

# School of Education (Graduate Studies)

*Hernandez-Azcoitia (director), Balodimas-Bartolomei, Berggren, Gilbreth, Levandowski, Maduram, Reyes, Ward*

## Graduate Study in Education: Admissions

### ADMISSION REQUIREMENTS

Applicants holding a bachelor's degree from an accredited college or university are eligible for consideration. Evaluation of the following will determine acceptance into the program:

- Grade point average of 2.75 on a 4.0 scale
- Score on the Graduate Record Examination (GRE) or Miller's Analogies Test (MAT)
- Completion of a personal essay
- Three letters of recommendation
- Personal interview
- For those seeking certification as part of the M.A. program, see M.A. in Education with Teacher Certification, following this section
- For those seeking M.A. in Educational Leadership candidates must hold a valid State Illinois Teaching Certificate
- For those seeking M.A. in Educational Leadership candidates must have two years of successful full-time teaching experience or school service personnel experience
- Professional experience
- Health clearance as established by the institution

### ADMISSION REQUIREMENTS: INTERNATIONAL STUDENTS

International students may need to take the TOEFL examination. They may also need to meet some or all of the admissions requirements for international applicants as described in previous sections of this catalog.

## Graduate Study in Education: Student's Rights, Responsibilities and Regulations

### ACADEMIC DISHONESTY

Please refer to the entry on academic dishonesty in the traditional undergraduate Additional Rights and Responsibilities section of this catalog.

### 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.

After 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 3th 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.

### COHORT PROGRAMS

North Park University has formed partnerships with school districts to offer its Master of Arts program at the districts' sites. Teachers interested in information about the cohort programs are asked to contact the graduate director of the School of Education.

Graduate students are responsible for notifying their advisor, an assigned full-time faculty member in the School of Education, regarding a drop or an add during their course of study.

Exceptions to the above rules may be made for medical or other extraordinary circumstances. Any student whose academic standing has been subject to action may appear before the Teacher Education Committee to discuss his or her status.

### GRADING SYSTEM AND REQUIREMENTS

At the end of each semester a graduate student's work in each course is recorded with one of the following grades:

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): Student dropped after the 4th week of class.

A cumulative average of 3.00 in all courses attempted is required for degree conferment. Any student whose cumulative GPA falls below 2.67 will be placed on academic probation. Any student on academic probation will be given the opportunity to complete six more semester hours of graduate study in order to raise the student's cumulative average to 3.00. The student will be dismissed from the program if the cumulative GPA is not raised to 3.00 by the completion of these six additional graduate semester hours.

A failure in a required course must be made up by repeating the course.

If a student receives an I (incomplete) grade, the work must be completed within one term (excluding the summer term for a spring grade of I). If a student fails to make up an I grade after one term, the grade will become an F unless the student receives a written extension with a specific date of completion from the instructor.

Exceptions to the above rules may be made for medical or other extraordinary circumstances. Any student whose academic standing has been subject to this action may appear before the Teacher Education Committee to discuss his or her status.

## GRIEVANCES

### ACADEMIC

If a student wishes to express an academic grievance, the student should first meet with the faculty member to seek a resolution. If unsuccessful, the student will make an appeal to a special Grievance Committee appointed by the director of the graduate education programs. If necessary, the written grievance will be forwarded to the director of the Master of Arts program, and if unresolved, the written appeal will be taken to the Executive Director of the School of Education, and if still unresolved, to the Academic Dean, who is the final arbitrator of the grievance. The student has the right to be represented by counsel.

### NON-ACADEMIC GRIEVANCES

If the student wishes to file a non-academic grievance against another student, faculty, or staff member, the student directs the grievance to the director of the Master of Arts program, or the Executive Director of the School of Education and Adult Learning. If it remains unresolved, the student's appeal is next directed to the Dean of Professional Education and Continuing Studies and finally, to the president of the University.

### LEAVE OF ABSENCE

A student may be granted a leave of absence for academic or personal reasons with support of the academic advisor and the approval of the Teacher Education Committee. Although individual circumstances determine justification and duration, the typical leave of absence is for one or two semesters. Each graduate student in good standing has a maximum of five years to complete degree requirements.

### GRADUATION WITH DISTINCTION

Students whose final cumulative grade point average is 3.75 or higher receive an M.A. degree with distinction.

### PASS-FAIL COURSES

Only two courses in the M.A. program are evaluated on a pass/fail basis: 1) EDUC 5903 Proposal Writing and 2) EDUC 5920 Master's Project.

# Graduate Study in Education (M.A.)

The North Park University School of Education strives to prepare competent, respectful, and reflective professionals who are dedicated to serve diverse learning communities.

The Master of Arts in Education program (M.A.) is designed primarily for certified 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
- Risk taking 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

The program may be completed in 24 to 36 months, depending on the number of courses a candidate takes per term. Courses are offered at several off-site locations, both in Chicago (Berwyn) and in the northern suburbs (Grayslake, Wauconda, and McHenry).

Applicants for the M.A. degree program are processed on a continuous basis throughout the academic year, including the summer term. A final decision for admission will be made prior to the beginning of the next scheduled term. To insure confidentiality, decisions are not released over the telephone.

### Program Requirements

The M.A. program consists of nine common core courses, one proposal writing course, one project course, and electives to total 32 semester hours. All hours must be taken through North Park University to graduate.

