

# SIMPSON COLLEGE

## 2009-2010 CATALOG

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The information in this catalog does not constitute a contract between the College and the student. The College reserves the right to make changes in curricula, admissions policies and processes, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice.

Simpson College  
 701 North C Street, Indianola, IA 50125  
 Toll Free 1-800-362-2454  
 Local 1-515-961-6251

## How to Contact Us

This catalog is designed to provide information about Simpson College and its curriculum. Further inquiries may be addressed to the appropriate office at Simpson College, Indianola, Iowa 50125 as follows:

<b>TOLL-FREE NUMBER</b>	1-800-362-2454
College Number:	1-515-961-6251
General FAX Number:	1-515-961-1498

<b>Academic Programs</b>	1-515-961-1720
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<b>Admission-Full Time</b>	1-515-961-1624
Applications, Student Fees, Campus Visits:	
FAX Number:	1-515-961-1870
E-mail:	admiss@simpson.edu

<b>Alumni</b>	1-800-610-6369
Office:	1-515-961-1544
FAX Number:	1-515-961-1594
E-mail:	alumni.office@simpson.edu

<b>Athletics</b>	1-515-961-1617
FAX Number:	1-515-961-1279
E-mail:	judy.hutton@simpson.edu

<b>Bookstore</b>	1-515-961-1635
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<b>Business Office</b>	1-515-961-1655
Student Accounts, Financial Matters:	
E-mail:	bus.office@simpson.edu

<b>Financial Assistance Office</b>	1-515-961-1630
Financial Assistance Awards:	
Student Employment:	
FAX Number:	1-515-961-1300
E-mail:	finaid@simpson.edu

<b>Evening, Weekend &amp; Graduate Program</b>	
Part-Time, Summer Session:	
Indianola Office:	1-515-961-1614
Indianola Office FAX:	1-515-961-1498
Ankeny Office:	1-515-965-9355
Ankeny FAX:	1-515-965-9358
West Des Moines Office:	1-515-223-8842
West Des Moines Office FAX:	1-515-961-1887
E-mail:	adults.learn@simpson.edu

**Mailing Address**

Simpson College  
701 North C Street  
Indianola, IA 50125

**President’s Office**

FAX Number:

1-515-961-1611

1-515-961-1623

**Student Development**

Housing:

FAX Number:

1-515-961-1592

1-515-961-1562

1-515-961-1674

**Transcripts of Credits**

Registrar’s Office:

FAX Number:

1-515-961-1642

1-515-961-1498

**Web Page**

[www.simpson.edu](http://www.simpson.edu)

**NOTICE OF NONDISCRIMINATION:**

Applicants for admission and employment, students, parents of students, employees, sources of referral for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Simpson College are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, creed, religion, disability, genetic information, veteran or veteran disability status, sexual orientation, gender identity, or any other legally protected characteristic in admission, access to, treatment or employment in, its programs and activities. Any persons having inquiries concerning Simpson College’s compliance with the regulations implementing Title VI, Title VII, Title IX or Section 504 or Americans with Disabilities Act are directed to contact Mary Ellen Bartley, Director of Human Resources, Simpson College, 701 North C Street, Indianola, Iowa 50125-1299, (515) 961-1511. Persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution’s compliance with the regulations implementing Title VI, Title VII, Title IX Section 504, or Americans with Disabilities Act.

# SIMPSON COLLEGE CALENDAR 2009-2010

## FALL SEMESTER 2009

### August

- 29 New Freshmen and Transfer Students Arrive
- 30 Returning Students Arrive

### September

- 1 Classes Begin
- 3 All-College Convocation
- 7 Labor Day/Holiday
- 11 Last Day to Add/Drop
- 26 Family Weekend  
(Buena Vista)

### October

- 10 Homecoming (Central)
- 19 Mid-Term
- 21 Mid-Term Grades Due
- 22-23 No Classes; Fall Break

### November

- 4 Last Day to Withdraw
- 25-27 Thanksgiving Recess

### December

- 11 Classes End
- 14-18 Final Exam Week
- 19 Christmas Recess Begins

## SPRING SEMESTER 2010

### January

- 11 Second Semester Begins
- 20 Last Day to Add/Drop

### February

- 26 Mid-Term

### March

- 3 Mid-Term Grades Due
- 13-20 Spring Recess
- 26 Last Day to Withdraw
- 29 Graduation Apps Due

### April

- 5 Easter Recess
- 22 Honors Convocation
- 23 Second Semester Ends
- 26-29 Final Exam Week

### May

- 3 May Term Begins
- 21 May Term Ends
- 22 Commencement

# SIMPSON COLLEGE CALENDAR 2010-2011

## FALL SEMESTER 2010

### August

- 28 New Freshmen and Transfer Students Arrive
- 29 Returning Students Arrive
- 31 Classes Begin

### September

- 2 All-College Convocation
- 6 Labor Day/Holiday
- 10 Last Day to Add/Drop

### October

- 2 Homecoming and Family Weekend (Luther)
- 18 Mid-Term
- 20 Mid-Term Grades Due
- 28-29 No Classes; Fall Break

### November

- 3 Last Day to Withdraw
- 24-26 Thanksgiving Break

### December

- 10 Classes End
- 13-16 Final Exam Week
- 17 Christmas Break Begins

## SPRING SEMESTER 2011

### January

- 10 Second Semester Begins
- 19 Last Day to Add/Drop

### February

- 25 Mid-Term

### March

- 2 Mid-Term Grades Due
- 12-19 Spring Break
- 25 Last Day to Withdraw
- 28 Graduation Apps Due

### April

- 25 Easter Recess
- 21 Honors Convocation
- 22 Second Semester Ends
- 26-29 Final Exam Week

### May

- 2 May Term Begins
- 20 May Term Ends
- 21 Commencement

# A Simpson Education

## 150 Years of Excellence

For the last 150 years, Simpson's highly regarded academic programs have been preparing students for coveted careers, competitive research programs and prestigious graduate schools. Backed by a rich liberal arts tradition, today's Simpson experience is defined by the many exceptional opportunities for learning both in the classroom and in the community.

Simpson's internship program gives students the opportunity to gain practical experience before they graduate, while Simpson's multitude of school-sponsored clubs and organizations allow students to be actively involved on campus while developing valuable leadership skills. Nearly half of Simpson students study in fantastic locations around the globe through Simpson's May Term and semester-long study abroad courses, and Simpson's volunteer programs help students make a difference locally and abroad, with nearly 40,000 hours of service contributed to the community last year alone.

Most importantly, the Simpson experience gives students choices that encourage them to explore their passions. When they graduate, they will be ready to go out and impact the world.

## A Liberal Arts Tradition

Simpson's curriculum is guided by five principles that will help students develop the skills and mindset needed to succeed in the ever-changing environment of the 21st century. These principles encourage academic rigor but also place an emphasis on quality experiences outside of the classroom, an increased global awareness and a sense of civic responsibility.



**Integrative Learning:** At Simpson, many important learning experiences take place through internships, research projects, service learning, volunteerism and involvement with community partnerships. These opportunities enhance coursework by allowing students to take what they have studied at the college and apply it to real-world situations.

**Intellectual and Practical Skills:** Simpson helps students acquire the tools necessary to face challenges in and out of the workplace. Simpson's curriculum prepares students to think critically and communicate effectively by encouraging inquiry, analysis and teamwork, along with the concrete application of knowledge.

**Living and Working in a Global Context:** Simpson assists students in recognizing their roles as citizens in a diverse world by giving them chances to discover and understand cultures and backgrounds different from their own, such as school-sponsored semesters abroad, international and domestic May Term trips and service-learning projects.

**Leadership:** Developing graduates who can serve as responsible leaders in their work environments as well as their communities is at the heart of what a Simpson education is about. Students develop their leadership skills through significant contributions to campus groups, classroom activities and off-campus organizations.

**Personal and Social Responsibility:** Simpson prepares students to become responsible and contributing members of society through the cultivation of character, citizenship and a commitment to social justice. Particularly, Simpson emphasizes service to the greater good through First-Year Service Day, the Wesley Service Scholar program and a variety of other volunteer opportunities.

## Quality Academics

With a full time student population of approximately 1,500, Simpson's quality liberal arts education emphasizes academic excellence, community engagement, international experiences and success beyond the classroom. The college offers more than 40 majors, minors and pre-professional programs, which provide students with the skills they need to succeed in a given field. Simpson professors are dedicated to their fields of study and equally dedicated to teaching – and it shows in the classroom. In addition, many opportunities exist for students to work with their professors outside of the classroom through research opportunities, volunteer experiences and trips locally and abroad.



## First-Year Program

Simpson's First-Year Program, which helps ease students into their first-year at the college, is one of the best in the nation. According to *College and Character*, a national initiative of the John Templeton Foundation, Simpson is one of 60 colleges in the nation that offers students an exemplary program in the first year to develop moral character.

A key component of the First-Year Program is the Liberal Arts Seminar (LAS), which is a class comprised entirely of first-year students. The seminar provides a valuable support system



for new students. LAS classes meet four times a week and go beyond the activities of a typical college course. LAS classes take students out of the classroom to perform service, share meals, attend campus events or participate in social activities. LAS classes also contain practical assignments, such as a small research project in the library, to teach new students about the many resources Simpson has to offer.

## Beyond the Classroom

### May Term

With Simpson's 4-4-1 academic calendar, the college offers two fourth-month semesters and one three-week term in May. During May Term, Simpson students take just one class, allowing them to examine one issue or topic in a new and complex way. May Term makes it possible for students to travel, hold an internship, develop new skills or learn about a specific interest in-depth. Course offerings vary from year to year, but May Term always provides a multitude of exciting choices.

Each year, hundreds of Simpson students go abroad during May Term. In the past, courses have taken students to many unique and diverse locations, such as Namibia, Peru, Madagascar, Ecuador, Rwanda and Ghana. Courses have also taken students to destinations like England, France, China, Germany, New Zealand and Greece.

Simpson also gives students many options for travel within the United States with trips to places such as Denver, Chicago, New York City and Washington, D.C.

## Overseas with Simpson

Simpson is ranked by *U.S. News & World Report* as one of the top 100 colleges in the nation with the highest percentage of students studying abroad. Simpson offers several semester-long study abroad programs that allow students to learn together under the guidance of a Simpson faculty member. Simpson's semester-long programs are located in:

- London, England (Fall 2009)
- Rosario, Argentina (Spring 2010)
- Tahiti, French Polynesia (Spring 2010)
- Schorndorf, Germany (Spring 2011)
- Nakorn Pathom, Thailand (Spring 2011)

Simpson students also have the option of participating in an affiliated study abroad program through another university or institution.

## Partnerships

Simpson has several partnerships and on-campus centers that give students outstanding experiences outside of the normal classroom environment.

**Simpson Urban Studies Institute (SUSI):** SUSI is a collaboration between Simpson College and Urban Dreams, a human services provider that serves the Des Moines inner city. Through SUSI, students have the chance to utilize knowledge learned in the classroom to address community needs and social justice issues through research and service projects. Recent SUSI projects included: neighborhood cleanups, English and citizenship classes, a free community health screening and an education program at the Correctional Institution for Women in Mitchellville, Iowa.

**Iowa History Center:** The Iowa History Center connects the state’s historians, authors and students in effort to capture and preserve Iowa’s history through many statewide initiatives. The Center brings many prominent speakers to campus and also helps place Simpson students in internships with various state historical associations.

**Center for Vocation and Integrative Learning (CVIL):** CVIL encourages Simpson students to reflect on their talents and passions and become active and influential members of their communities through civic engagement, leadership, service and professional opportunities.

**Great Ape Trust of Iowa:** Simpson has partnered with Great Ape Trust of Iowa, a world-class research facility dedicated to the study and conservation of great apes. The partnership provides students significant internship, research and volunteer experiences with the organization.

## Professional Development

According to the National Survey of Student Engagement, more than 70 percent of Simpson students take advantage of internships or field experiences before graduation, putting them ahead of students at similar schools.

The Des Moines metro area provides countless internships for Simpson students. Des Moines – which was named one of the best cities in the nation for business and careers by Forbes magazine – is home to media outlets and publishing firms, research facilities, insurance and financial institutions, entertainment and cultural venues, the state legislature and numerous nonprofit organizations.

In addition to Des Moines’ extensive array of jobs and internships, students often seek positions across the country and abroad. Whether it’s navigating the halls of the White House, performing research at Johns Hopkins University or standing on the sidelines with the Green Bay Packers – a few recent experiences of Simpson students – internships are a great way to learn beyond the classroom and provide a solid foundation for the future.

Though many students chose to do internships independently, Simpson also offers courses that allow students to gain job experience while receiving college credit.

- **Co-Op 119 “Career Observation”**

This May Term class is open to first-year students and sophomores and gives them the opportunity to job shadow in a specific work environment for three weeks.

- **Co-Op 319 “Internship Experience”**

During this course, students receive hands-on job experience for credit through a semester-long or summer internship.

## Academic Support

**Hawley Academic Resource Center:** The center gives Simpson students free academic support with individualized appointments that help students work on their study skills. The Hawley Center can provide guidance with the writing process and tutoring for classes in any subject area. In addition, the Center can help students learn about academic strategies for test taking, note taking, college reading, and time and stress management.

**Student Support Services (SSS):** SSS helps students take positive steps forward in their college careers with a wide variety of programs developed for first-generation college students, students with limited incomes or students with disabilities. Programs through SSS help students reach their fullest potential by providing opportunities for academic development. Programs include one-on-one advising with staff members, peer mentoring, educational workshops and social and cultural activities.

## Career Services

Simpson College's Career Services has the resources to help students with career or graduate school planning from the moment they step on campus.

