Illinois University; Ph.D., University of Illinois. At North Park since 2004.

**Davids, Julia Lynn** Stephen J. Hendrickson Associate Professor  
of Music

BM, University of Western Ontario, London, Ontario, Canada; MM, Choral Conducting, University of Michigan; MM, Voice Performance, University of Michigan; DM, Northwestern University. At North Park since 2010.

**Durham Rayner, Maya** Associate Professor of Art

B.A., North Park University; M.F.A., Washington University. At North Park since 2012.

**Kim, You-Seong** Associate Professor of Music

B.M., M.M., Seoul National University; D.M.A., University of Cincinnati. At North Park since 2015.

**Lill, Joseph W.** Professor of Music

B.A., Northeastern Illinois University; M.M., DePaul University. D.M., Northwestern University. At North Park since 1988.

**Lowly, Tim** Professional Faculty, Assistant Professor of Art

B.F.A., Calvin College. At North Park since 1994.

**McBride, Michael** Visiting Assistant Professor of Music

B.A., Wheaton College Conservatory of Music; M.M., D.M., Northwestern University. At North Park since 2021.

**Okore, Nnenna** Professor of Art

B.A., University of Nigeria; M.A., Ph.D., University of Iowa. At North Park since 2005.

**Vanderbrug, Kelly** Professor of Art

B.A., B.F.A., Calvin College; M.F.A., Washington University. At North Park since 2001.

**Zelle, Tom** Director, Orchestral Activities; Professor of Music

Diploma, Musikhochschule, Germany; M.A.; Temple University; M.M., D.M.A., Arizona State University. At North Park since 1999.

## School of Nursing and Health Sciences

**Anderson, Alyssa** Assistant Professor of Athletic Training

B. S., North Park University; M.S., Ohio University; North Park since 2014.

**Bakken, Keith** Associate Professor of Health Sciences

B.S., Nursing, North Park University M.S., Nursing (Leadership & Management), North Park University. At North Park since 2017.

**Burns, Wanda** Assistant Professor of Nursing,  
Coordinator of RN Completion Program

B.S.N., University of Minnesota, M.S., North Park University. At North Park since 2005.

**Cobb, Bryan** Assistant Professor of Exercise and Sport

B.S., George Fox University; M.S., Oregon State University; Ph.D., Virginia Tech University. At North Park since 2015.

**Duncan, Heather** Professional Faculty, Assistant Professor of  
Nursing

B.S., William Jewell College; M.S., St. Xavier University. At North Park since 2007.

**Grooms, Jillann** Associate Professor of Nursing  
BSN, Valparaiso University; MSN, St. Catherine University. At North Park since 2021.

**Joseph, Ann** Assistant Professor of Nursing  
BSN., Binghamton University, State University of New York; MSN, Benedictine University. At North Park since 2022.

**King, Kristina** Assistant Professor of Nursing  
BSN., Arkansas State University; Public Health Certificate, University of Arizona; School Nurse Certificate, University of Illinois at Chicago; MSN., Benedictine University. At North Park since 2022.

**Kotowski, Margaret** Professional Faculty, Assistant Professor of Nursing  
B.S., North Park University; M.S., Lewis University. At North Park since 2008.

**Laky, Rachel** Assistant Professor of Nursing  
BSN, North Park University; MSN, Elmhurst University. At North Park since 2022.

**Loukissa, Dimitra** Professor of Nursing  
Diploma, Technical Educational Institution, Greece; B.S.N., University of Athens, Greece; M.S., Ph.D., University of Illinois-Chicago, Post Doctoral Research Fellow, Rush University. At North Park since 2003.

**Lundgren, Andrew** Director, Athletic Training Education Program, Associate Professor of Athletic Training  
B.S., Springfield College; M.A., North Park University. At North Park since 1996.

**McCreedy, Terri** Visiting Assistant Professor of Nursing  
B.S., University of Colorado, Boulder; B.S. San Diego State University; M.S., North Park University. At North Park since 2010.

**McMillian, Nicole** Assistant Professor of Nursing  
BSN, Purdue University; MSN, Frontier Nursing University. At North Park since 2019.

**Moeller, Suzen** Associate Professor of Nursing for Health Sciences  
B.S., University of Michigan, Dearborn; M.S., Ph.D., Tufts University. At North Park since 2014.

**Orosz, Michelle** Assistant Professor of Nursing  
Associates, Morton College; BSN, University Of Phoenix; MBA, University Of Phoenix; MSN, University of Phoenix. At North Park since 2022.

**Peebles, Patricia** Associate Professor of Nursing  
Director DESM Program  
BSN, Illinois Wesleyan University; MSN, Chamberlain College of Nursing; DNP, Chamberlain University. At North Park since 2022.