Graduate students will be assigned a faculty advisor with whom they will initially plan their program and monitor it throughout their course work at the university. It is important that students regularly stay in contact with their advisor during program completion. Graduate students are to contact the director of graduate programs in education regarding their assignment.

### Common Core Requirements

All students are required to take the following courses for a total of 28 sh:

EDUC 5010 Cognitive Thinking and Learning .....	2 sh
EDUC 5020 Counseling Strategies for Classroom Teachers .....	2 sh
EDUC 5110 Policy Issues: Special Education .....	2 sh
EDUC 5120 Policy Issues: Social and Cultural Diversity .....	2 sh
EDUC 5210 Understanding Research Design and Program Evaluation .....	4 sh
EDUC 5220 Assessment and Evaluation .....	2 sh
EDUC 5310 Curriculum Theory and Instructional Strategies .....	2 sh
EDUC 5320 Technology and Education .....	2 sh
EDUC 5410 Teacher Leadership .....	2 sh
EDUC 5901 Topics in Education .....	2 sh
EDUC 5903 Proposal Writing .....	4 sh

### Project Course Requirement

All candidates are required to design and implement a 4 semester hour project, EDUC 5920 Master's Project. This project must be submitted for publication, presented at a state or national professional meeting, or presented at an in-service workshop for teachers. All students will be expected to present their project in a public forum.

### Endorsements/Approvals

Students interested in seeking an endorsement in Middle School or ESL (English as a Second Language) and/or an approval in Learning Disabilities or Social-Emotional Disorders should first contact the director of the Master of Arts program

### Comprehensive Examination Option

Because the Department of Education is interested in maintaining its high academic standards in the Masters program, while still being both a practical and theoretical program, it was felt that students seeking the non-thesis option would need to take an exit examination after completing their course requirements. This would be in the form of a comprehensive examination. The department faculty would devise the questions for the examination, which

would cover in scope concepts and material studied by the candidate while in the program. Three examiners would need to grade the examination. The examinees would have to come to a consensus that the candidate has showed in his or her writing a high level of higher order thinking determined by the candidate's ability to evaluate, synthesize and analyze information.

## Graduate Study in Education with Teacher Certification (M.A.)

---

The North Park University School of Education strives to prepare competent, respectful, and reflective professionals who are dedicated to serving diverse learning communities.

This program is designed primarily for those who wish to obtain a master's degree as well as complete certification requirements for teaching. Students who hold an undergraduate degree from an institution recognized by the Illinois State Board of Education may apply for this program as well as students from North Park University who wish to obtain a Master of Arts degree after their bachelor's degree.

All policies previously delineated for the Master of Arts in Education including Criteria for Admission, Dropping and Adding Courses, Grading System and Requirements, Non-Academic and Academic Grievances, Academic Dishonesty, Graduation with Distinction, Pass-Fail Courses, and Cohort Programs are applicable to this MA plus certification program.

The program is a cohort and may be completed in approximately 36 months. Applicants are encouraged to begin their program in the summer term, which begins in May, to complete any prerequisites. If a candidate meets all or most of the prerequisites for the early childhood, elementary, secondary, or K-12 certificate, permission may be granted for conditional acceptance. MATC cohorts begin in the fall semester.

### Program Requirements

---

A range from 40-50 sh is required for this degree depending on certification requirements.

#### ALL CANDIDATES:

- A bachelor's degree recognized by the state of Illinois.
- Successful completion of Professional Terms A, B, C, D, E, F, and G.
- A GPA of 2.75 overall, 3.0 in the major, 3.0 in education coursework, and a 2.5 in a second teaching field, if applicable.
- Similarly, certification students must meet the health requirements of a complete immunization record, including two measles shots, mumps shots, rubella shots, and tetanus within the last 10 years, and a tuberculosis test approved by a physician within six months of enrollment.
- Passing scores on the Illinois State Board of Education Basic Skills Test by the end of the first semester in the program.
- A score of 300 or above in each of the four content areas of the College Base Test.

#### EARLY CHILDHOOD CANDIDATES:

- Prerequisites are general education courses/competencies, as currently outlined by the state of Illinois or as equivalent to the general education requirements of the NPU approved undergraduate certification program in this area
- An academic area of concentration in the liberal arts as outlined in the Education section of this catalogue for early childhood, and
- EDUC 5500, Practicum A: Fields ..... 0 sh
- EDUC 5430, Survey of Exceptional Learners ..... 2 sh
- EDUC 5300, Infant, Child and Adolescent Psychology ..... 2 sh

It is possible for a candidate to begin this program while meeting the final 6-12 hours of prerequisites but student teaching may not commence until all prerequisites are successfully completed. Prerequisites may have been completed at another four-year institution.

Coursework which follows must be completed at North Park University for a total of 49 semester hours.