Programs offered by Career Services include:

- Workshops on interview attire, applying for internships, proper business etiquette and more
- Personalized career consultation that determines possible fields of study
- Annual Career, Volunteer and Graduate School Fair featuring more than 90 businesses, organizations and graduate schools
- One-on-one appointments to critique résumés, cover letters and graduate school applications
- Internship and job shadowing opportunities
- Online database of full-time and part-time jobs and internships

## Extracurricular Activities

Simpson offers many clubs and organizations that provide great leadership experiences for Simpson students. Some of the options for involvement include:

- Campus Activities Board, which brings national and local acts to campus and sponsors free entertainment throughout the week
- Student publications, including an award-winning newspaper, yearbook, literary magazine and radio station
- Performance opportunities in theatre productions and music groups
- 19 Division III athletic teams
- Student Government Association
- Religious Life Community, which provides opportunities for vocational exploration, service trips, non-denominational worship and interfaith fellowship
- Multicultural and international organizations that highlight new cultures and enhance diversity on campus
- Intramurals, such as basketball, softball, pool, fishing, BINGO, paintball, jamball and kickball
- Cheer and dance teams
- Greek Life



## Athletics

The Simpson College athletics program has a great tradition of success at the NCAA Division III level. As a member of the Iowa Intercollegiate Athletic Conference, Simpson's 19 varsity teams compete for conference, regional and national championships each year.

Simpson is committed to helping students become well-rounded athletes, and our student-athletes excel in the classroom and beyond. Simpson student-athletes have received prestigious NCAA postgraduate scholarships, and hundreds of athletes have been named to IIAC All-Academic teams.



Simpson takes part in the NCAA CHAMPS/Life Skills program, which is just one of the many ways Simpson assists student-athletes. The program is designed to enhance the student-athlete experience with development programs that encourage students to become active leaders in their communities.

### Men's Athletic Teams

- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Soccer
- Swimming
- Tennis
- Track & Field
- Wrestling

### Women's Athletic Teams

- Basketball
- Cross Country
- Golf
- Soccer
- Softball
- Swimming
- Tennis
- Track & Field
- Volleyball

## Fine Arts

Simpson makes art, theatre and music available to all students, whether they are interested in performing or just want to catch a show or see an exhibit.

### Create

The Farnham Galleries sponsor an eclectic exhibition program each year. Past exhibits have included works of digital imagery, photography, painting and ceramics. The galleries also display student work, including a senior art exhibit each spring.

### Harmonize

Simpson's nationally recognized music program offers a variety of vocal and instrumental ensembles as well as musical and opera performances that allow students to show off their talents. Simpson has one of the largest undergraduate opera programs in the nation and is home to the Des Moines Metro Opera in the summer.



### **Perform**

Theatre Simpson performs three faculty-directed shows and a festival of student-directed one acts each year, giving students plenty of opportunities to perform on stage. Performances range from classical to contemporary to musicals.

### **Being Green at Simpson**

Promoting green initiatives on campus and across Central Iowa is an important part of Simpson's plan for the future. Simpson's president has signed an agreement with college and university presidents across the nation, which committed Simpson to reducing and eventually eliminating its carbon footprint.

Since signing the agreement, Simpson has made great progress. Simpson has already made numerous updates in current buildings to help conserve natural resources, instituted a campus-wide recycling program and purchased a biodiesel converter that will allow used vegetable oil from the dining hall to be converted into fuel for campus vehicles and other machines. Simpson has also committed to environmentally friendly designs in all future construction projects.

Students play a vital role in the future of sustainability efforts at the college. Two campus groups help lead these efforts. Through the Environmental Awareness Club (EAC), students organize events and educate the campus on various issues relating to sustainability. The Earth Corps program gives motivated student leaders the opportunity to conduct important research on sustainability, participate in outreach projects on campus and in the community and manage Simpson's recycling program.

### **Living on Campus**

Simpson prides itself on having some of the best housing options around, and the college provides students with a variety of choices for campus living. First-year students are assigned to one of two first-year residence halls, while upper-class students can choose between living in one of three additional residence halls, a theme house, Greek housing or one of nine college-owned apartment buildings.



All college housing is air-conditioned, fully furnished, carpeted and smoke-free. Each residence hall contains a computer lab, laundry facilities, cable, vending machines and a kitchenette.

Every room, apartment or house is equipped with computer data jacks for connecting personal computers to the campus computer network and Internet. The entire campus (including campus housing) is also wireless.

## Best of Both Worlds

Simpson's location gives students the best of both worlds: the friendly atmosphere of a college town with the benefit of living near an exciting metropolitan area. Indianola is host to many nationally known events, including the Des Moines Metro Opera and the National Balloon Classic. The vibrant, small-town community also has a multitude of choices for entertainment including state parks and trails for recreation, a golf course and many unique restaurants, shops and a movie theatre within walking distance of campus.

Indianola is just 12 miles south of Iowa's capital city, Des Moines, which gives students plenty of opportunities to attend cultural events and festivals, see professional sports teams in action, catch concerts or Broadway musicals, shop in the trendy East Village or the upscale Jordan Creek Mall and more.



## ADMISSION

Simpson College is a selective institution which seeks a diverse group of high quality students for admission to its undergraduate programs each year. General standards for admission to Simpson College should be regarded as very competitive. A strong academic record is essential.

At Simpson College, the standards for admission are set by the faculty. Admission decisions (acceptances and denials) are made by the Admissions Committee, elected by the faculty, representing the five academic divisions of the college. These faculty members evaluate candidates for admission by considering the following:

- college preparatory courses taken and the grades received in those courses;
- rank in class;
- official results of standardized tests: ACT and/or SAT;
- the recommendation/high school report form completed by the high school principal, guidance counselor or headmaster;
- other recommendations, information and/or interviews as requested by the Office of Admissions or the Admissions Committee;
- International students must submit results of the TOEFL (Test of English as a Foreign Language)

The Office of Admissions may be contacted toll-free at 1-800-362-2454, locally at (515) 961-1624, or email [admiss@simpson.edu](mailto:admiss@simpson.edu).

## Freshman Admission Procedure

1. The student submits the application form supplied by the Office of Admissions.
2. The applicant requests the high school to forward a copy of an official transcript including rank in class. (A final official transcript, including evidence of graduation from a regionally accredited secondary school or GED, is required prior to enrollment.)
3. The applicant asks the guidance director/counselor to submit, on a form furnished by the College, a recommendation based on a judgment of the applicant's capacity to perform satisfactorily at the college level. This recommendation/high school report form will be used solely in the admission process. Any information provided on the form will not become part of the student's permanent files nor be disclosed to the applicant.
4. The student requests official results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT) be forwarded to the Simpson College Office of Admissions.
5. The College notifies the candidate concerning action on his or her application for admission as soon as all information has been received and evaluated by the Admissions Committee. All materials submitted for admission consideration become the property of Simpson College. In some cases, additional information is required. Although no specific distribution of entrance units is required, it is strongly recommended that the following be included:
  - four years of English (composition and literature);
  - three years of one foreign language;
  - three years of mathematics (two years of algebra, one year of geometry). Students planning to major in either mathematics or science in college are urged to complete four years of high school mathematics;
  - three years of social science;
  - three years of laboratory science.

## Transfer Admission Procedure

Each year, Simpson College welcomes transfer applications. Requirements for transfer from other colleges are:

- a completed Simpson College application for admission;
- evidence of good standing at the institution previously attended;
- official transcripts showing the amount of work completed and the credit awarded;
- other recommendations or interviews as requested by the Office of Admissions and/or Admissions Committee;
- final official high school transcript, including evidence of graduation or GED equivalent;
- official results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT) required.

The College notifies the candidate concerning action on his or her application as soon as all the information has been received and evaluated by the Admissions Committee.

## Four-Year College Transfers

Students presenting credits with satisfactory records from accredited four year colleges may be accepted and admitted to the classification at Simpson to which their credit entitles them. All transfer credit is evaluated on an individual basis. Courses with D or F grades are not granted transfer credit. Students must complete at least 32 credits at Simpson College.

## Two-Year/Community College Transfers

Students who complete an Associate in Arts Degree at any two-year/community college accredited by the NCA or an equivalent accrediting body **and** who subsequently are admitted as full-time degree-seeking students at Simpson College will be enrolled as juniors subject to the qualifications listed below.

1. Cornerstones and other graduation requirements will be credited on a course by course basis providing the course grade is C- or higher.
2. Although an unlimited number of credit hours may be transferred to Simpson College, graduates of two-year colleges must complete an additional minimum of 64 semester hours of credit at Simpson to apply to the minimum of 128 semester hours needed to graduate with a Bachelor of Arts Degree (68 and 132 hours respectively for a Bachelor of Music Degree).
3. Any passing grade will be accepted as part of the AA Degree if the student has a cumulative GPA of 2.00 or higher. Courses with grades of D+, D, or D- will be given departmental or divisional credit, not specific course credit. No more than 12 credits of D+, D, or D- may be used toward graduation. Courses without a Simpson College equivalent which are part of the 64 semester hours needed to provide junior status will be given general departmental or divisional credit. A maximum of 16 semester hours of vocational credit, as provided by Simpson's policy on non-traditional technical credit, will be accepted for transfer.
4. All two-year college credit, which is not part of an Associate in Arts Degree, will be evaluated on a course by course basis.

Further information regarding transfer admission may be obtained by contacting the Director of Transfer Enrollment in the Office of Admissions.

## Deposit Procedure

Within a designated time after receiving notice of admission to the College, the candidate is required to make an initial enrollment deposit of \$200. After matriculation, \$100 becomes a continuing enrollment deposit and \$100 becomes a matriculation fee. Applicants for financial assistance are not required to pay the deposit until after they are notified regarding their awards. The acceptance of the offer of admission is not completed until the deposit has been received. For students enrolling fall semester, the deposit is refundable until May 1 of the year of enrollment. After May 1, the \$200 is non-refundable. For students enrolling in spring semester, the deposit is non-refundable after December 15 (approximately three weeks) prior to the semester of matriculation.

The continuing enrollment deposit is kept on file and is refunded upon departure providing certain conditions are met. First, the student must have no outstanding financial obligations to the College. Second, the timely notice of withdrawal from the institution must be provided by

the student who plans not to re-enroll at Simpson. Notification of plans to withdraw must be directed to the Office of Student Development by July 1 for a change in fall semester plans and December 31 for a change in spring semester plans.

## **Admission to Evening, Weekend & Graduate Programs**

Please consult the current bulletin for Evening, Weekend & Graduate Programs or the webpage at [www.simpson.edu/dal](http://www.simpson.edu/dal) for the process of admission as a part-time student. Contact any office of the Evening, Weekend & Graduate Programs for assistance.

## **International Student Admission Procedure**

International students applying for admission to Simpson College must:

- Submit the completed international student application to the Simpson College Office of Admissions. Applications may be filed any time between September 1 and May 1.
- Students wishing to apply after May 1 may do so, but priority will be given to those applicants that meet the May 1 deadline.
- Forward certified true copies of the student's original secondary school records and certificates (GCE, SPM, HSC, HKCE, Bachillerator, etc.). Translations alone are not acceptable without a copy of the original record.
- Send official copy of the results of TOEFL (Test of English as a Foreign Language).

A financial statement attested to by the candidate's bank or other financial institution is required. This satisfies the U.S. Immigration and Naturalization Service regulations. This statement must document that financial resources will be available to the candidate for the academic year requested. The immigration document (I-20) will not be issued for a student until the resources are verified.

After the application and accompanying records are received, the credentials will be evaluated by the Admissions Committee. As soon as possible after the evaluation is completed, the College will notify the candidate concerning action taken on his/her application for admission.

Accepted candidates are required to pay \$1,000 enrollment deposit (which is applied toward the cost of attendance) before the I-20 can be issued.

# **COSTS AND FINANCIAL ASSISTANCE**

## **FINANCIAL PLANNING**

Simpson College is a nonprofit educational institution providing students with a rich academic environment in which they can learn and grow. As such, the College must charge tuition and fees for the services it provides. A portion of the tuition and fees is covered by income from endowments and other gifts from friends of the College.

## **Payment of Student Accounts**

Before the beginning of each term, the Business Office will send each student an estimated bill showing the total charges for the term and the financial aid expected to be credited to the student account for the term. All charges for tuition, room, board and other fees are due in full approximately two weeks prior to the beginning of each term.

A monthly payment plan is available; see below. For parents or students who wish to pay their account by credit card, the College accepts MasterCard, American Express and Discover. In addition, students can access their account balance online through StormFront and make secure payments by ACH or credit card. A convenience fee on credit card payments will apply.

If an account is not paid in full by the due date, the College regards the account as delinquent unless satisfactory financial arrangements have been made with the Business Office. Students with accounts considered delinquent are not entitled to future registration, room, board or issuance of transcripts.

Finance charges are assessed at a daily rate of 0.05% (18% A.P.R.) on the unpaid balance not covered by the payment plan. Finance charges are calculated at the end of the month and added to the student's account.

Books are sold at the Simpson College Bookstore in Brenton Student Center and may be purchased by cash, check or credit card (MasterCard, VISA, American Express or Discover). Students should be prepared to pay approximately \$900 each year for books.

## Monthly Payment Plan

The College offers a monthly payment plan for those who prefer to budget the annual cost of tuition, room, board and fees in monthly installments.

The TuitionPay Plan is administered by a third party payment plan administrator and provides a way to pay educational expenses through manageable monthly installments. The TuitionPay Plan may be tailored to cover all or part of the financial obligations for the academic year. The TuitionPay Plan is not a loan. Thus, there are no interest charges. The only cost is an annual non-refundable participation fee. With The TuitionPay Plan, monthly installments can be automatically deducted from a designated checking account or charged to a credit card. This eliminates the worry of remembering to make payments each month and provides the security of knowing that installments will be made on time. Of course, monthly installments can be billed directly. Prepayments may occur at any time without penalty.

Questions regarding The TuitionPay Plan may be directed to the Business Office. The TuitionPay Plan application forms are available in the Business Office or online at [www.simpson.edu/businessoffice/tpp](http://www.simpson.edu/businessoffice/tpp).

## Credit Balances

Federal regulations require credit balances created by Title IV funds to be refunded to the student within 14 days. Students who want credit balances retained by Simpson College for the academic year must give written authorization to the Business Office.

## Board Plans

All full-time residential students must have a board plan. Simpson College offers four board plans:

- The 20-Meal board plan allows students to eat every meal available at the dining hall.
- The 14-Meal board plan allows students to eat any 14 meals during a one week period.
- The 12-Meal Flex board plan allows the student to eat 12 meals per week. In addition, this plan provides \$200 in points per term, which can be used at Pfeiffer Dining Hall or the Storm Street Grill in Brenton Student Center.
- The 6-Meal board plan, which is only available to students who live in apartments and theme houses, allows students to eat any six meals during a one week period. In addition, this plan provides \$50 in points per term.