**Potteiger, Kelly** Professor of Athletic Training  
B.S., Mississippi State University; M.S., University of North Texas; Ph.D., Rocky Mountain University of Health Professions. At North Park 2007-2015, since 2018.

**Reckamp, Laura** Assistant Professor of Nursing  
BSN, Marquette University; MSN, North Park University. At North Park since 2022.

**Ross, Christine** Assistant Professor of Nursing  
BSN, Northwestern University; MSN, Benedictine University; DNP, Chamberlain University. At North Park since 2022.

**Smith, Christine** Professional Faculty, Associate Professor of Nursing  
A.A., Pitt Community College, B.S., University of Illinois, D. N.P. Rush University. At North Park since 2011.

**Stirk, Linda** Associate Professor of Nursing  
Diploma of Nursing, Clara Maass School of Nursing; B.S., Northern Illinois University; MSN, North Park University. At North Park since 2019.

**Wooding, Chelsea** Assistant Professor of Exercise and Sport  
B.A., California State University-Long Beach; M.S., California State University-Fullerton; M.A., Ph.D., West Virginia University. At North Park since 2020.

**Yu, Jong-Hoon** Associate Professor of Physical Education  
At North Park since 2020.

## School of Professional Studies

**DeVries, Michael** Professor, Director of Master of Arts Clinical Mental Health Counseling  
B.A., Trinity Christian College; M.A., Ph.D., Duquesne University. At North Park since 2016.

**James, Trevor** Associate Professor of Business Administration  
B.A., Columbia College; M.B.A., North Park University; At North Park since 2006.

**Mason, Martha** Assistant Professor of Counseling  
At North Park since 2020.

**Mitich, Ashley** Associate Professor of Counseling, Director of Clinical Training  
B.A., Trinity Christian College; M.A., Governors State University; EdD, Governors State University; Ph.D., The Chicago School of Professional Psychology. At North Park since 2020.

## Library

**Kuehn, Evan** Assistant Professor of Information Literacy  
B.A., Wheaton College; M.A., Wheaton College; Ph.D., The University of Chicago. At North Park since 2020.

**Maier-O'Shea, Kathryn** Dean of Library and Academic Technology, Professor of Bibliography  
B.A., College of Wooster; M.A., M.A.L.S., University of Wisconsin, Milwaukee. At North Park since 1999.

**Rose, Jayde** Assistant Professor of Information Literacy  
At North Park since 2022.

**Thorngate, Sarah** Assistant Professor of Bibliography  
B.A., St. Olaf College; M.A., University of Illinois at Urbana-Champaign, At North Park since 2012.

## Retired Administration and Faculty

Joseph Alulis Professor of Politics and Government

Sally Anderson Professor of Bibliography, Director of Brandel Library

Joan Andrea Professor of Nursing

Gregory S. Athnos Associate Professor of Music

Ayot, Theodora Professor of History

Karen Bauer Professor of Music

Eugenia Benevich Assistant Professor Nursing

Alan Bjorkman Professor of Biology

Sonia Bodi Professor of Bibliography; Director of The Library

John Bonie Professor of Business and Economics

Gayle Bradley-Johnson Professor of Art and Education

Elizabeth Buccheri Professor of Music

Julie Cannon Associate Professor of Nursing

Mary Chase-Ziolek Professor of Health Ministry/Nursing

Pauline Coffman Director of School of Adult Learning

Frank Deboer Professor of Chemistry

Dwain E. Dedrick Professor of Spanish

Gertrude DeWaters Associate Professor of Nursing

Linda Duncan Professor of Nursing

Dean Ebner Academic Dean

Gerard V. Egan Professor of Psychology

Lorenzo Florian Professor of Spanish

Karla Fogel Associate Professor of Nursing

Alice Gorguis Professor of Mathematics

Helen Hawkins Associate Professor of Music

Louise Hedstrom Professor of Nursing

Cheryl Hobart Assistant Professor of Nursing

Fredrick Holmgren Professor of Biblical Literature

H. Liland Horten Professor of Chemistry

Robert Hostetter Professor of Communications

Whipp Johnson Assistant Professor of Education

Calvin Katter Professor of Biblical and Theological Studies

Haddon Klingberg Professor of Psychology

Larry Knipp Professor of Biology

David Koeller Professor of History

Isabel Larraza Professor of Chemistry

Wes Lindahl Professor of Nonprofit Management

Mary Lynch Assistant Professor of Nursing

Catherine Marsh Professor of Business/Nonprofit Management

Carol Martin Professor, Writing Center

Cherie Meacham Professor of Spanish

Linda McDonald Associate Professor of Physics

Neale Murray Professor of Art

James Nelson Associate Professor of Biblical & Theological Studies

Rebecca Nelson Associate Professor of Education  
Dean of the School of Education