#### For certification

- EDUC 5180 Language Development in Early Childhood ..... 2 sh
- EDUC 5310 Methods and Materials for Instruction in Grades K-4 ..... 2 sh
- EDUC 5330 Principles & Practices of Play and Language in Early Childhood Education ..... 2 sh
- EDUC 5360 Instruction in Early Childhood ..... 2 sh
- EDUC 5510 Practicum B: Teacher Aiding ..... 0 sh
- EDUC 5520 Practicum C: Mini-Teaching ..... 1/1 sh
- EDUC 5800 Student Teaching Early Childhood ..... 4 sh
- EDUC 5810 Student Teaching Elementary ..... 4 sh
- EDUC 5853 Practicum D: School Beginnings and Seminar ..... 1 sh

- EDUC 5930 Parent-Child Community Relations ..... 2 sh

*For the MA degree, all prerequisite and certification requirements previously listed and:*

- EDUC 5010 Cognitive Thinking and Learning ..... 2 sh
- EDUC 5020 Counseling Strategies for Classroom Teachers ..... 2 sh
- EDUC 5110 Policy Issues: Special Education ..... 2 sh
- EDUC 5120 Policy Issues: Social and Cultural Diversity ..... 2 sh
- EDUC 5220 Assessment and Evaluation ..... 2 sh
- EDUC 5310 Curriculum Theory and Instructional Strategies ..... 2 sh
- EDUC 5320, Technology in Education ..... 2 sh

*For the Project*

- EDUC 5215 Educational Research Methods ..... 2 sh
- EDUC 5410 Teacher Leadership ..... 2 sh
- EDUC 5903 Proposal Writing ..... 2 sh
- EDUC 5920 Master’s Project ..... 2 sh

**ELEMENTARY CANDIDATES:**

- Prerequisites are general education courses/competencies as currently outlined by the state of Illinois or as equivalent to the general education requirements of the NPU approved undergraduate certification program in this area, and
- An academic area of concentration in the liberal arts as outlined in the Education section of this catalogue for elementary education.
- EDUC 5500 Practicum A, Fields ..... 0 sh
- EDUC 5430 Survey of Exceptional Learners ..... 2 sh

It is possible for a candidate to begin this program while meeting the final 6-12 hours of prerequisites but student teaching may not commence until all prerequisites are successfully completed. Prerequisites may have been completed at another four-year institution. Coursework which follows must be completed at NPU.

Coursework which follows must be completed at North Park University for a total of 42 semester hours.

*For certification*

- EDUC 5311 Middle School Methods & Materials in Grades 5-9 ..... 4 sh
- EDUC 5312 Methods and Materials for Instruction in Grades K-4 ..... 2 sh
- EDUC 5510 Practicum B: Teacher Aiding ..... 0 sh
- EDUC 5520 Practicum C: Mini-Teaching ..... 1 sh
- EDUC 5810 Student Teaching Elementary ..... 8 sh
- EDUC 5853 Practicum D: School Beginnings and Seminar ..... 1 sh

*For the MA degree, all prerequisite and certification requirements previously listed and:*

- EDUC 5010 Cognitive Thinking and Learning ..... 2 sh
- EDUC 5020 Counseling Strategies for Classroom Teachers ..... 2 sh
- EDUC 5110 Policy Issues: Special Education ..... 2 sh
- EDUC 5120 Policy Issues: Social and Cultural Diversity ..... 2 sh
- EDUC 5215 Educational Research Methods ..... 2 sh
- EDUC 5220 Assessment and Evaluation ..... 2 sh
- EDUC 5320 Technology in Education ..... 2 sh
- EDUC 5310 Curriculum Theory and Instructional Strategies ..... 2 sh
- EDUC 5350 Reading and Writing Across Curriculum ..... 2 sh
- EDUC 5410 Teacher Leadership ..... 2 sh
- EDUC 5903 Proposal Writing ..... 2 sh
- EDUC 5920 Master’s Project ..... 2 sh  
(In place of EDUC 5020 and EDUC 5410)

*Optional Middle School Endorsement: add*

- EDUC 5011 Middle School and Adolescent Development ..... 3 sh

**SECONDARY CANDIDATES:**

- Prerequisites are general education courses/competencies as currently

outlined by the state of Illinois or as equivalent to the general education requirements of the NPU approved undergraduate certification program in this area.

- A major in biology, English, French, general science, history, mathematics, physics, physical education, social studies, or Spanish as outlined earlier in the secondary certification program in this catalog.
- EDUC 5500 Practicum A: Fields ..... 0 sh
- EDUC 5430 Survey of Exceptional Learners ..... 2 sh

It is possible for a candidate to begin this program while meeting the final 6-12 hours of prerequisites but student teaching may not commence until all prerequisites are successfully completed. Prerequisites may have been completed at another four-year institution. Coursework which follows must be completed at NPU.

Coursework which follows must be completed at North Park University for a total of 42-43 semester hours.

*For certification*

- EDUC 5160 Instruction in the Secondary School ..... 2 sh
- EDUC 5311 Middle School Methods & Materials in Grades 5-9 ..... 4 sh
- EDUC 5407 Methods of Teaching in the Middle and Secondary School ..... 2/3 sh
- EDUC 5510 Practicum B: Teacher Aiding ..... 0 sh
- EDUC 5520 Practicum C: Mini-Teaching  
[Secondary candidates must take this at a level and in a setting different from the one chosen for Practicum B.  
Candidates for K-12 choose a 6-8 level] ..... 1/1 sh
- EDUC 5820 Student Teaching Secondary  
[Secondary candidates in 6-12 must complete ten weeks in grades 6-12] ..... 8 sh
- EDUC 5853 Practicum D: School Beginnings and Seminar ..... 1 sh

*For the MA degree, all prerequisites and certification requirements previously enumerated, and:*