Board passes are identified by a magnetic strip attached to the student identification card. Students will be allowed a three day grace period at the beginning of each term when they will be allowed to eat at the dining hall without presenting an identification card with a magnetic strip.

Students will be allowed to change their board plans during the first two months of the term. Meal charges will be pro-rated to reflect the change. Flex points will also be pro-rated.

## **Residence Hall Community Damage Fund**

Each student living in College owned housing is billed ten dollars at the beginning of each term as an assessment for the Residence Hall Community Damage Fund for each residential unit. The amount is included as a part of the total Residence Hall room charge. Unidentified vandalism costs incurred through the term will be totaled and deducted from the fund established for each unit. Any remaining monies after damage billings at the end of each term will be turned over to the residence hall activity account for each unit. Residence hall activity accounts are utilized under the direction of the residence hall council and residence hall staff for each respective building. In the event that unidentified vandalism charges in any one term exceed the Residence Hall Community Damage Fund, residents will be individually billed for excess charges.

## **Personal Property Insurance**

The College does not carry insurance on personal property of students, faculty or staff and is not responsible for the loss or damage of such property.

## **Tax Benefits**

There are several tax benefits available to help reduce the financial impact of higher education including:

- Tax credits-Hope and Lifetime Learning;
- Above-the-line deduction for higher education expenses;
- Deduction of student loan interest;
- Tax-free withdrawals from education savings accounts (ESAs) or state-sponsored and private tuition savings plans; and
- Tax-free employer-provided tuition benefits

Each option is unique, with its own rules and limitations on eligibility and income. For more information, please consult your tax advisor or contact the Business Office.

## **TUITION REFUNDS AND FINANCIAL ASSISTANCE RETURNS**

### **Dropping Classes/Change in Enrollment Status**

A student may add and drop classes during the add/drop period of each term. The Business Office and Office of Financial Assistance will establish a student's tuition charges and financial assistance based on the student's enrollment status at the end of the add/drop period. After the add/drop period has expired, tuition and financial aid will be refunded on a pro-rata basis as a student's enrollment status changes. After 60% of the enrollment period has expired, there will be no adjustments to tuition charges or financial aid.

## Complete Withdrawal

A student interested in withdrawing from Simpson College should file a withdrawal form in the Office of the Dean of Students and make an appointment with the Office of Financial Assistance.

Simpson College engages faculty and staff members in advance for a full academic year. Many other expenses for maintaining the College are likewise commitments of one or more years into the future. Therefore, a student who withdraws does not reduce materially the costs of operating the College.

A student who withdraws before the 60% point in time in the term will receive a refund in the applicable tuition, room, board and fees. The amount of the refund is based on the percentage of the term that has not been completed. Financial aid will be refunded to federal, state and Simpson programs based on the same percentage. Stated simply, a student who withdraws after completing 20% of the term will be charged 20% of the applicable tuition, room, board and fees and would retain 20% of their financial aid. If funds have been released to the student because of a credit balance on the student's account, the student may be required to repay a portion of the federal grant released to the student. Examples of the application of the refund policy are available upon request in the Office of Financial Assistance.

After the 60% point in the term, no refund will be granted nor will financial aid be reduced. The portion of the term completed is based on calendar days from the first day of the term through the last scheduled day of finals, including weekends and breaks that are fewer than 5 days in length.

Students who do not go through the "official" withdrawal process (i.e. leave campus without filing withdrawal papers) will be deemed to have attended through the mid-point in the term, unless the last date of attendance can be documented, and will have their charges and financial aid adjusted accordingly.

This policy is subject to federal regulations. Contact the Office of Financial Assistance for details and to learn of any changes to this policy.

## Other Refunds

Refunds on rooms may be given in the case of a student who, due to illness or other imperative reasons, officially withdraws from the College. No room is refunded after the 60% point in the term.

Board cancellations are effective one week after notification to the Business Office. Board charges are refunded on a pro-rata basis. No refunds will be issued for unused Flex points at any time.

May Term board charges will be refunded for students on a qualified absence from campus during May Term. A qualified absence is defined as one in which the student's May Term study requires he/she reside off campus. Qualified absences must exceed one week. Board charges are refunded only if a student applies for the refund prior to departure from campus in April.

All students' deposits and final payments for May Term trips must be considered non-refundable. The trip director, on the student's behalf, must pay large advance deposits to third parties for reservations pertinent to the trip. Due to the nature of these deposits and the third parties involved, it may be the case that refunds are possible for some trips and not others or that refunds were possible in a prior year but not in the current year for the same trip. To the extent possible, trip directors will attempt to secure a partial refund for the students when unforeseen circumstances prevent the student's participation in the trip and the trip director is notified prior to three weeks before the trip's departure. The partial refund to the student will only consist of funds that have not been paid to a third party and/or funds that are returned from a third party on behalf of the student. A refund will be given to the students for excess funds

when the May Term trip is completed, all expenditures have been paid and it is determined that more money was charged to the student for the trip than was needed.

In the event of a pandemic, Simpson College will attempt to provide alternative ways of offering instruction. Therefore, the College may choose not to refund tuition, fees, or room and board according to the normal refund policy as described above.

## TUITION AND CHARGES

### Academic Year Fees

Tuition 12-16 credit hours per term (Includes May Term and non-refundable \$655 general fee. The general fee is required of all students and is not included in student aid grants or tuition exemptions.)	\$ 25,366
Student Government Activities Fee	267
Campus Center Fee	100
Room (\$10 per semester is credited to the Residence Hall Community Damage Fund)	
Station Square Apartments	4,137
Theme Houses and other Apartments	3,878
All Others	3,485
Single (if available)	4,920
Board	
20-Meal	3,776
14-Meal	3,598
12-Meal Flex	3,776
6-Meal (Theme Houses and Apartments only)	1,770

### Part-Time Students

<b>Day Courses:</b>	
1 Class (1 - 4 hours), per hour	\$ 290
2 Classes (5 - 7 hours), per hour	468
3 Classes (8 - 9 hours), per hour	546
4 Classes (10 - 11 hours), per hour	655
May Term only (3 hours)	870
<b>Evening and Saturday Courses, per hour</b>	290
<b>Students 65 years or over</b> (space available only), per hour (if auditing, no charge except lab charges)	175
<b>Graduate Courses, per hour</b>	385

### Other Fees – per term hour unless otherwise specified

Overload (per hour over 16 hours with more than 5 courses)	\$ 655
Audit Fee (per hour)	175
Graduation Fee with Bachelor's Degree	75
Late Registration	30
Change of Registration	15
Parking (annual)	50
Student Teaching Fee	205

Private Music Lessons (per credit for weekly half-hour lessons each week of the term)	250
Piano Proficiency Re-examination	25
Accompanist Fee (student accompanist per credit)	45
Recital Fee (required for Jr. and Sr. degree seeking)	50-75
Art Lab Fees (varies by course)	50-120
Life Experience Portfolio Fee	75
Insufficient Funds Fee (returned check)	25

The above fees are for academic year 2009-2010 and are subject to change in subsequent years. The College reserves the right to modify fees.

### Schedule of Charges

The annual cost for full time tuition, room, board and required fees is divided as follows:

	Fraction of Annual <u>Costs</u>	<u>Tuition</u>	<u>Room</u>	<u>Board</u>	<u>Required Fees</u>
First Term	—	\$12,683.00	\$1,742.50	\$1,888.00	\$183.50
Second Term and May Term	—	\$12,683.00	\$1,742.50	\$1,888.00	\$183.50

(Based on standard room and 20-meal board plan)

## FINANCIAL ASSISTANCE

It is the purpose of the Office of Financial Assistance at Simpson College to assist students in financial planning for college. In doing this, Simpson College attempts to make it financially possible for qualified students to experience the advantages of a Simpson College education. Generous gifts by alumni, trustees and friends of the College, in addition to state and federal student assistance programs, make this possible.

The primary criteria for determining the amount of assistance a student is eligible to receive is the financial need of the student. The type of financial assistance available is related to the financial need and scholastic ability of the student.

Various scholarships and grants are awarded on the basis of academic excellence and/or qualities of leadership and talent.

### Cost of Attendance

The cost of attendance at Simpson College includes billed expenses such as tuition, fees, room and board and also allowances for expenses that are not billed by Simpson. An allowance of \$900 is made for books and supplies. In addition, transportation allowances of \$700 for on campus and \$800 for off campus students is provided. For students who are residents of states other than Iowa, a larger transportation allowance is made. In addition, there is an allowance for personal expenses included in the cost of attendance element.

### Applying For Financial Assistance

Most financial assistance is awarded to students with an established financial need. For this reason, it is necessary for applicants to submit data, which will allow the College to determine a student's financial need. This is done by filing the Free Application for Federal Student Aid

(FAFSA) or Renewal Application on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). A student must first receive an electronic personal identification number (PIN) from the federal government website at [www.pin.ed.gov](http://www.pin.ed.gov). This PIN will act as the student's electronic signature. If the student is a dependent student, one of the parents must also receive a PIN in order to sign the FAFSA electronically. When filing the FAFSA, be sure to list Simpson College, federal school code 001887.

The FAFSA is the only application required to determine eligibility for all state and federal assistance programs.

The information provided on the form will be analyzed at the processing center and a report of the financial need of the student and his/her family will be sent to the College. Simpson College will receive this information within 7 days. Financial assistance awards are made as soon as the applicant has been accepted for admission and the results of the FAFSA or the Renewal Application have been forwarded to the College. Simpson College will analyze the financial need and academic background of each student in determining the student's financial assistance award.

Iowa applicants must have their FAFSA to the processing center by July 1 in order to be eligible for State of Iowa funds.

## **Renewal of Awards**

Renewal of an art, music or theatre scholarship necessitates that the student meet those academic and participation requirements established by the Department Chairperson.

Simpson College reserves the right to modify awards if the student receives additional aid, if there is a substantial change in the parent or student income or assets, if there is incorrect information on the Free Application for Federal Student Aid or if there is a change in student status involving either enrollment or housing. In the case of housing: should a student receive a financial assistance award based on being a resident on campus and then the student decides to move off campus, Simpson funded aid will be reduced by 50 percent of the amount of standard college room and board charges.

Award amounts offered from federal and state programs are contingent upon Congressional and Legislative allocation of funds.

## **Satisfactory Academic Progress Standards for Financial Assistance**

Students receiving Title IV federal financial assistance, state funded financial assistance and/or Simpson College funded financial assistance are expected to maintain satisfactory academic progress during their enrollment at Simpson College.

In order to be considered making satisfactory progress toward a degree, a student must maintain specified grade point averages and proceed through their degree at a specific minimum pace.

## **Required Grades**

At the end of each academic year, the student's cumulative grade point average will be monitored. Simpson's grading procedures are discussed in the section titled "Academic Policies and Services." If the student has a grade point average lower than that required to be considered in good academic standing, he/she will be placed on financial aid probation for the next semester. During the probationary period, the student may be able to receive financial assistance, but if the student fails to achieve the required average at the end of the next semester, the student's assistance will be terminated.

The following cumulative grade point averages are required in order to continue to receive financial assistance:

Freshman	(1-29 semester hours)	1.80
Sophomore	(29.01-61.00)	1.90
Junior	(61.01-95.00)	2.00
Senior	(95.01-Graduation)	2.00

## Required Completion Rate

In addition to maintaining the grades specified above, a student must be progressing toward completion of the program within a specified time frame. In order to meet these minimums, a student must complete at least 24 credit hours per academic year at full-time status. Part-time students must successfully complete one-half of the credit hours they attempt in one year.

These credit hours must be earned during the academic year (fall, spring, and May); however, if a student is short of these required hours, they may be earned during the following summer session(s). If the required hours are not completed by the end of the summer session(s), the student's financial aid will be suspended beginning with the upcoming fall term. Suspension of aid is the loss of financial aid eligibility and will result in no aid package for the upcoming year while under suspension. Suspension of aid is not the same as academic suspension, which is handled by the Office for the Academic Dean.

Students enrolled at Simpson College may also have a maximum of 192 attempted hours at either a part-time or full-time pace to be considered making progress.

## Course Repetitions, Incompletes and Withdrawals

When a student repeats a course, the most recent grade received will be used in the calculation of the cumulative grade point average. Each course will be included as an attempted course.

"Incompletes" or "I" may be given to any student who does not completely fulfill the requirements of a course. A petition for this status must be approved by the Dean for Academic Affairs. A grade may be substituted for the "I" if the student successfully completes the unfinished work prior to the 31st day of the following academic term. Failure to complete the work required for a course in the period required above will result in the letter grade of "F".

Students may withdraw from a course prior to the end of the 14th calendar day following mid-term. However, the course will be calculated as a course attempted for purposes of determining satisfactory progress.

Audits and non-credit work will not be counted toward minimal credit requirements.

## Transfer Students

Transfer credits that are accepted at Simpson College will be counted toward the total attempted credits in determining whether the student is maintaining satisfactory academic progress.

## Changes in Major, Degree or Certificate Program

A student who changes majors will still be required to stay within the 192 attempted hours requirement to receive assistance.

## **Re-establishing Eligibility**

A student who has lost financial eligibility can regain eligibility by making up deficiencies while not receiving aid. It is the student's responsibility to notify the Office of Financial Assistance to request aid reinstatement when this has been accomplished.

## **Appeals**

A student must meet the minimum credit hours and GPA requirements to be maintaining satisfactory academic progress. Extenuating circumstances that result in the student not meeting one or more requirements will be evaluated by the Office of Financial Assistance. Appeals must be submitted in writing to the Director of Financial Assistance.

## **Tuition Refunds and Financial Assistance Returns**

(See Tuition Refunds and Financial Assistance Returns under Financial Planning.)

## **Intercollegiate Athletics**

Simpson College is a member of the National Collegiate Athletic Association - NCAA, Division III. It both supports and adheres to the philosophy of Division III membership. Simpson College offers no financial assistance based on a student's athletic ability.

A report of the Equity in Athletics Disclosure Act, containing information on Simpson College's commitment to providing equal opportunities for men's and women's collegiate athletics, is available upon request in both the Simpson College athletic office and the Office of Financial Assistance.