Linda Parkyn Professor of Spanish

Peter Pearson Professor of Biology

Charles Peterson Professor of Communications  
Director of Center for Scandinavian Studies

Sally Pryor Associate Professor of Education

Anthony Quinn Associate Professor of Exercise and Sports

Susan Rabe Professor of History

Anita Ross Associate Professor of Biostatistics

Terree Shofner-Emrich Professor of Music

Rupe Simms Professor of Africana Studies

Virginia Schelbert Assistant Professor of Nursing

Mary Trujillo Professor of Communication Arts

Linda Ungerledier Assistant Professor of Nursing

Linda Vick Professor of Biology

Kathryn Vigen Professor of Nursing

Jill Wettersten Professor of Education

Vernon Wettersten Professor of Anthropology and History

Charles Wiberg Professor of History

Jan Zeller Professor of Nursing

Joan Zetterlund Professor of Nursing

# GRADUATE & UNDERGRADUATE

## NORTH PARK UNIVERSITY 2022-2023 ACADEMIC CALENDAR

Records and Academic Services Academic Week: Monday-Saturday. All dates are inclusive

Mon., Aug. 29, 2022	Fall Semester and First Quad (Fall A) Begin Saturday Classes Meet	Sat., Mar. 18, 2023	Fourth Quad (Spring B) Begins for Saturday Classes
Sat., Sept. 3, 2022	Saturday Classes Meet	Mon., Mar. 20, 2023	Fourth Quad (Spring B) Begins for Weekday Classes
Mon., Sept. 5, 2022	Labor Day—No Classes	Fri., Apr. 7–10, 2023	Easter Break—No Classes
Sat., Oct. 8, 2022	Last day to withdraw from a First Quad class	Sat., Apr. 15, 2023	Last day to withdraw from a semester-long class
Sat., Oct. 15, 2022	First Quad Final Examinations (Saturday Classes)	Sat., Apr. 29, 2023	Last day to withdraw from a Fourth Quad class
Wed., Oct. 19, 2022	First Quad Final Examinations (Mon-Wed-Fri Classes)	Sat., May 6, 2023	Spring Semester and Fourth Quad Final Examinations (Saturday Classes)
Thur., Oct. 20, 2022	First Quad Final Examinations (Tue-Thu Classes)	Tues., May 9, 2023	Reading Day—No Classes (Except for Tue-Thu Second Quad Classes)
Fri., Oct. 21–23, 2022	Fall Break (No Classes)	Wed., May 10–12, 2023	Spring Semester and Fourth Quad Final Examinations
Mon., Oct. 24, 2022	Second Quad (Fall B) Begins	Fri, May 12, 2023	Baccalaureate
Sat., Nov. 19, 2022	Last day to withdraw from a semester-long class	Sat., May 13, 2023	Spring Commencement
Wed., Nov. 23–27, 2022	Thanksgiving Break—No Classes	Mon., May 15, 2023	Summer Mini-Term and Quad A 7-week Begins
Sat., Dec. 3, 2022	Last day to withdraw from a Second Quad class	Mon., May 29, 2023	Memorial Day—No Classes
Tues., Dec. 13, 2022	Reading Day - No Classes (except for Tue-Thu Second Quad Classes)	Fri., June 2, 2023	Summer Mini-Term Ends (Final Examinations on the Last Day of Class)
Wed., Dec. 14–15, 2022	Fall Semester and Second Quad Final Examinations	Mon., June 5, 2023	Full and First-Half Summer Terms Begin
Fri., Dec. 16, 2022	Fall Commencement	Fri., June 30, 2023	First-Half Summer Term and Quad A 7-week Ends
Sat., Dec. 17, 2022	Winter Break—No Classes	Mon., July 3, 2023	Second-Half and Quad B 7-week Summer Term Begins
Mon., Jan. 16, 2023	M.L. King Jr. Day - No Classes	Tues., July 4, 2023	Independence Day Break—No Classes
Tues., Jan. 17, 2023	Spring Semester and Third Quad (Spring A) Begin	Fri., July 28, 2023	Second-Half Summer Term Ends (Final Examinations on the Last Day of Class)
Sat., Feb. 25, 2023	Last day to withdraw from a Third Quad class	Fri., Aug. 18, 2023	Quad B 7-week Term Ends (Final Examination on the Last Day of Class)
Sat., Mar. 4, 2023	Third Quad Final Examinations (Saturday Classes)		
Thur., Mar. 9, 2023	Third Quad Final Examinations (Tue-Thu Classes)		
Fri., Mar. 10, 2023	Third Quad Final Examinations (Mon-Wed-Fri Classes)		
Sat., Mar. 11–19, 2023	Spring Break—No Classes		