- EDUC 5010 Cognitive Thinking and Learning ..... 2 sh
- EDUC 5020 Counseling Strategies for Classroom Teachers ..... 2 sh
- EDUC 5110 Policy Issues: Special Education ..... 2 sh
- EDUC 5120 Policy Issues: Social and Cultural Diversity ..... 2 sh
- EDUC 5220 Assessment and Evaluation ..... 2 sh
- EDUC 5310 Curriculum Theory and Instructional Strategies ..... 2 sh
- EDUC 5320 Technology in Education ..... 2 sh
- EDUC 5350 Reading and Writing Across Curriculum ..... 2 sh

*For the project*

- EDUC 5215 Educational Research Methods ..... 2 sh
  - EDUC 5410 Teacher Leadership ..... 2 sh
- or
- EDUC 5903 Proposal Writing ..... 2 sh
  - EDUC 5920 Master’s Project ..... 2 sh  
(in place of EDUC 5020 and EDUC 5410)

*Optional Middle School Endorsement, add*

- EDUC 5011 Middle School and Adolescent Development ..... 3 sh

**SPECIAL K-12 CANDIDATES:**

- Prerequisites are general education courses/competencies as currently outlined by the state of Illinois or as equivalent to the general education requirements of the NPU approved undergraduate certification program in this area.
- A major in art, music or physical education as outlined earlier in the K-12 certification program in this catalog.
- EDUC 5500 Practicum A: Fields ..... 0 sh
- EDUC 5430 Survey of Exceptional Learners ..... 2 sh

It is possible for a candidate to begin this program while meeting the final 6-12 hours of prerequisites but student teaching may not commence until all prerequisites are successfully

completed. Prerequisites may have been completed at another four-year institution.

Coursework which follows must be completed at North Park University for a total of 47-48 semester hours.

**For certification**

- EDUC 5170 Instruction in Special K-12 Programs .....2 sh
- EDUC 5160 Instruction in the Secondary School .....2 sh
- EDUC 5311 Middle School Methods & Materials in Grades 5-9 .....4 sh
- EDUC 5312 Methods and Materials for Instruction in Grades K-4.....2 sh
- EDUC 5407 Methods of Teaching in the Middle and Secondary School .....2 sh
- EDUC 5510 Practicum B: Teacher Aiding .....0 sh
- EDUC 5520 Practicum C: Mini-Teaching  
[Secondary candidates must take this at a level and in a setting different from the one chosen for Praticum B.] .....1 sh
- EDUC 5810 Student Teaching Elementary .....6 sh
- EDUC 5820 Student Teaching Secondary .....6 sh
- EDUC 5853 Practicum D: School Beginnings and Seminar .....1 sh

Note: Methods courses for art, music (both elementary and middle school), and physical education are covered in EDUC 5312.

**For the MA degree, all prerequisites and certification requirements previously enumerated, and:**

- EDUC 5010 Cognitive Thinking and Learning .....2 sh
- EDUC 5020 Counseling Strategies for Classroom Teachers .....2 sh
- EDUC 5110 Policy Issues: Special Education .....2 sh
- EDUC 5120 Policy Issues: Social and Cultural Diversity .....2 sh
- EDUC 5220 Assessment and Evaluation .....2 sh
- EDUC 5310 Curriculum Theory and Instructional Strategies .....2 sh
- EDUC 5320 Technology in Education .....2 sh
- EDUC 5350 Reading and Writing Across Curriculum.....2 sh

**For the project**

- EDUC 5215 Educational Research Methods .....2 sh
- EDUC 5410 Teacher Leadership .....2 sh
- EDUC 5903 Proposal Writing .....2 sh
- EDUC 5920 Master’s Project .....2 sh

**Optional Middle School Endorsement, add**

- EDUC 5011 Middle School and Adolescent Development .....3 sh

**PROFESSIONAL TERMS**

Professional terms comprise the certification component:

- Professional Term A: EDUC 5010, 5310, 5320, 5500
- Professional Term B: EDUC 5110, 5510 and  
-Early Childhood and Elementary: EDUC 5312  
-Secondary 6-12 or Special K-12: EDUC 5160/5170
- Professional Term C: EDUC 5220, 5520 and  
-Early Childhood: EDUC 5180, 5330 and 5360  
-Elementary: EDUC 5311  
-Secondary 6 - 12: EDUC 5311, 5407
- Professional Term D: EDUC 5853, and  
-Early childhood: EDUC 5800 (4 sh), 5810 (4 sh);  
-Elementary: EDUC 5810 (8 sh);  
-Secondary 6-12: EDUC 5820 (8 sh);  
-Special K-12: EDUC 5810 and 5820 to total 12 sh, usually 6 sh at the elementary level and 6 sh at the secondary level
- MA plus certification program requires the above professional terms in addition to the following.  
-Professional Term E: EDUC 5210 (2 sh)  
-Professional Term F: EDUC 5020 (2 sh) and 5903 (2 sh)  
-Professional Term G: EDUC 5410 (2 sh) and 5920 (2 sh)

Acceptance into the certification program occurs during

**Professional Term A by:**

1. Formal application to the certification program when enrolled in EDUC 5310
2. An overall GPA of 2.75
3. Evidence of content major/concentration able to be completed with a GPA of 3.0 before Professional Term C commences
4. Positive recommendations from instructors in this professional term
5. Approval by the Teacher Education Screening Committee
6. Successful scores on the Illinois State Board of Education Basic Skills Test and College Base Test
7. Completion of health screening