## **Study Abroad - Availability of Funds**

Students who are interested in study abroad programs can receive financial assistance, in the form of loans, if eligible. If the study abroad program has been approved for credit by the registrar's office, the student should contact the Office of Financial Assistance with the information that can be obtained from the study abroad undergraduate assistant. Options for aid can then be determined for the selected program.

For May Term study abroad opportunities, the student should contact the Office of Financial Assistance and indicate an interest in receiving student loans for the trip.

# THE ACADEMIC PROGRAM

## POLICIES AND PROCEDURES

Please note, not all policies are explained in the catalog, for more detailed explanation for all Academic Policies, go to <http://www.simpson.edu/academics/policies/index.html>

The Simpson College educational program includes all of the activities in which a student becomes involved while in college. Learning occurs in the classroom, in the living units, on the athletic courts/fields, in the studios, on the job and during recreation. Any time the student interacts with others, learning can occur.

This section of the catalog details the academic program of the College. It has four features: organization of the curriculum, graduation requirements, Cornerstone Studies in the Liberal Arts, and courses of study by departments/programs.

### Organization of Curriculum Academic Divisions

The academic program of the College is administered through five divisions as follows:

#### Division of Education and Social Science

Departments of Education, Sports Science and Health Education, Psychology, and Social Sciences and Criminal Justice

#### Division of Humanities

Departments of English, World Languages, History, Philosophy and Religion

#### Division of Natural Sciences

Departments of Biology and Environmental Science, Chemistry-Physics, Computer Science, and Mathematics

#### Division of Policy Studies

Departments of Communication Studies, Business Administration and Economics, Political Science

#### Division of Visual and Performing Arts

Departments of Art, Music, and Theatre

### Numbering System

Courses numbered 100 to 199 inclusive are designed primarily for students in their first year of college; those numbered 200 to 299 are for sophomores; those numbered 300 and upward are intended for juniors and seniors.

Courses are offered with varying frequency: every semester, every year, or in alternate years. In the spring previous to each academic

year, a schedule of courses offered for that year is published. The student should consult this schedule in order to learn the nature and time of the course offerings.

### Classification of Students

Students are classified on the basis of the minimum number of credit hours they have successfully completed:

29.00 hours or fewer for freshman standing

29.01 hours required for sophomore standing

61.01 hours required for junior standing

95.01 hours required for senior standing.

### Courses of Study

Simpson College offers majors in those established academic disciplines and in certain interdisciplinary fields in which full-time, fully qualified faculty are employed. In addition to its majors, Simpson offers minors and specialized programs in certain areas where full-time faculty are not available, but where significant preparation for a career or professional study can be provided through the coordination of disciplines and practical experience.

Majors normally require 30 to 42 semester hours of credit.

Interdisciplinary majors may require more (Students are required to take at least 15 credits at Simpson College in the major to earn that major at Simpson). Minors require 18 to 21 hours (Students must take at least 9 credits at Simpson College in the minor to earn that minor at Simpson.). Programs typically consist of 18 to 30 hours. All Simpson students are required to complete an academic major.

Minors and specialized programs are available to all students to supplement their majors, but participation in a minor or specialized program is not required for graduation. In rare instances a student, in consultation with a faculty member, may design a special, individualized major in a field of study where a concentration is not offered through an existing major, specialized minor, or program. Guidelines for a special major may be

secured from the Dean for Academic Affairs. The student should declare a major on a Declaration of Major form submitted to the Office of the Registrar by the time he/she has completed 40.0 semester hours, including transfer credit.

## **Special Departmental Courses**

Career-related experiences are offered. See catalog descriptions of Career Observation-119, Employment Experience-219, and Internship-319.

## **Pre-Professional Programs**

Simpson College provides, with special permission, opportunities for students to pursue a professional degree beyond the BA at Simpson by establishing a pre-professional program in specific areas listed below.

## **Pre-Engineering**

The Division of Natural Science offers a Dual Degree Pre- Engineering Program for students who wish to combine their interest in engineering with a strong liberal arts education to take advantage of the flexibility such a background offers. This program leads to a Bachelor of Arts degree from Simpson College and a Bachelor of Science degree from an approved engineering school. Simpson currently has dual-degree transfer arrangements with three highly rated engineering schools: Iowa State University in Ames, the Institute of Technology (University of Minnesota) in Minneapolis, and Washington University in St. Louis. For more information and details of the transfer program, turn to page 129.

## **Pre-Law**

Preparation for law school can be nurtured in a number of diverse disciplines including political science, history, English, philosophy, communications, management and economics. For more information on pre-law, turn to page 250.

## **Pre-Med, Pre-Dental**

Pre-medical and pre-dental students can best prepare for medical school by completing either a biology major or a biochemistry major. Most students take the MCAT (medicine) or DCAT (dentistry) in April of their junior year. Please turn to page 82 for more detailed information.

## **Pre-Pharmacy**

Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major, a biochemistry major or a chemistry major with a biology minor. For more information turn to page 83.

## **Pre-Physical Therapy**

Each physical therapy graduate program varies in their specific requirements but all require a Bachelor's degree. It is highly recommended students interested in this area major in Biology which will prepare them for entry into a physical therapy school. Students interested in physical therapy should contact specific physical therapy schools for general information and admission requirements. Turn to page 84 for more information.

## **Pre- Ministry**

A major in Religion along with our Cornerstone Program is an excellent preparation for seminary or any of a variety of ministerial careers. Students interested in ministry are encouraged to use the many resources available to help them explore their career options, including the Religion Department faculty, the Lilly Initiative for Vocational Exploration, and the Religious Life Community.

## **Pre-Veterinarian, Pre-Optometry**

Students desiring to attend a veterinarian medicine program or optometry program can best prepare for their graduate education by completing the biology major. In addition, students should complete a Career Observation in these professional areas during a May Term. For more information please turn to page 84.

## **Graduation Requirements**

Simpson College offers two baccalaureate degrees: Bachelor of Arts and Bachelor of Music.

Students who transfer to Simpson from other accredited four-year institutions must complete at least 32.0 hours at Simpson for a Bachelor of Arts Degree and 36.0 hours at Simpson for a Bachelor of Music Degree.

Students who transfer to Simpson from accredited two-year institutions must complete at least 64.0 hours at Simpson for a Bachelor of Arts Degree and 68.0 hours at Simpson for a Bachelor of Music Degree.

For the **Bachelor of Arts Degree** the candidate must fulfill the following general requirements: At least 128 semester hours of course work with cumulative grade point, major and minor (if applicable) averages of C (2.00) or better. No more than a total of 12 semester hours of D-, D, D+ may count towards graduation at Simpson College.

1. The completion of a major field of concentration. No grade below C- (1.70) will count towards fulfilling the requirement for the major or minor. H/P/NP marks are not permitted in the major or minor (except for Coop 119, 219, 319 which are H/P/NP). A maximum of 42 hours in the major department, excluding May Term courses, and 84 hours in the division of the major, including May Term courses, may be applied toward graduation.
2. The completion of the Cornerstone Studies in Liberal Arts, including Senior Colloquium. Students must earn a passing letter grade in all Cornerstone Studies. H/P/NP marks are not permitted.
3. The completion of one May Term course for each year of full time study at Simpson College. No more than two May Term courses are allowed in the department of the major, and no more than three May Term courses are allowed in the division of the major. A department may require of its majors only one May Term course in the department of the major.
4. Demonstration of proficient use of the English language by passing English 102 or Honors Composition with a minimum grade of C- (1.70), and by passing Writing Competency II, i.e. submitting an acceptable writing portfolio containing four papers and a reflective essay by the end of the student's seventh semester.
5. Demonstration of competency in Quantitative Literacy and World Language.
6. The completion of at least 64 semester hours of work beyond that transferred in from two year colleges and at least 32 semester hours of work beyond that transferred in from four year colleges.
7. At least 44 credits outside the division of the major and no more than 42 credits in the department of the major.

For the **Bachelor of Music Degree** the candidate must fulfill the following general requirements:

1. At least 132 semester hours of course work with cumulative grade point average, major average, and minor average (if applicable) of C (2.00) or better. No more than 12 semester hours of D+ (1.30) or below may count towards graduation at Simpson College.
2. The completion of a major field of concentration. No grade below C-(1.70) will count towards fulfilling the requirements for the major or minor. A maximum of 84 hours in the division of the major, excluding May Term courses, may be applied towards graduation. The candidate is limited to 12 additional hours in the Division of Fine Arts in areas other than music (art or theatre).
3. The completion of at least one course in each of the areas of the Cornerstone Studies in Liberal Arts for a minimum of 30 credit hours.
4. The completion of one May Term course for each year of full time study at Simpson College. Students may take no more than two May Term courses in the department of the major and no more than three May Term courses in the division of the major. A department may require of its majors only one May Term course in the department of the major.
5. Demonstration of proficient use of the English language by passing English 102 or English 103, Honors Composition with a minimum grade of C- (1.70) and by passing Writing Competency II, i.e. submitting an acceptable writing portfolio containing four papers and a reflective essay by the student's seventh semester.
6. Demonstration of competency in Quantitative Literacy and World Language.

# ACADEMIC POLICIES AND SERVICES

The academic policies and information in this section of the College Catalog are of general interest to new students. Additional policies and information are stated in the Simpson College Student Handbook. All students are responsible for the material contained in both the Catalog and the Handbook.

## Academic Advising

Academic advising at Simpson is integral to the total academic program. Each new full-time student is assigned to a member of the faculty who acts as the academic advisor. For the purpose of proper guidance, this relationship typically exists until the student selects a major field of concentration. At that time, the student may choose or may be assigned to an advisor in that field.

## The Academic Plan

In consultation with an academic advisor, students project an academic plan that reflects their personal and academic goals. Depending on how clearly objectives are defined at the time students enter the College, the academic plan is projected for as few as one or for as many as four years. To assure both breadth and depth in the academic plan, a student in the Bachelor of Arts program is required to limit enrollment to 42 semester hours in the major department and to 84 semester hours in the division of the major. The remaining courses are to be completed in other divisions of the College.

The academic plan requires the approval of the faculty advisor and is subject to review by the Dean for Academic Affairs.

## Registration

The process of registration begins with a conference between the student and the academic advisor. The act of registration is complete when the student makes proper financial arrangements with the Business Office, completes all other instructions, is registered by the student's advisor. The individual student is responsible for fulfillment of graduation requirements, but close work with the academic advisor is recommended.

## Alternate Credit Opportunities

Students at Simpson are encouraged to progress in the curriculum as rapidly as proficiency permits. In general, there are three ways to secure credit through testing:

1. A student who achieves a score of three, four or five on any College Entrance Examination Board Advanced Placement Test (AP) is given credit for the equivalent Simpson course.
2. A student may earn up to 24 semester hours of credit by examination in those courses or subject areas available through the College Level Examination Program (CLEP).
3. Students may also request permission from the appropriate department chairperson to test out of those courses for which there is no CLEP or AP test.
4. Students may earn credit in the non-traditional areas above only within the first 64 credits toward graduation.

## Grading Procedures

At the end of each semester, grades are recorded in the Registrar's Office in accordance with the following definitions: A, outstanding; B, very good; C, adequate; D, poor; F, failure. Letter symbols used for other purposes on grade reports and the academic transcript are: I, incomplete (a temporary designation indicating the student was unable to complete the work for reasons beyond his/her control); W, withdrawn; H, honors; P, passing; NP, not passing; CR, credit, RG registered (a temporary designation when, for some reason, grades are not available). To receive a "P" students must do at least C- work, to receive an "H" the student must do at least A- work.

In computing the cumulative grade point average (GPA), grades are assigned the following quality points: A,4.0; A-,3.7; B+,3.3; B,3.0; B-,2.7; C+,2.3; C,2.0; C-,1.7; D+,1.3; D,1.0; D-,0.7; F,0. The cumulative grade point average is determined by dividing total graded semester hours attempted into total quality points earned.

Upon petition for a grade of "Incomplete" a student must complete the work within the first thirty days of the next semester. Unless a new petition granting an extension beyond the 30th day of the next semester is received, the grade of

“I” is converted to an “F” and zero quality points are assigned. A grade of “I” also contributes zero quality points to the GPA during the period it is a part of the student’s record.

Grades of H and P are assigned credit but are not used in determining the cumulative grade point average. The grade of NP receives no credit. The grade of CR receives credit but no quality points. A sophomore, junior, or senior may take one course H/P/NP each class year providing that course is neither a Cornerstone nor a major requirement except in the case of COOP 119, 219, 319, in which case the H/P/NP for the COOP does not count against the limit of one course per year. A grade of RG means that the student is registered in the course but no grade has been given.

If a student repeats a course taken at Simpson College, they must retake the course at Simpson College in order to replace the grade. The last grade received is the grade earned. All courses and grades will be recorded; however, only the last grade will be used to determine the student’s grade point average.

## Distribution of Grade Reports

Grade reports during the first two years are sent to the students’ parents unless the student stipulates otherwise in writing to the Office of the Registrar.

## The Dean’s List and The President’s List

The Dean’s List is announced after each semester of the regular academic year. The **Dean’s List** includes the names of all students who, regularly enrolled in the College, complete at least 12 semester hours with a grade point average of 3.70 or better. In the event one of the courses is taken on the Honors/Pass/Non-Pass basis, an Honors grade must be achieved. Special recognition is accorded those with similar qualifications who have achieved a grade point average of 4.00 by their being named to the **President’s List**. Matriculated part-time students who complete at least nine credits in a calendar year and achieve a grade point average of 3.70 or better are named to the annual Dean’s list for part-time students.

## Academic Good Standing and Normal Progress

Cumulative college, major, and minor GPA minimums of 2.00 are required for graduation. No grade below C- will count towards fulfilling the requirements for the major or minor. No more than 12 semester hours of D+, D, or D- may count towards graduation at Simpson College. No completed course with a grade of F may count toward graduation. To remain in good academic standing, a student must achieve the following cumulative grade point average at the end of the respective year:

Freshman	(1-29 semester hours)	1.80
Sophomore	(29.01-61.00)	1.90
Junior	(61.01-95.00)	2.00
Senior	(95.01-graduation)	2.00

### Normal Progress for Full-time Students.

Each student is expected to make normal progress toward the completion of the degree. A course load of 14.5 hours per semester, plus three hours in May, constitutes the normal course load necessary to complete the degree in four academic years. Minimal progress means the successful completion of at least 12 semester hours each semester and three hours during May Term. Thus, a minimal full-time student must complete successfully at least 27 hours per year.