**Placement in mini-teaching is based on:**

1. Successful completion of Professional Terms A and B
2. GPA of 3.0 in major/area of concentration and 3.0 in education coursework; 2.5 in a second teaching field where applicable
3. Successful scores on the Illinois State Board of Education Basic Skills Test and the College Base Test.
4. Continued overall GPA of 3.0 and in good standing in graduate level courses

**Placement in student-teaching is based on:**

1. Formal application make in winter prior to year of assignment
2. Major field/area of concentration GPA of 3.0, and professional education GPA of 3.0; overall GPA of 3.0; where applicable, second teaching field GPA of 2.5
3. Recommendation from advisor, director of the program, and supervisors of pre-student teaching clinical experience
4. Successful completion of the Content Area Test administered by the ISBE.
5. Approval by the Teacher Education Screening Committee
6. Successful completion of Professional Terms A, B, and C

**Recommendation for certification is based on:**

1. Successful completion of all requirements of the certification component of the MA plus Certification program including all prerequisite general education and major/concentration requirements
2. All applications for certification with their respective fees have been filed with the North Park Certification Officer

NOTE: Candidates are required to pass the Basic Skills Test prior to entry into the teacher education program; candidates are required to pass the Content Area Test administered by the ISBE prior to the student teaching field experience. Effective October, 2003, as Assessment of Professional Teaching (APT) test will assess candidates’ knowledge of the Illinois Professional Teaching Standards, Core Technology Standards, and Core Language Arts Standards; all must be successfully completed before a certificate is issued.

## Graduate Study in Education (M.A.) with ESL Endorsement

The North Park University School of Education strives to prepare competent, respectful, and reflective professionals who are dedicated to serve diverse learning communities.

This program is designed primarily for those who wish to obtain a master's degree with an accompanying endorsement in English as a Second Language (ESL). Students who hold an undergraduate degree from an institution recognized by the Illinois State Board of Education may apply for this program, as well as undergraduate students from North Park University who wish to obtain a Master of Arts degree after their bachelor's degree.

The program may be completed in 24 to 36 months depending on the number of courses a candidate takes per term. Applicants are encouraged to begin their program in the summer term, which begins in May to allow the most favorable sequence of courses.

### Program Requirements

Students will complete the following requirements:

- Common core requirements (16 sh): EDUC 5010, 5020, 5110, 5210, 5320, 5903, and 5410
- ESL courses (18 sh): EDUC 5601, 5602, 5603, 5604, 5605
- Project course (2 sh): EDUC 5920

## Graduate Study in Education (M.A.) in Educational Leadership

The Master of Arts in Educational Leadership program (MAEL) is designed primarily for certified teachers who wish to extend their knowledge in the field of education and develop skills in educational leadership in an advanced studies program. The program of study develops the knowledge base, management skills and personal attributes that allow individuals to advance professionally in, and provide executive leadership to, public schools.

### Program Requirements

The MAEL program consists of eleven core courses and a practicum in educational leadership course to total 34 semester hours. All hours must be taken through North Park University to graduate.

Graduate students will be assigned a faculty advisor with whom they will initially plan and later monitor their program throughout their course work at the university. It is important that students regularly stay in contact with their advisor during program completion. Graduate students are to contact the director of graduate programs in education regarding their assignment.

#### Common Core Requirements

All students are required to take the following courses for a total of 34 semester hours:

EDUC 6010 Contemporary Issues in Educational Leadership .....	2 sh
EDUC 6020 Curriculum Development and Implementation .....	2 sh
EDUC 6310 Assessment in the Schools .....	2 sh
EDUC 6030 Educational Leadership .....	4 sh
EDUC 6120 School Administration and Policy.....	4 sh
EDUC 6210 Cultural Diversity in the Schools .....	2 sh
EDUC 6320 Technology and Education .....	2 sh
EDUC 6410 School Supervision .....	4 sh
EDUC 6440 School Law .....	4 sh
EDUC 6450 School Finance .....	2 sh
EDUC 6903 School Community Relations .....	2 sh
EDUC 6920 Practicum in Educational Leadership .....	4 sh

### Project Course Requirement

All candidates are required to design and implement an administrative project during clinical experience in EDUC 6920 Practicum in Educational Leadership. This project must be submitted for publication, presented at a state or national professional meeting, or presented at an in-service workshop for teachers or administrators. All students will be expected to present their project in a public forum.

## Graduate Education Courses (EDUC)

### 5010 Cognitive Thinking and Learning (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. Prerequisite: an introductory course in educational psychology. Teacher certification candidates will develop a positive classroom discipline model as part of this course.

### 5011 Middle School and Adolescent Development (3 sh)

A study of the physical, intellectual, emotional, and social development of the young adolescent. Examination of development issues that impact the middle school, its philosophy, and its practices responsive to the adolescent, both cognitively and affectively. Prerequisite: Successful completion of Professional Term A or concurrent enrollment in Professional Term A.

### 5020 Counseling Strategies for Classroom Teachers (2 sh)

Introduction to basic counseling skills. Course will focus on the development of interactional, mediation, and group process skills in a school, church, or community setting. The course will focus on the transactions among the students, parents, and pupil personnel specialists.