The progress of each student is reviewed by the Office of Academic Affairs at the end of each semester. If a student does not maintain normal progress toward the degree, an academic warning will be issued by the Office of Academic Affairs. If a student successfully completes less than 12 semester hours for two consecutive semesters, the student will be acknowledged as a part-time student and, thus, ineligible for Simpson College financial assistance during the third consecutive semester.

All degree-seeking students should declare a major on a Declaration of Major form submitted to the Office of the Registrar by the time they have completed 40 semester hours.

Although there are no semester hour guidelines for normal progress of the part-time student, he/she is requested to apply to become a degree-seeking student and to declare a major by the time 40 semester hours are completed. The 40 semester hours include transfer credit. Transfer credit will be added to the student’s Simpson transcript at the time he/she becomes degree-seeking (matriculated), pending receipt of official transcripts from the transfer institutions.

**Class Attendance.** Students are expected to be present at regularly scheduled meetings of classes and laboratories. The privilege of being excused from class or making up work missed because of absence from the class is granted wholly at the discretion of the instructor.

## Transfer Students

Once enrolled as a degree-seeking candidate at Simpson College, students are expected to complete all remaining required major courses at Simpson or in Simpson-sponsored programs. All students must take at least 15 credit hours of required course work (excluding internship) in the major at Simpson to obtain a degree from Simpson College. All students must take at least 9 credits at Simpson in a minor if they wish to earn that minor at Simpson College. Exceptions to this rule may be made in the case of students who spend the first three years in residence, who have satisfactory academic records, and who arrange in advance with the Dean for Academic Affairs to spend the fourth year in a professional program in an accredited institution. Students who transfer in a completed AA degree from an accredited Community College (2 year college) may transfer in up to 12 credits of "D". However, the student may not use those credits for majors or minors, and all students may only earn a total of 12 credits of "D" to count toward graduation at Simpson College including any courses transferred in with a "D- to D+."

## Academic Honesty and Dishonesty Policy Statement

Honesty is expected of all members of the Simpson community. Honesty in all academic work is required of all students. Dishonesty in academic work robs all of us of our integrity in learning and demeans the natural talents we have for creative living.

Each faculty member is urged to take a strong and positive stand for honesty and independent work at the first meeting of each class and, as appropriate, intermittently thereafter. Further, the college policy should be stated in appropriate printed course materials and circulated to the students of each class. Emphasis should be placed upon the development of honesty and integrity at Simpson.

Dishonesty, generally identified as cheating and plagiarism, is not acceptable behavior at Simpson.

## Penalties for Dishonesty

The penalty for any form of academic dishonesty (cheating, plagiarism, inappropriate collaboration) substantiated by firm evidence is:

1. failure of the course;
2. failure of the assignment; or
3. the requirement that the work be redone with a substituted assignment.

The instructor may choose from the above options to reflect how knowing, intentional, or serious he or she judges the incident to be. *All cases of substantiated academic dishonesty must be reported to the student's academic advisor and the Dean for Academic Affairs.*

If the instructor determines that the student shall fail the course, and even if that decision is made within the withdrawal period, the student may not withdraw, and the faculty member will immediately enter a grade of "F" for the course. If the instructor determines that the student will not automatically fail the course, but must redo the assignment, and it is within the withdrawal period, the student may withdraw from the course.

Upon the second report of substantiated academic dishonesty, the Dean for Academic Affairs will convene the Academic Council to recommend appropriate punishment, which may include suspension, expulsion, or academic probation.

If a student wishes to appeal a charge of substantiated academic dishonesty, he or she may request a hearing before the Academic Appeals Committee. The student(s) shall present to the Registrar of the College a written appeal stating clearly what is being appealed and the rationale. The instructor shall present the evidence to the committee. The committee's decision shall be final.

In cases of suspected academic dishonesty that cannot be substantiated by firm evidence, the instructor may give the student a warning and may require the student to redo the assignment. In a case where academic dishonesty is strongly suspected but cannot be substantiated, the instructor will issue a formal warning, along with a report to the academic advisor and the Dean for Academic Affairs. Repeated instances of suspected academic dishonesty may lead to appropriate disciplinary action, including academic probation, (student's record will indicate academic probation which means one more instance of academic dishonesty will result in either suspension or dismissal), suspension, (student will be suspended

from the college for one regular semester and then may return), or dismissal (student will be dismissed from the college and will not be allowed to return), each at the discretion of the academic dean.

## Credit Granting Policy for Non-Traditional Credit

The following guidelines apply to CLEP credit, military credit, vocational-technical credit, AP credit, and life experience credit.

1. A maximum of 32 credit hours may be granted to a student in the combined areas of coursework taken through the armed services, CLEP credit, life experience credit, vocational-technical credit, AP credit, and credit through non-accredited associations.
2. Students may earn credit in the non-traditional areas only within the first 64 hours of graduation credit, this is equivalent to the first two years of work toward a degree.
3. Credits granted for coursework taken in and through CLEP general exams, the armed services, life experience credit or vocational-technical coursework may not be used to fulfill required courses in the major or cornerstone studies. CLEP subject exams may apply to cornerstone or requirements subject to department approval.
4. The student must demonstrate that the credit applied for meets the curriculum and standards of Simpson College by supplying appropriate supporting documentation.

Sources for non-traditional credit include:

1. **CLEP.** A maximum of 24 credit hours may be earned by taking examinations. A maximum of three credit hours can be earned through CLEP tests in each of the following general subject areas: Humanities, Natural Sciences and Social Science-History. Undesignated departmental credit is awarded for scaled scores corresponding to the "B" grade in the ACE (American Council on Education) guidelines. Subject exams with variable credit may be taken to earn specific course credit for scaled scores corresponding to the "B" grade in ACE guidelines.  
\*NOTE: A student may earn up to twelve (12) credit hours in a foreign language by taking the CLEP

examination. If the student scores at least the minimum passing score of 101-102 level, six (6) hours of credit will be given to the student for Foreign Language 101-102. If the student scores at or above the minimum passing score for 201-202 level, the student will be given six (6) additional hours of credit for Foreign Language 201-202, but only after having successfully completed a course in the same language numbered higher than 202. Students who are enrolled in a Simpson College language course and who wish to take the CLEP *must do so* before completing the first semester of their language course.

2. **International Baccalaureate.** Simpson recognizes the IB program and grants credit on a course by course basis for examination scores of 4 or better on the Higher Level courses only. A maximum of 24 credit hours may be earned through the IB.
3. **Armed Services Credit.** A maximum of 16 credit hours may be awarded for coursework equivalent to Simpson College courses taken while in and through the armed services that meet ACE guidelines for course transfer. The Dantes tests (Military CLEP) will be accepted under the guidelines pertaining to Simpson CLEP standards. To be eligible for credit, each course transferred must be approved by the Dean for Academic Affairs.
4. **Vocational-Technical Credit.** A maximum of 16 credit hours may be awarded for vocational-technical credit earned at an accredited community or junior college. The vocational-technical credit will be designated on the transcript as undesignated approved vocational-technical credit.
5. **Professional Organization.** A maximum of 16 credit hours may be awarded for coursework equivalent to Simpson courses taken through unaccredited organizations such as LOMA (Life Office Management Association), ABA (American Banking Association), CPCU (Chartered Property and Casualty Underwriters), and Bible Schools. Each course must be approved by both the chairperson of the department in which the credit is being granted and the Dean for Academic Affairs.
6. **Life Experience.** A maximum of 24 credit hours may be awarded for life experience

credit, and credits are limited to that number that would bring the student's total credits to 64 hours. The total number of life experience credits available to a student will be determined at the date of submission of the final portfolio. (Note the exception mentioned above for Accounting students seeking to complete 150 credits.)

### **Other Academic Policies and Procedures that can be viewed on the Simpson College webpage are:**

Policy for Retaking a Course  
 Policy for Transferring in Courses from another Country  
 Policies Regarding Full Time Load, Overload, Graduate Credit  
 Policy for Adding or Dropping a Course  
 Policy for Late Withdrawal from a Course  
 Policy for Appealing a Grade  
 Policy for 190, 290, 390 courses  
 Policy Regarding Dead Week  
 Policy Regarding a Posthumous Degree  
 Policy Regarding Incomplete Grades  
 Policy Regarding Changing the Name of an Academic Department  
 Policy Regarding Waiving Graduation Requirement  
 Policy Regarding Completing Coursework After Commencement  
 Policy Regarding Earning a Second Degree  
 Policy Regarding Receiving Honors at Graduation  
 Policies Regarding Academic Probation, Suspension and Dismissal  
 Policy Regarding Withdrawal from a Course or from the College  
 Policy Regarding Readmission  
 Policy Regarding Ordering Transcripts and Grade Reports  
 Policy Regarding Residence Requirements  
 Policy Regarding Continuous Attendance  
 Policy Regarding Requirements for Graduation  
 Academic Appeals Committee  
 Academic Petitions Committee

### **Credit for Domestic Non-Resident Study- International**

Approval of credit for non-resident study must be obtained prior to undertaking such study. Applications for approval may be obtained from the Office of the Registrar. Students who participate

in Simpson- affiliated or sponsored programs are required to be registered full-time for the semester they are in the program.

### **International Study**

A student may apply for permission to include study abroad in the curriculum leading to a degree. Permission for such study must be granted by the Office of International Education. In order to receive credit at Simpson, the student must be registered through Simpson College and must have a cumulative grade point average of at least 2.25 before permission to study abroad will be granted. (Please note that some host universities may have higher GPA standards for applicants.)

*Simpson sponsors its own semester-long programs in Argentina, England, Germany, Tahiti, and Thailand. These "Simpson Experience Abroad" programs are led by a Simpson faculty member who serves as the resident director and teaches one or more of the courses offered. All "Simpson Experience Abroad" programs allow students to fulfill Cornerstone 7-Global Awareness.*

### **The "Simpson Experience Abroad" in Rosario, Argentina**

Simpson sponsors a semester abroad program in Rosario, Argentina at the Universidad del Centro Educativo Latinoamericano (UCEL). Students live with Argentine host families, while taking a variety of courses ranging from history, culture, language and literature, all taught in Spanish at UCEL. Students also have the option of taking courses offered by the Simpson faculty director. Regional excursions are also included in this program. Completion of SPAN 102 is required prior to departure. Offered spring semester of even-numbered years.

### **The "Simpson Experience Abroad" in London, England**

This program offers students the opportunity to study in the heart of one of the world's great historical, cultural, political, and economic centers. The Simpson faculty leader and local adjunct faculty offer a variety of Cornerstone courses that take advantage of the international location. Students live in dorm-like accommodations and are provided with a

meal stipend to cover their food expenses. Field excursions to historic sites outside of London are also included. There is no prerequisite for participation in this program. Offered fall semester of odd-numbered years.

### **The “Simpson Experience Abroad” in Schorndorf, Germany**

Simpson has sponsored a semester-abroad program in Schorndorf, Germany since 1985. The program in Schorndorf is open to all Simpson students, regardless of major. Students live with host families while completing coursework in German at the 200 and 300 level. The semester features an extensive travel and cultural program, including week-long trips to Munich and Berlin. Completion of GER 201 is required prior to departure. Offered spring semester of odd-numbered years.

### **The “Simpson Experience Abroad” in Tahiti, French Polynesia**

This program, offered at the University of French Polynesia (UPF) on the island of Tahiti in the South Pacific, is open to all Simpson students, regardless of major. Students entering the program at the 102 level in French can expect to complete 6 hours of course work in the language (applicable toward the French major or minor) with the remainder of courses taught in English. Students entering the program at the 200 and 300 levels will be eligible to take classes in French at UPF. Local cultural excursions are also included in this program. Completion of FREN 101 is required prior to departure. Offered spring semester of even-numbered years.

### **The “Simpson Experience Abroad” in Nakhon Pathom, Thailand**

Held in a fascinating part of the developing world, this program gives students the chance to study Thai culture and language at Christian University of Thailand (CTU) in Nakhon Pathom. Students are housed in CTU dorms and are each partnered with a Thai student who acts as their “language buddy” as they each strive to improve their respective language skills. The program concludes with a travel course that visits various parts of Thailand. There is no prerequisite for participation in this program. Offered spring semester of odd-numbered years.

### **May Term International Travel Courses**

In addition to semester-long study abroad opportunities, the college also offers faculty-led, international travel courses each year during May Term. Some recent courses have included: “The Natural History of Madagascar,” “China in the 21st Century: Progress and Human Rights,” “Culture, History and the Arts in Great Britain,” “Global Health: Confronting AIDS in Namibia,” “Globalization and Development in Costa Rica,” and “Media in Ireland.” All international travel courses fulfill the global awareness requirement of Cornerstone 7.

*Additionally, Simpson offers semester-abroad opportunities in England, Northern Ireland, Poland, and Spain through institutional affiliations in those locations. More information about all study abroad options is available from the Office of International Education ([www.simpson.edu/studyabroad](http://www.simpson.edu/studyabroad)).*

### **Credit for Domestic Non-Resident Study**

Approval of credit for non-resident study must be obtained prior to undertaking such study. Applications for approval may be obtained from the Office of the Registrar. Students who participate in Simpson affiliated or sponsored programs are required to be registered full-time for the semester they are in the program.

#### **1. Capitol Hill Internship Program (CHIP)**

Simpson College is a founding member of the United Methodist College Washington Consortium, the CHIP program. CHIP provides an ideal environment for those students interested in melding theory and practice. Students spend either the Fall or Spring semester in Washington working in an internship. In addition, students will participate in two seminars for credit. Students are housed in buildings leased and operated by the Consortium and there is full time staff in Washington who administers the program. The Consortium also operates several programs, some for college credit, during the summer.

#### **2. Drew University Semester on the United Nations Madison, NJ/New York, NY**

A semester of study that focuses on the United Nations and the role of international organizations in world politics. Students who

participate in this program must be registered full-time for the semester they are in this program.

**3. Correspondence and Extension Work.**

No more than six hours of credit toward a Simpson degree may be taken through correspondence or in extension courses. This does not include WEB courses. Such courses must have the prior approval of the Dean for Academic Affairs and must be taken through institutions having accredited correspondence and extension divisions.

**4. Pre-professional Study.**

In a few instances, and with special permission, students who contemplate further study in graduate or professional schools are permitted to use part or all of the first year(s) of professional study toward the satisfaction of the Simpson degree requirements. In addition, the programs of the College offer strong preparation for such professions as medicine and related fields; dentistry; law; and the ministry. Specialized counseling is made available for those intending further graduate or professional study. For more information on the pre-professional programs, turn to page 85.

**5. Career Observation, Employment Experience and Internships.**

Simpson's experiential learning programs integrate classroom work with learning on the job. Three different experiences (courses numbered 119, 219, and 319) are available and may be taken individually or in sequence. Grading will be H/P/NP. See department chairpersons and the Director of Counseling and Career Services for further information.

**Co-op Ed 119: Career Observation:** Career observation is an opportunity for students to investigate career directions while earning three hours of credit. The student is required to attend three meetings with the Office of Career Services, one in February, March and April, to work out the details of finding an observation site. The student would then observe and "job shadow" for 50 hours on one or more job sites during May term. The student must be in good academic standing and must be a freshman or sophomore.

**Co-op Ed 319: Internship:** An Internship is an opportunity for a Junior or Senior student to participate in professional training, assume initial decision making responsibilities, or engage in project based research and development with an off-campus organization in the private or public sector. The internship may consist of from one to twelve credit hours. Students must work 40 hours for each semester hour of credit.

**6. Life Experience Portfolio Assessment.**

The Life Experience Portfolio Assessment Program is designed for adults who have limited college education and seek to complete an undergraduate degree. Adults of at least 25 years of age who have at least five years of full-time work responsibility or its equivalent are eligible to apply. Candidates may receive up to 24 semester hours of credit through this program. The total number of transfer credit hours, credit hours earned at Simpson, and life experience credit is not to exceed 64 semester hours at the time the portfolio is submitted. The candidate must be degree-seeking. The portfolio is assessed by a faculty committee which makes a recommendation of award based on the relevance of the experience to the student's course of study. Inquiry should be directed to the Division of Adult Learning. Accounting Majors who are seeking certification as a CPA, and otherwise meet the requirements as enumerated above, may apply for life experience credits past the 64 credit limit mentioned above. Such credits may not be used toward the 128 credits needed for graduation, but may be applied to accumulating additional credits, taking students from 128 credits toward the 150 needed for certification as a CPA.

**7. Senior Citizens.**

Senior citizens age 65 or over, contingent upon space availability, may audit up to two courses per semester tuition free (all seniors will be expected to pay activity and any special fees for the courses plus the cost of the books). Persons interested in registering for courses for credit may do so at a cost of one-half of the regular course tuition.

## **The College Catalog: Limitation of Applicability**

A student in continuous attendance must complete the graduation requirements listed in the Simpson College catalog which is current at the time of initial registration. If a student does not remain in continuous attendance, the graduation requirements at the time of initial registration pertain, provided that the non-attendance period does not exceed one full calendar year for full-time students or two full calendar years for part-time

students. If the non-attendance period exceeds one or two full calendar years respectively, the student will be required to complete the catalog requirements in force at the time of readmission.

The requirements for the major are those in effect at the time of the declaration of the major program. The time of the declaration of the major is determined by the date of its receipt in the Office of the Registrar. The student should declare a major on a Declaration of Major form submitted to the Office of the Registrar by the time he/she has completed 40.0 semester hours.

## **Dunn Library**

### **Our Mission Statement:**

*Dunn Library strengthens the Simpson learning experience by connecting the college community with essential information services and resources.*

The library staff guides individuals to relevant research items from our collection or web site. The collection offers over 127,000 books, 560 periodical titles, plus thousands of CDs, videos, DVDs, and other materials, both paper and electronic. The library's web site provides access to the online catalog, including items at the Indianola Public Library, as well as many full-text databases (access to almost 15,000 online journals), e-books, and links to other information resources. At the center of campus, Dunn is home to a computer lab, curriculum workroom, media services, Hawley Academic Resource Center, the college archives and a variety of spaces for quiet study and collaborative projects.

## **Hawley Academic Resource Center**

Located on the third floor of Dunn Library, the Hawley Academic Resource Center provides students with individualized help to meet the requirements for competencies and courses. The Center provides guidance at any point in the writing process (including the revising and editing of portfolios), gives assistance for any math or foreign language course, and assigns tutors for most classes. Students can learn academic strategies for test taking, note taking, college reading, and time and stress management. All tutoring services available at Hawley are free to Simpson students. In addition, the College-Level Examination Program (CLEP) test is available once a month, and graduate school test registration and study materials are also available. Academic accommodations that might be needed due to mental and/or physical disabilities can also be arranged through the center.

## CORNERSTONE STUDIES IN THE LIBERAL ARTS

Cornerstone Studies in the Liberal Arts provide a framework for the systematic exploration of the legacies of Western Civilization and the different ways of knowing the world which has flourished under that civilization, including the arts, humanities, sciences and social sciences. The minority and global perspectives are additional humanities or social science courses designed to provide other angles of vision on that tradition.

The program requirements seek to ensure that students will be effectively prepared to undertake the in-depth study required by an academic major and be able to appreciate the relation of the major to the larger discipline from which it evolved as a distinct line of study. The Cornerstone Studies include three competencies and eight perspectives.

### COMPETENCIES

#### Writing Competency

The Simpson College faculty view writing not simply as a technical skill, but as a method of learning and a mode of achieving self-understanding, self-expression, and intellectual growth. Competency in writing is approached not as a one-time achievement, but as something students develop in increasingly complex situations throughout their college careers. Specifically, the Writing Competency program has two distinct stages, known as “Writing Competency I” and “Writing Competency II.”

Writing Competency I. All new freshmen (and transfers who have not taken the equivalent) must pass English 102: Composition and Rhetoric II or English 103, Honors Composition, with a minimum grade of C-. Before taking English 102 or English 103, students must pass English 101: Composition and Rhetoric I or pass out of it with an appropriate ACT score.

Writing Competency II. All students, during the seventh semester, must submit a portfolio containing four pieces of writing they have done after completing English 102 or its equivalent, plus a brief reflective essay that discusses how the pieces in the portfolio illustrate their development as a writer. Students may include whatever writing they feel best demonstrates their intellectual and personal growth. The contents of the portfolio must, however, meet the following minimal requirements:

1. The portfolio must contain writing from four different courses in at least two different departments, plus the reflective essay.
2. At least one of the papers submitted must be from a course taken as part of the student’s major. To insure that fulfilling this requirement is possible for all students, each major shall designate one or more of its 200 or 300 level courses in the major as a “Writing Portfolio (WCII) course” in the course schedule book. Such courses shall include a paper suitable for submission as a portfolio item. This requirement will go into effect with the class of 2005, though it will be encouraged for classes prior to that.
3. With the exception of the reflective essay:
  - a) Each of the items must be at least 500 words long;
  - b) At least one item must be at least 1500 words long;
  - c) Each item must bear a professor’s grade of at least C-, its numerical equivalent, or the professor’s written statement that the item meets portfolio standards;
  - d) At least one item must demonstrate the student’s ability to use some form of secondary sources and document them according to one of the three commonly used scholarly forms of documentation: Turabian, MLA, or APA.
4. Papers may be included in the form that they were returned to the student. They need not be revised or retyped. However, revisions are encouraged, especially where they have been suggested by the professor. Revisions must be accompanied by the original graded assignment, and, if the original grade was less than C-, must bear the professor’s certification that the revision merits at least a C- grade.
5. Papers must have been written after the completion of English 102 or its equivalent.
6. Transfer students may include writing done at other schools, as long as the writing meets the other portfolio requirements.

The following kinds of writing are appropriate for inclusion in the portfolio: research papers; critical essays on a particular text or topic; book reviews; personal essays or other forms of

imaginative prose; take-home examinations; lab reports; newspaper articles or other journalism assignments; and internship or co-op education reports.

Detailed instructions for preparing the portfolio, including specific guidelines for the reflective essay, are available at the Hawley Academic Resource Center.

## World Language Competency

Full-time students admitted to Simpson College must satisfy a minimal competency in a world language equivalent to one year of college study (equal to two semesters of the same language) in one of the following ways:

- Students with three or more years of the same foreign language in high school will automatically meet the competency requirement, if the final grade was a C- or better.
- Other students may take a placement test by which they may demonstrate competency or pass appropriate beginning language course(s) with a minimum grade of C-. Students with two years of a high school foreign language may not take that same language at the 101 level for credit.
- International students, not permanent residents or citizens of the United States, whose native language is other than English, will be credited with meeting this requirement. Any Simpson student who is admitted as a part-time degree candidate does not have to satisfy the language competency requirement, even if she/he later becomes a full-time student. Any student admitted as a full-time student who later changes to part-time status must satisfy the language competency requirement.

## Quantitative Literacy Competency (QLC)

**QLC Mission Statement:** *We understand that quantitative skills are essential for negotiating our technological society, for understanding how to solve problems in many disciplines and for understanding the mathematical elements relevant to public issues. The courses which satisfy the Quantitative Literacy Competency requirement use innovative teaching methods to enable our students to develop confidence in*

*their quantitative reasoning skills, to succeed in subsequent courses in the cornerstone studies and major programs and to continue to use those skills throughout their lives.*

It is understood that the needs of students vary depending on their program of choice. Those students who intend to enter a technical field will satisfy the QLC by completing the prerequisites for the courses in their major. To prepare students in non-technical fields for courses in the Cornerstone Program and majors that require quantitative analysis, the QLC program includes coursework to help our students.

- to think logically and reason critically
- to develop and interpret the mathematical models used in problem solving
- to make sense of numerical data and information encountered in daily life,
- to communicate mathematical ideas to others both orally and in written communication,
- to make connections between visual, verbal and quantitative representations of mathematics
- to use technology appropriately as a tool for problem solving.

A student may fulfill the Quantitative Literacy Competency by

- scoring a 22 or higher on the mathematics section of the ACT or a 530 or higher on the mathematics section of the SAT;
- making a C- or better in Math 105 Quantitative Reasoning or Math 130 College Algebra;
- passing one of the equivalence exams, Math 105T or Math 130T; or
- transferring in a C- or better in a course equivalent to any mathematics course offered at Simpson or a 3-hour course covering Finite Mathematics.

A student should take Math 105 Quantitative Reasoning or Math 130 College Algebra during the first year of enrollment at Simpson College if he or she has not satisfied the QLC by equivalency exam or transfer credit. The choice of course to fulfill the QLC should be made based on the student's program of choice as described below:

- A student who must take Math 140, Math 151 or Math 180 as part of their major should choose Math 130.

- A student who must take Math 116 or Psys/Soc 210 should choose Math 105.
  - Other students can choose either Math 105 or Math 130.
- It is highly recommended that any student with a Math ACT score of 18 or lower should take Math 105 before taking Math 130.

## Liberal Arts Seminar

Each full-time first-year student selects one enriched liberal arts seminar as a fall semester course. The course normally meets a college-wide competency or Cornerstone Studies requirement, is taught by the student's academic advisor, and meets once a week in addition to the regularly scheduled class time. Such designated courses carry one additional academic credit.

## CORNERSTONE PERSPECTIVES

**Please Note:** In fulfilling their Cornerstone Studies, students pursuing the B.A. degree must take at least one course in literature and one course in history.

### 1. The Western Tradition (6 hours)

In examining the Western Tradition, Simpson students become aware that Western values and outlook are rooted in the classical and Judaeo-Christian traditions originating in the ancient and medieval periods, and in the modern tradition originating in the eighteenth century enlightenment. Therefore, each student takes one course in the classical and Judaeo-Christian traditions and a second course in the modern tradition from those offered by the departments of history, English, and philosophy.

#### A. The Classical, Judaeo-Christian Tradition (3 hours)

Hist	101	History of Western Civilization I
Eng	116	Heritage of Western Literature I
Phil	121	Ancient and Medieval Philosophy
Rel	103	Religious and Philosophical Foundations of the West I

#### B. The Modern Tradition (3 Hours)

Hist	102	History of Western Civilization II
Eng	117	Heritage of Western Literature II
Phil	122	History of Modern Philosophy
Rel	104	Religious and Philosophical Foundations of the West II

### 2. The Scientific Perspective (7-8 hours)

Students completing the scientific perspective will demonstrate an increased awareness and better understanding of the natural world and the impact of science and technology on society. They will learn to apply scientific methodology and mathematical analysis through first-hand experience and demonstrate an ability to understand, evaluate, and question scientific statements. To meet these goals, students will take two courses from those offered in biology, chemistry, computer science, geology, physics, and mathematics, at least one of which must include a laboratory experience.

#### A. Laboratory Sciences

(4-8 hours, at least one course with a lab)

Bio	102	Ocean and Atmosphere
Biol	103	Environmental Sciences
Biol	104	Human Biology
Biol	110	Principles of Biology I
Biol	105	Lectures in Human Biology
Biol	111	Principles of Biology II
Chem	101	Bonds and Structure
Chem	150	Consumer Chemistry
OR		
Chem	155	Environmental Chemistry
Phys	121	Introductory Physics I
OR		
Phys	151	Principles of Physics
OR		
Phys	191	General Physics

#### B. Mathematics and Computer Sciences (0-4 hours)

*Labs required by classes in this section do not meet the laboratory science requirement.*

Math	105	Quantitative Reasoning
Math	116	Mathematics for Elementary School Teachers
Math	140	Elements of Calculus
Math	151	Calculus I
Math	180	Discrete Mathematics

Math	201	Elementary Statistics OR	Soc	343	Criminology (Same as CJ 343)
Soc	210	Statistics for the Social Sciences (same as Psyc 210)	Soc	350	Environmental Sociology
CmSc	125	Preview of Computer Science			
CmSc	150	Fundamentals of Computing I			
CIS	135	Management Information Systems			

### 3. The Social Science Perspective (6 hours)

Through this perspective, students learn about social science as a form of knowledge acquisition. Specifically, students learn about the questions, assumptions, and methods of social science with a view to understanding how social scientists explain human behavior and social life. To meet this requirement, students take two courses from those offered by the departments of communication studies, economics, physical education, political science, psychology, and sociology (including anthropology). No more than one course from each department may be counted in fulfilling this requirement.