### 5110 Policy Issues: Special Education (2 sh)

An examination of the issue of educational, political, and social dimensions of special education in schools. Consideration will be given to how legal actions have impacted the school setting with emphasis on the REI Movement and IDEA Act for teachers, parents, and the community. Prerequisite: an introductory course in exceptional students.

### 5120 Policy Issues: Social and Cultural Diversity (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 how ESL, bilingual, and bicultural programs have impacted the school and the community. Legal requirements and funding issues will be addressed. Teacher certification candidates will develop a philosophy of education statement as a component of this course.

### 5140 Comparative International Education (2 sh)

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 the Secondary School (2 sh)

Basic principles of instruction for middle and high schools including analysis of teaching and learning experiences, organization for instruction, and assessment of students work. Students are videotaped for self-assessment. EDUC 3160 and 3510 comprise Professional Term B. Prerequisite: Successful completion of Professional Term A or concurrent enrollment in Professional Term A. (M.A.T.C. only)

### 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. EDUC 3510 and 3170 comprise Professional Term B. Prerequisite: Successful completion of Professional Term A or concurrent enrollment in Professional Term A. (M.A.T.C. only)

### 5180 Language Development in Early Childhood (2 sh)

Methods of dealing with the development of language in the young child, speaking and listening skills, and preparation for reading and writing skills. Relationship to cognitive development. Prerequisite or corequisite EDUC 2140, 2130, 5500, 5510. (M.A.T.C. only)

### 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 Assessment and Evaluation (2 sh)

An analysis of both traditional and alternative forms of assessment and evaluation, i.e., 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.
- 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. Prerequisite: PSYCH 1000.
- 5310 Curriculum Theory and Instructional Strategies (2 sh)**  
An examination of numerous philosophies, conceptual frameworks, and perspectives related to curriculum design and instructional strategies. Students will evaluate a variety of responses to curricular problems as they develop their own perspectives. Students will also explore instructional strategies and materials that complement or evolve from various curriculum designs.
- 5311 Middle School Methods and Materials in Grades 5-9 (3-4 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: Successful completion of Professional Term A or concurrent enrollment in Professional Term A. (Only for M.A.T.C. students)
- 5312 Methods and Materials for Instruction in Grades K-4 (2 sh)**  
Emphasis on emergent literacy and primary methods in the areas of reading, language arts, mathematics, social studies and science as they are integrated with art, music, health and physical education in the schools. Materials suitable for these ages and stages of development are reviewed. Assessment of students is discussed. Prerequisite: Successful completion of Professional Term A or concurrent enrollment in Professional Term A. (Only for M.A.T.C. students)
- 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, 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.
- 5330 Principles and Practices of Play and Language in Early Childhood Education (2 sh)**  
Methods and techniques of teaching socialization, art, music, and physical education to the young child along with the materials available and appropriate for the infant and young child. Prerequisite: Professional Term A. (M.A.T.C. only)
- 5350 Reading and Writing Across the Curriculum (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.
- 5350 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: Foundational course in composition or the equivalent.
- 5360 Instruction in Early Childhood (2 sh)**  
Methods and techniques of teaching mathematical, social, and scientific concepts to young children. The relation of learning theories to the selection process. Diagnostic and evaluation techniques and procedures. Should be taken concurrently with EDUC 5520. Prerequisites: Professional Terms A and B. (M.A.T.C. only)
- 5407 Methods of Teaching in the Middle and Secondary School (2-3 sh)**  
Specific methods and materials for teaching middle and secondary school subjects: topics and problems of general concern to 6-12 teachers; selection and use of instructional media. Basic principles of instruction, preparing for teaching experiences and organizing for instruction. Mini-teaching assignment in a local school. Prerequisites: EDUC 2130, 2140, 5160 or 5170, 5510. Should be taken concurrently with EDUC 5520. Regular and special populations are included. Mathematics and foreign language candidates must take 3 sh of 5407; all other secondary candidates must take 2 sh of 5407. Music education majors must register for MUS 3407-Music Education in the Secondary School (2 sh) in place of this course. (M.A.T.C. only)
- 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 Exceptional Learners (2-3 sh)**  
Survey of characteristics of learners with physical, mental, emotional or learning disabilities. Implications for the school situation; observation in special education classes for five clinical observation hours. Prerequisite: Successful completion of Professional Term A or concurrent enrollment in Professional Term A. (M.A.T.C. only)
- 5431 Characteristics of Special Needs Students (3 sh)**  
An introduction to the characteristics of students with specific learning disabilities, emotional disturbance, mental retardation, 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, 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. Prerequisites: EDUC 2130, 2140 and 3430. Leads to cross-categorical approval for early childhood, elementary, and 6-12 certificates when combined with EDUC 5430, 5431, 5436.
- 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. Prerequisites: EDUC 5010, 5310, 3430, and STAT 1490 or an introductory statistics course.
- 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, mental retardation, 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. Prerequisites: EDUC 2130, 2140, 3430, 3437, and 3310/3370 or their equivalent for elementary and early childhood candidates and teachers (or classroom teaching experience, or 3160 or its equivalent for secondary candidates or teachers (for classroom teaching experience).
- 5500 Practicum A: Assessment of Competencies for the Teaching Profession (0 sh)**  
Introduction to the school setting as a professional: Students are required to pass the Illinois Certification Testing System Basic Skills Exam/North Park University Teacher Entry Test and College Base Academic Subjects Examination. Students are required to design and present their website and multimedia projects. The North Park University School of Education Teacher Education Handbook and Portfolio Guidelines for Students in the Teacher Pre-Service Program are explained. Students are also required to complete the application for the Teacher Education Program, prepare the Introduction section of the Portfolio, and submit a health Service Form for the education sequence in order to receive a passing grade and become eligible for the teacher education program. (M.A.T.C. only)
- 5510 Practicum B: Teacher Aiding (0 sh)**  
Observation and teacher aiding to total a minimum of 40 hours; to be taken as a part of Professional Term B. Early childhood candidates will participate in an infant toddler program for 20 hours and will complete the remainder of time in grades K-3 in a practicum in reading. Elementary candidates may select K-3, 4-6, or 6-8 for this experience, with the remaining levels taken in 3520 or 4530. Secondary candidates may select 6-8 or 9-12 for this experience. A variety of urban, suburban, public, and private schools need to be selected across practicum settings. In addition to the 40 hour requirement in a regular education setting, a 10 hour experience in a special education setting is required. (M.A.T.C. only)
- 5520 Practicum C: Mini-Teaching (1 sh)**  
Minimum of 35 hours of mini-teaching in a local school in connection with methods courses. Prerequisites: successful completion of Practicum B and grade point. To be taken as part of Professional Term C with EDUC 3240, 3350, 5360, 3380, or 5407. Early Childhood candidates take this practicum twice, once at the preschool level and once at the grade levels 1-3. Elementary and secondary candidates must take this practicum at a level and in a setting different from the one chosen for practicum B. K-12 candidates should choose a 6-8 level. (M.A.T.C. only)