Two courses from different disciplines:

Anth	110	Cultural Anthropology
Comm	101	Introduction to Communication Studies
Comm	220	Mass Communication and Society
Comm	340	Intercultural Communication
Econ	101	Macroeconomic Principles
Econ	102	Microeconomic Principles
Educ	165	Human Growth and Development (candidates for teaching license only)
PoSc	101	American Government
PoSc	215	American Political Parties and the Electoral Process
PoSc	240	World Politics
SpSc	108	Sport in Society
Psyc	101	Introduction to Psychology
Soc	101	Introduction to Sociology
Soc	204	Modern Social Problems
Soc	211	Comparative Lifestyles in the U.S.A.
Soc	331	Complex Organizations
Soc	342	Juvenile Delinquency (Same as CJ 342)

### 4. The Humanistic Perspective (9 hours)

Courses in the humanities guide students to appreciate the role that language plays in the shaping of human culture. They encourage both a sympathetic and a critical understanding of experiences, ideas, beliefs and values through which people find meaning in their lives. To meet this requirement, students take three courses from those offered in religion, philosophy, literature, and history. At least one of these is chosen from religion or philosophy, and at least one is chosen from literature or history.

#### A. Religion and Philosophy (at least 3 hours).

Any catalog course in religion or philosophy which has no prerequisite and fulfills no other Cornerstone requirement.

#### B. Literature and History (at least 3 hours).

Any course designated 4B in literature (from the departments of English and foreign language) or history which has no prerequisite and fulfills no other Cornerstone requirement.

#### C. Any other course designated as 4A or 4B.

### 5. The Fine Arts Perspective (3 hours)

The arts provide a reflection of thoughts and ideas while simultaneously shaping culture. The arts also help us to understand and chronicle the periods and civilizations from which they emanate. Great, creative minds in the visual arts, in music, and in drama have, through the ages, provided an understanding of the enduring nature of the human spirit as well as a source of inspiration for succeeding generations.

By taking one course from among those offered by the departments of art, music, and theatre, students will come to understand that while art can serve as a diversion and form of entertainment, it is also essential to the growth, development and preservation of a community. Students will begin to see art as a constructed means for communication designed to reveal certain meanings and ideas or elicit specific responses. At the same time students will also develop an appreciation for the value creativity has in our world.

Art	101	Discovering Art
Art	201	Survey of Art History I
Art	202	Survey of Art II
Art	203	Survey of Art History III
Art	204	Survey of Non-Western Art
Art	205	Art Since 1940
Mus	101	Survey of Music Literature AND 202 or 203
Mus	201	Medieval and Renaissance Music
Mus	103	Discovering Music
Mus	104	American Music
Thtr	112	Discovering Theatre
Thtr/Eng	255	Theatre and Drama in America
Thtr	371	Plays and Performance in Ancient, Medieval, and Early Renaissance
Thtr	375	Plays and Performance in the 17th, 18th, and 19th Century Cultures
Thtr	377	Plays and Performance in the Modern World

## 6. The Minority Perspective (3 hours)

By taking up the perspective of groups which have been systematically denied power to shape U.S. social institutions, students investigate both the contributions and conflicts arising from the presence of minorities in the United States. Students take at least one course in the minority perspective from those courses approved by the faculty.

Anth	310	Indians of the Americas
Educ	321	Human Relations in Teaching (candidates for teaching license only)
Eng	222	African-American Literature and Culture
Eng	231	Jewish American Writing
Eng	234	Women's Literature, Women's Lives
Eng	236	Studies in American Minority Literatures and Cultures
Eng	263	American Gay and Lesbian Literature
WmSt	202	Introduction to Women's Studies
Hist	211	African American History
Hist	222	Theologies of the Oppressed

Phil	211	Feminist Ethics
Phil	311	Feminist Philosophy
Psyc	220	Psychology of Women
Rel	222	Theologies of the Oppressed
Rel	225	Women and Religion in American Culture
Soc	311	Women: The Struggle for Equality
SCJ	340	Race and Ethnic Relations
Thtr/Eng	235	Women and Theatre

## 7. Global Awareness (3 hours)

These classes are designed to introduce students to other countries and cultures and address issues such as ethnocentrism and cultural relativity. Through this introduction students will gain new perspectives on and appreciation for other cultural traditions. Students will also be challenged to reflect and look more deeply at their own culture and see how their culture fits within a larger world context. Students taking a Global Awareness may complete the requirements in one of the following ways:

- A. An approved Simpson faculty-led May Term travel course abroad (for a grade) or other academic experience of living abroad while studying another culture.
- B. A specially designated on-campus Global Awareness course for a grade.
- C. A semester or more of study abroad with one of the Simpson language programs.
- D. A semester or more of enrollment in one of the Simpson affiliated programs for overseas study.

Students must enroll in at least one Global Awareness course or experience.

## 8. Senior Colloquium (3 hours)

In the Senior Colloquium, students address a significant topic from more than one Cornerstone perspective. As a senior seminar, the Colloquium provides a structured opportunity for participants to continue the task of integrating their liberal arts education and addressing its contemporary relevance. A major part of the Colloquium experience is a substantial writing project in which students demonstrate an awareness of the value issues at stake in analysis of the topic.

Colloquia offered in previous years included:

Law and Society  
Drugs and American Society  
Disease and Culture  
Leadership and Community

Values and Change: The Status of Women  
Poverty, Wealth, and Justice  
Magic and Witchcraft in the Western World

## MAJORS, MINORS, PROGRAMS AND INTEREST AREAS

### Majors available at Simpson:

Accounting  
Art  
Athletic Training  
Biochemistry  
Biology  
Chemistry  
Computer Science  
Computer Information Systems  
Criminal Justice  
Economics  
Elementary Education  
English  
Environmental Science-Biology  
Exercise Science  
Forensic Science/Biochemistry  
French  
German  
History  
Integrated Marketing Communication  
Interdisciplinary Studies

International Management  
International Relations  
Management  
Marketing  
Mathematics  
Multimedia Journalism  
Music Education  
Music  
Music Performance  
Philosophy  
Physical Education  
Physics  
Political Science  
Psychology  
Religion  
Spanish  
Social Work  
Sociology  
Sports Administration  
Theatre Arts

### Minors available at Simpson:

Accounting  
Art  
Biology  
Chemistry  
Coaching  
Computer Science  
Criminal Justice  
Economics  
English  
Environmental Science  
Exercise Science  
Forensic Science  
French  
German  
History  
Human Resources Management  
Integrated Marketing Communication  
Latin American Studies

Management  
Mathematics  
Multimedia Journalism  
Music  
Philosophy  
Physical Education  
Physics  
Political Science  
Psychology  
Religion  
Secondary Education  
Social Work  
Sociology  
Sports Administration  
Spanish  
Theatre Arts  
Women's Studies

## The following interest areas are available at Simpson:

Early Childhood Education  
Medical Technology  
Pre-Dentistry  
Pre-Engineering  
Pre-Law

Pre-Optometry  
Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Theology  
Pre-Veterinary

## MAT – Masters of Arts in Teaching

with endorsements in:

American Government  
American History  
Biology  
Business-General  
Business-Marketing/Management  
Chemistry  
Earth Science  
Economics  
English

French  
German  
Mathematics  
Physics  
Psychology  
Speech Communication/ Theatre  
Sociology  
Spanish  
World History

\*- Additional teaching endorsements only:

Business-Office  
General Science  
Journalism  
Physical Science

## MACJ – Master of Arts in Criminal Justice

# EVENING, WEEKEND AND GRADUATE PROGRAMS (EWG)

Simpson College has a long-standing commitment to adult students. The college delivers quality, flexibility, convenience, and affordability for working adults.

Evening and Saturday FASTrack courses leading to a variety of academic programs, held on the Indianola, Ankeny, and West Des Moines campuses (along with Summer Session course work and professional non-credit workshops) are the primary focus of EWG programming. Course catalogs and program information are available from any of EWG offices: Indianola (515) 961-1614; Ankeny (515) 965-9355, or West Des Moines (515) 223-8842.

## Evening and Saturday FASTrack and Degree Programs and Classes

The evening and Saturday FASTrack programs provide working adults the opportunity to complete a degree, master new skills, or to enrich your life. A variety of classes is offered each semester on the Indianola, Ankeny, and West Des Moines campuses. These classes offer credit applicable to degree completion in several content areas.

Degree programs available in the evening and on Saturdays include: Accounting, Computer Information Systems, Computer Science, Corporate Communication, Criminal Justice, English,

International Management, Journalism & Mass Communication, Management, Marketing, and Rhetoric and Speech Communication. Minors available include: Accounting, Computer Information Systems, Computer Science, Corporate Communication, Criminal Justice, English, Journalism & Mass Communication, Management, Spanish, Sociology and Women's Studies. Certificates of Specialization in Web development, Database programming, and Object-oriented programming are available for career enhancement in computer science. Postgraduate certificate programs in Accounting, Computer Science, Management, and Secondary Education are available to individuals who have already earned a degree and are interested in enhancing their skills. Two graduate programs are available: The graduate Transition to Teaching Program(TT) includes the Master of Arts in Teaching as an option, and the Master of Arts in Criminal Justice will be available in Fall 2009, providing final Higher Learning commission approval in Spring 2009.

## **Master of Arts in Teaching**

The Master of Arts in Teaching (MAT) is available to graduates with a bachelor's degree in a field for which a teaching endorsement exists in Iowa. This one-year sequence of evening courses leads to a semester of full-time student teaching and the secondary teaching license in Iowa.

Courses offered as graduate level courses under the Master of Arts in Teaching program will be billed at the established graduate rate per credit. Other non-graduate level courses taken as part of the program will be billed at the applicable part-time or full-time rate based on the number of non-graduate level credit hours enrolled and whether the courses are during the day or evening/ Saturday.

## **Master of Arts in Criminal Justice**

The Master of Arts in Criminal Justice (MACJ) is available to graduates with a bachelor's degree from a regionally accredited institution. The MACJ program, designed for in-service criminal justice professionals, can be completed in approximately two years. Program requirements include the completion of eight core and four elective courses all of which are scheduled in the evening as part of the Evening, Weekend and Graduate programs at Simpson College.

Courses offered as graduate level courses under the MACJ program will be billed at the established graduate rate per credit.

## **FASTrack**

The FASTrack program follows an alternative calendar providing adults the opportunity to accelerate their degree program. It features a blended environment with online and in-class experience. FASTrack evening sessions are offered in Indianola, Ankeny, and West Des Moines. FASTrack Saturday sessions are offered in West Des Moines, meeting alternate Saturdays with online participation.

## **Summer Session**

The Evening, Weekend and Graduate Program coordinates the summer schedule of classes in Indianola, Ankeny, and West Des Moines. The wide variety of classes offered includes day and evening schedules.

## **Adult Student Services**

The Evening, Weekend and Graduate Program provide students with a variety of services to support their academic experience. Services offered in Indianola, Ankeny, and West Des Moines include academic advising, career services, information on admission and financial assistance, and information on life experience credit application procedures. Those individuals interested in more information concerning the Evening Weekend, and Graduate Program opportunities at Simpson College are urged to contact any EWG office to arrange a visit with an academic advisor.

## COURSES OF STUDY

### Art

#### Nostrala, Richmond, Rose-Curti

##### Department Mission Statement

*Art, by way of social self-reflection and universal communication, can temper the spirit, and bring about civility in communities. Art can reveal the greater purpose in human existence by serving as an arena where questions in human experience or the issues of a society can be presented and discussed. In all of this, art can keep us in touch with an authentic human perspective that might bring about a responsible and ethical approach in our handling of advanced forms of science and technology. Believing that art is an essential aspect of the human experience, the department of art at Simpson College is committed to maintaining or fostering an appreciation of the visual arts in students, the Simpson campus as a whole, and the extended community.*

It is important that art students learn specific and common techniques for effective visual communication, traditional and contemporary theories in art, and a verbal language by which to discuss and explain their work. Building on these artistic foundations, students will be encouraged to define an effective individual style and artistic voice that will aid them in both creating a striking portfolio and developing a personal sense of the human spirit.

Students who are interested in the many opportunities in visual communication should major in art, concentrate in graphic design, and take advantage of minors in management or communications. Students who wish to teach in public schools should contact the department of education for information about certification. Students interested in private studio practice and/or attending graduate school in order to become a college instructor should major in art and concentrate in drawing, painting, photography or pottery.

The Department of Art at Simpson is affiliated with SACI, the Art School of Florence, located in Florence, Italy. Students may study design, sculpture, art history, painting, printmaking, and computer video art in a semester or a year of study abroad at that institution.

Opportunities for exposure to contemporary ideas in art are available through an extensive gallery program which brings professional artists to the campus to exhibit in the Farnham Galleries and to reside on campus for a short time.

General requirements for the major in art include the following:

1. At least a 2.0 cumulative GPA in all courses in the major.
2. Successful completion of the sophomore portfolio requirement.
3. Declaration of an area of concentration within the major by the time the student has completed 61.1 hours of credit at Simpson College.
4. Completion of a successful senior project or show.
5. Registration and fulfillment of Art 001: Gallery Event and Museum Attendance each semester.

A sophomore who wishes to declare a major in art must present a portfolio of 12 representative pieces selected from work created within 18 months of the review or when 30-60 credit hours have been earned. An award is given annually for an outstanding sophomore portfolio.

Students who wish to receive credit for a studio course in which they believe themselves to be already proficient may submit a portfolio of work equal to or exceeding the requirements for that course. The student will receive a grade of P (pass) and equivalent credit hours if the portfolio is equal to the proficiency of students who have taken the course.

All transfer students must take at least 15 hours of credit in the Department of Art to get a degree with a major in art at Simpson. A transfer student who wishes to certify in art education must also fulfill the requirement of sophomore portfolio review.

The student may take additional elective hours in art in the May Term if he/she wishes in addition to hours required for the major.