- 5540 ESL Practicum (0-1 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. This practicum should be taken concurrently with EDUC 5604 or 5605. Only those who have verification by a principal or other administrators of three months of teaching ESL students prior to entering the program may take this for no credit.
- 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 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. May be taken concurrently with 5540.
- 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. May be taken concurrently with 5540.
- 5800 Student Teaching - Early Childhood (4 sh)**  
Supervised observation and teaching in an appropriate educational facility. Early Childhood must complete five weeks each in 5100 and 5520. Prerequisites: Professional Terms A, B, and C, passing of the State Content Area Exam, passing of the Assessment of Professional Teaching (APT) test, effective October 2003, and acceptance by the Committee on Education Screening. (M.A.T.C. only)
- 5810 Student Teaching Elementary (4/6/8 sh)**  
Supervised observation and teaching in the elementary school. Early Childhood teacher candidates must also complete five weeks in grades 1-3. Elementary Education teacher candidates must complete ten weeks in grades 1-8 (8 sh). K-12 majors must complete eight weeks in grades 108 (6 sh) and eight weeks in 4120, grades 6-12 (6 sh). Prerequisites: Professional Terms A, B, and C, passing of the State Content Area Exam, passing of the Assessment of Professional Teaching (APT) test, effective October 2003, and acceptance by the Committee on Educational Screening. (M.A.T.C. only)
- 5820 Student Teaching Secondary (6/12 sh)**  
Supervised observation and teaching in the secondary school. Secondary Education teacher candidates must complete this experience as follows: 6-12 majors must complete ten weeks (8 sh) in grades 6-12. K-12 majors must complete eight weeks in 5510, grades 1-8 (6 sh) and eight weeks in 5520, grades 6-12 (6 sh) Prerequisites: Professional Terms A, B, and C, passing of the State Content Area Exam, passing of the Assessment of Professional Teaching (APT) test, effective October 2003, and acceptance by the Committee on Educational Screening. (M.A.T.C. only)
- 5853 Practicum D: School Beginnings and Seminar (1 sh)**  
Minimum of 15 hours of September experience, weekly student teaching seminar, preparation of student profile, and work with instructional media. To be taken as part of Professional Term D. Prerequisites: Professional Terms A, B, and C. Co-requisite: Student Teaching. (M.A.T.C. only)
- 5901 Topics in Education (1-4 sh)**  
Intensive investigation of a selected topic. Topics include Creativity and Problem Solving. Prerequisite: consent of graduate advisor.
- 5902 Independent Study in Education (1-4 sh)**  
Advanced work in a field of special interest. Prerequisite: consent of graduate advisor and the Teacher Education Committee.
- 5903 Proposal Writing (2/4 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. Prerequisites: EDUC 5210 and a mini-mum of 12 sh completed in core requirements.
- 5910 Topics in Education (1-4 sh)**  
Intensive examination of a selected theme. (Topics include Child, Parent, Family, and Community Relationships) Prerequisite: consent of instructor.
- 5915 Academic Odyssey to Greece: Applying Classical Ideals to the Arts & Education (1-4 sh)**  
The "Academic Odyssey to Greece" is a three week short term study abroad program offered through the school of education to all students at North Park University. It focuses on comparing classical Greek ideals to current day themes and enables students to learn how the birthplace of democracy shaped the way we see and experience the world and ourselves. By incorporating both scholarly/didactic approaches to learning with experiential approaches (excursions, field trips), this program investigates a wide spectrum of disciplines in the arts and sciences and provides students with the opportunity to develop an appreciation and understanding of the Greek people and country within a lived experience.
- 5920 Master's Project (2/4 sh)**  
All students are 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 in a public forum such as professional meetings, teacher in-service workshops, or professional journals. Teacher certification candidate may choose a classroom-based project or case study. Prerequisites: EDUC 5210, 5310, and 5903.
- 5930 Parent-Child Community Relationships (2 sh)**  
Exploration of the role families and community services play in the education of young children. Teacher candidates will identify social, economic and cultural trends that impact families of young children and will develop strategies to communicate with families to disseminate information regarding school and community services. (M.A.T.C. only)
- 6010 Contemporary Issues in Educational Leadership (2 sh)**  
Education is controversial. Discussions over appropriate purposes and the right means for accomplishing these purposes have raged since our public educational system was first organized. As the nation's social institutions struggle to deal with disintegration, the pressure on the classroom teacher increases. This course will be used to develop and clarify topics for further investigation and is designed to initiate a professional conversation among individual students, school teams, and cohorts about the major issues facing America's schools. The questions that emerge will become the focus for subsequent independent inquiry in graduate education courses.
- 6020 Curriculum Development and Implementation (2 sh)**  
This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery (integration), and organization. Students will examine various curriculum models and will be asked to examine their own personal beliefs and those of their school system regarding curriculum issues. Students 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. The purpose of this course is to explore various issues, history and philosophies of curriculum development and implementation.
- 6030 Educational Leadership (4 sh)**  
This course describes the role of the educational leader in the school as one who creates a vision of an educationally better culture in the school and then plans and organizes times and resources to communicate the vision to teachers, students, parents and community members. This course will examine leadership challenges, responsibilities and leadership styles.
- 6120 School Administration and Policy (4 sh)**  
This course provides students with collegial and collaborative orientation toward school administration. A focus will be on transferring concepts, assumptions and generalizations in educational administration to various learning environments. Students will investigate current policies which effect administration, policy making and school improvement.
- 6210 Cultural Diversity in the Schools (2 sh)**  
Cultural diversity, its definitions and the implications for the administrative leader with respect to the impact of cultural diversity in our schools, will be explored. This course will provide students with opportunities to learn about diversity and as it applies to the classroom and school settings.
- 6310 Assessment in the Schools (2 sh)**  
This course is designed to develop skills in selecting, developing and interpreting assessment methods. 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.

**6320 Technology and Education (2 sh)**

This course will investigate how to integrate available technologies into our educational programs. This course will develop hands on skills in integrating technologies into our schools. Appropriate applications for administrators will be developed.

**6410 School Supervision (4 sh)**

This course provides students with an introduction to the supervision of instruction. Supervision strategies will be developed and practiced with a focus on school improvement through the improvement of teaching and learning. Students will learn various theories on supervision and apply them to the instructional setting.

**6440 School Law (4 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.

**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.

**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 Practicum in Education Leadership (4 sh)**

This capstone course will involve students of educational administration in practical, hands-on administrative and supervisory projects. These administrative projects will take place in a field placement under the supervision of a certified administrator.

## School of Business and Nonprofit Management (SBNM)

---

*Lindahl (director), Avramovich, Bonie, Farruggia, Hicks, Hirsch, Kamienski, Marsh, McMath, O'Brien, Rogers (director, Axelson Center for Nonprofit Management), Sundholm,*

The 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 Management (MM), Master of Management in Human Resource Management (MHRM) Master of Management in Nonprofit Administration (MNA), Master of Higher Education Administration (MHEA), and several Certificate programs. All graduate programs are designed to meet the advanced educational needs of professionals and respond to the business community's preferences for management personnel who possess:

- The ability to write and speak effectively
- A capacity for critical and quantitative analysis
- The ability to function as a constructive member of a team and provide leadership in an organization
- A sense of moral responsibility that is expressed in personal integrity and social concern and is responsive to the ethical dimensions of decision making
- An ability to synthesize several disciplines in the decision making process of management

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) both on campus, at the Arlington Heights location at Forest View Educational Center, at the University Center of Lake County as well as onsite locations throughout Chicagoland. Much of the program is available online as well.

## Graduate Study in Business and Nonprofit Management: 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 careful review of academic background, professional experience, military service, community service, personal achievements, standardized test scores, and personal interests.

### Requirements for admission as a non-degree seeking student

Professionals, who wish to pursue an SBNM certificate program, or perhaps take just one or two courses, may apply to the SBNM as a non-degree seeking student. Application requirements include:

- Completed application
- A baccalaureate degree from an accredited institution
- A current resume
- Transcripts from all colleges and universities attended

### Requirements for admission as a degree-seeking student:

- Completed application
- A baccalaureate degree from an accredited institution
- A current resume
- Transcripts from all colleges and universities attended
- Two letters of recommendation from individuals who can comment on the applicant's professional and/or academic history and accomplishments.
- An official Graduate Management Admissions Test (GMAT) or Graduate Record Examinations (GRE) score within the last five years is required for students whose cumulative undergraduate GPA is less than 3.0 on a 4.0 scale. Applicants whose undergraduate cumulative GPA is below a 3.0 may waive the testing requirement if one of the following conditions is met:
  1. Applicant possesses a graduate degree from an accredited institution
  2. As a non-degree seeking student, applicant completed the first five SBNM graduate courses with grades no lower than a B.

### International Students:

Must submit a bank statement or affidavit of support indicating available funds of at least \$22,000 per year.