## Art Major

<b>Core Courses Required:</b>		<b>Hours</b>
Art 001	Gallery Event and Museum Attendance	
Art 121	Basic Drawing	3
Art 122	Illustration	3
Art 131	Foundations of Design I – 2D	3
Art 132	Foundations of Design II – 3D	3
Art 331	Color Theory	3
	Studio Elective (outside of concentration area)	3
<i>Three semesters of art history selected from Art 201, 202, 203, 204, 205, 206</i>		9
<b>Total</b>		<b>27</b>

*Students with a graphic design concentration are encouraged to take Art 203 and Art 206 plus one elective art history.*

**The requirements of the sophomore portfolio and a declaration of an area of concentration need to be completed by the end of the second year for all art majors.**

### Drawing

Art 220	Advanced Drawing I	3
Art 221	Advanced Drawing II	3
Art 322	Advanced Drawing III	3

### Painting

Art 145	Painting I: Basic	3
Art 245	Painting II: Advanced	3
Art 345	Painting III: Painting Concepts	3

### Pottery

Art 143	Pottery I	3
Art 243	Pottery II: Wheelwork	3
Art 343	Pottery III: Wheelwork	3

### Graphic Design

Art 237	Beginning Graphic Design	3
Art 238	Design for Print Production	3
Art 339	Graphic Communication	3

### Photography

All students must take Art 241: Photography and two additional courses from those offered in photography:

Art 341	Photography: Advanced	3
Art 244	Digital Photography	3
Art 344	Advanced Digital Photography	3

### Studio Skills Concentration

(only open to candidates for Teacher Licensure) 3 studio courses selected from 3 of the 5 areas of concentration listed above

*9 hours of credit, 3 courses at 2.5 GPA in concentration.*

### **Capstone Courses.**

Art 319	Internship in Art	3
Art 385	Senior Seminar	3
<b>Total</b>		<b>42</b>

## Art Minor

The department offers a minor in art. It consists of 21 semester hours distributed as follows:

<b>Required:</b>	<b>Hours</b>	
<i>Six hours in drawing</i>		
Art 001	Gallery Event and Museum Attendance	
Art 121	Basic Drawing	3
Art 122	Illustration	3
<i>Six hours in design</i>		
Art 131	Foundations of Design I – 2D	3
Art 132	Foundations of Design II – 3D	3
<i>Six hours in art history selected from:</i>		6
Art 201	Art History: Prehistoric to Renaissance	
Art 202	Art History: Renaissance to 19th Century	
Art 203	Art History: Modern Art	
Art 204	Art History: Non Western Art	
Art 205	Art Since 1940	
Art 206	History of Design	
<i>Three hours art elective selected from:</i>		3
Art 241	Photography	
Art 145	Painting I: Basic	
Art 143	Pottery I	
Art 220	Advanced Drawing I	
Art 237	Beginning Graphic Design	
<b>Total</b>		<b>21</b>

## Art Education Major with Education Concentration

(See Education Department for specific requirements in Education to receive Licensure)

Core Courses Required:	Hours
Art 121 Basic Drawing	3
Art 122 Illustration	3
Art 131 Foundations of Design I – 2D	3
Art 132 Foundations of Design II – 3D	3
Art 331 Color Theory	3
Art 360 Art for Public School	3
Art 361 Secondary Art Methods	3

Studio Skills Concentration – 9  
3 studio courses selected from 3 of the 5 areas listed.

Studio Elective – additional studio course. 3  
(It is recommended that this fourth studio course is taken from one of the concentrations from Studio Skills Concentration to ensure specialization in a medium.)

Three semesters of art history selected from 9  
Art 201, 202, 203, 204, 205, 206

Total	42
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**Successful completion of the sophomore portfolio requirement by the end of the second year.**

9 hours of credit, 3 courses at 2.5 GPA in concentration.

### Capstone Courses.

Edu 388 Student Teaching	14
Edu 389 Student Teaching Seminar	1
Art 385 Senior Seminar	3

Total Hours Towards	18
Art Education Program	60

## Art Courses

### Studio Elective (outside of concentration)

In order to enhance each student's artistic development and increase their artistic versatility, each art major is required to choose a studio elective that is outside their chosen area of concentration.

### 001. Gallery Event and Museum Attendance.

Fall and Spring Semester – Attendance at specified gallery openings, seminars, lectures and required critiques and attendances on at least one major Art Department sponsored field trip (once

in 4 years). All full-time degree seeking students progressing toward an art major must enroll in and complete the requirements of Art 001 each semester of on-campus residence. All full-time students progressing toward an art minor or toward a teaching endorsement in Art (not completing an art major) must enroll in and complete the requirements of Art 001 at least once. Pass/Fail. 0 hours.

### 101. Discovering Art.

This course provides a general introduction to the visual arts. Visual elements, properties of various media, and major historical styles will be investigated within the context of the purposes of art in society. Strongly recommended for the art major. Cornerstone 5. Three hours.

### 121. Basic Drawing.

Theories and techniques of representational drawing will be introduced and practiced. Through the development of intuitive and perceptual skills, expressive aspects of drawing are added to technique in order to discover drawing as a means for visual communication. Three hours.

### 122. Illustration.

This course will allow students to develop techniques suitable for illustrating objects for commercial purposes. Techniques will include use of such tools as colored pencils, markers and gouache. Prerequisite: Art 121 – or instructor approval based on portfolio. Three hours.

### 131. Foundations of Design I – 2D.

This course addresses the fundamentals of two-dimensional design. Emphasis is placed on the elements of line, shape, value, and texture and the ways they can be used together to arrive at unique and effective design solutions. Three hours.

### 132. Foundations of Design II – 3D.

Connections and differences between two-dimensional and three-dimensional media will be investigated, but the fundamentals of design will be practiced, primarily, in a three-dimensional format. Emphasis will be given to using design principles to arrive at unique and effective design solutions. The specific media and technique used are variable. Three hours.

### 143. Pottery I.

This course develops skill in handling of clay bodies and skill in their utilization as hand built clay objects are created. Three hours.

**145. Painting I: Basic.**

An introduction to traditional techniques for representational painting. Technical uses of paint will be practiced while investigating the elements of composition, structure and expression in painting. The specific media used are generally acrylic or oil. Three hours. Prerequisite: Art 121 and 131 – or instructor's approval based on portfolio.

**190. Special Topics in Art.**

**201. Art History: Prehistoric to Renaissance.**

This course provides an examination of the art and artifacts created from prehistoric times to the end of the Gothic era. It focuses primarily on the art of the Western European world. Cornerstone 5. Three hours.

**202. Art History: Renaissance to 19th Century.**

This is a course which develops an understanding of those objects of art which have been created in Western Europe from the time of the Renaissance to the end of the 19th century. Cornerstone 5. Three hours.

**203. Art History: Modern Art.**

This course will consider major developments in European and American painting and sculpture from 1900 to 1950, from Fauvism and Cubism to abstract expressionism. Cornerstone 5. Three hours.

**204. Survey of Non Western Art.**

This course is a broad survey of art and artifacts of the civilizations found in the continents of Asia and Africa. Cornerstone 5. Three hours.

**205. Art Since 1940.**

This course will provide a survey of the developments in art since 1940. It will begin with art in Europe and America and expand to address the global inclusiveness commonly found in the contemporary art world. Drawing, Painting, Photography and Sculpture, along with more contemporary art forms, such as Installation, Performance Art and Digital Imagery, will be reviewed. Cornerstone 5. Three hours.

**206. History of Design.**

This course provides a survey of the evolution of design as it has been applied to graphic design, architecture and various utilitarian objects. Students will track significant movements in art and design, as well as developments in technology, in order to develop a richer understanding of contemporary design. Three hours.

**219. Employment Experience in Art.**

**220. Advanced Drawing I.**

This course expands on the principles covered in Basic Drawing and Illustration and introduces more subjective applications of the drawing theory. Three hours. Prerequisite: Art 121, 122 & 131 – or instructor approval based on portfolio.

**221. Advanced Drawing II.**

This course builds on exercises completed in Advanced Drawing I and provides an opportunity for the student concentrating in drawing to further explore individual interests in the medium of drawing. Three hours. Prerequisite: Art 220 – or instructor approval based on portfolio.

**237. Beginning Graphic Design.**

This course has a how-to approach to graphic design, from concept development to production-ready layouts. The essential methods and tools of professional designers will be taught in projects with practical applications - from logotypes to poster design. An emphasis will be placed on the use of the Macintosh computer as a layout and design tool, with instruction in Adobe Illustrator and Quark XPress. Three hours. Prerequisite: Art 131 for Art majors. Same as Communications 237.

**238. Design for Print Production.**

The emphasis of this course will be a further exploration of graphic design theory and practice. This course is a practical exploration into the nature and use of typography in graphic design in regard to traditional printing. The relationship of a type to image and other graphic elements will be explored in a series of practical assignments including multi-page projects. Design, as a discipline of a problem solving activity, will be explored in a more advanced scenario. Prerequisites: Art 237. Three hours. Same as Communications 238.

**240. Advertising Practicum (Newspaper).**

Supervised, practical experience in advertising sales and design for *The Simpsonian* student newspaper. Two hours. Same as Communications 240 and Management 240.

**241. Photography I.**

This course will permit students to use the camera as a means of making aesthetically satisfying images. The student learns the complete black and white photographic process from inception to completion, from taking the photo to developing and processing the negative and printing the film. Three hours. Same as Communications 241.

### **244. Digital Photography.**

The course will examine the process and the art form of Digital Photography. Students will examine the compositional and technical aspects of some basic processes of photographic software, computer hardware as well as output options. Students will learn the value of exposure controls and various compositional concepts. Conceptual development and creative exploration of the photographic image will be stressed in the student's work. Three hours. Prerequisite: Art 141 for Art majors, or instructor's approval based on portfolio.

### **245. Painting II: Advanced.**

In Painting II the student will apply their technical ability (such as that achieved in Painting I) toward developing a more personalized painting style and artistic voice. The course will be organized around a set of related paintings that explore a specific theme and style. An exploration of other painting media can also take place in this course. Prerequisite: Art 145 – or instructor's approval based on portfolio. Three hours.

### **243. - 343. Pottery II (III). Wheelwork.**

Capitalizing upon abilities developed in Art 143, students will be introduced to wheel-thrown techniques, will refine and expand glazing and surface decoration skills, and learn basic glaze chemistry. Students will begin to develop aesthetic understanding of pottery within both historic and contemporary contexts. May be repeated once at an advanced level. Prerequisite: Art 143 or instructor's approval based on portfolio. Three hours.

### **290. Special Topics in Art.**

#### **319. Internship in Art.**

In order to provide an opportunity for the student to test his/her emerging skills and attitudes toward art, the student will design an internship experience. The student, with faculty assistance, is expected to propose the nature of this internship, develop viable avenues to implement the proposal with the assistance of the faculty in art, and execute the proposal. Adequate evaluation of the project will occur via three avenues: the student, the art professional involved, and the art faculty. This course is restricted to art majors. Prerequisites: nine semester hours drawing, nine semester hours design, and three semester hours art history, and/or instructor permission plus at least one course in the area of concentration. Three hours.

### **322. Advanced Drawing III.**

This course builds on exercises completed in Advanced Drawing II and provides an opportunity for the student concentrating in drawing to further explore individual interests in the medium of drawing. Three hours. Prerequisite: Art 221 or instructor's approval based on portfolio.

### **331. Color Theory.**

Color Theory reviews basic information about the nature of color, established ideas of color theory and the applicable terminology. A practical application of the theories of color will be achieved through various exercises with color media that demonstrate these theories. Psychological effects of color in visual art will also be explored. Three hours. Prerequisite: Art 121 and Art 131- or instructor approval based on portfolio.

### **339. Graphic Communication.**

This course will focus on the design of information graphics. Students will work on projects that utilize time and space sequences with simple animation projects. The integration of animation and design techniques in electronic media as it relates to web design will be explored. Art 237. Three hours. Same as Communications 339.

### **341. Photography: Advanced.**

Camera use, development, enlargement, printing and darkroom skills are all refined in this course. The translation of creative ideas into fine, finished black and white photographs is a course objective. Conceptual development and creative exploration of the photographic medium will be stressed in the student's work. May be repeated once at an advanced level. Prerequisite: Art 241, or instructor's approval based on portfolio. Three hours. Same as Communications 341.

### **344. Advanced Digital Photography.**

This course is more advanced study in the art form of Digital Photography. Students will learn advanced techniques of photo manipulation through a deeper study of photographic software. Each student will explore his or her personal artistic styles and the development of concept through the study of digital photography. Students will study and produce finished digital art through various creative experiments. These experiments will be involved with the creative process in producing art that can include: capture of images and composition, manipulation of images using digital software and a variety of output techniques. Prerequisite: Art 241 and Art 244 or instructor's approval based on portfolio. Three hours.

**345. Painting III: Painting Concepts.**

In this advanced painting course the student will continue to enhance their individual painting style and artistic voice. An exploration of various painting media will continue. Also other disciplines such as printmaking and installation will be introduced and investigated as media that greatly informs and enhances the art of painting. Prerequisite: Art 245 or instructor’s approval based on portfolio. Three hours.

**\*360. Art for Public School.**

This course will provide the student with an understanding of the basis for creative expression in children and youth. It will also explore ways to develop such expression via methods in the public school classroom at an elementary level. Three hours.

**\*361. Secondary Art Methods:**

This course will provide students who intend to teach art in the secondary school with a stronger understanding of appropriate art methods to use in teaching adolescent children and youth. Two hours.

\* – Students taking these courses will need to be aware that they are to be in the public school classroom as part of course requirements during the semester this course is taken.

**385. Senior Seminar.**

This culminating seminar is designed to provide an opportunity for the student to synthesize his/her position about art and art style and develop a substantial body of work reflecting his/her personal art style. The seminar will provide the means for the mounting of a final senior exhibition, or final senior paper. This course is limited to students who are art majors and who have attained senior standing and/or have instructor approval. Three hours.

**390. Special Topics in Art.**

**Biology and Environmental Science**

**Brittingham, Doling, Meyer, Parmelee, Rehmeier, Singer**

Department Mission Statement

*The Department of Biology and Environmental Science offers courses that connect students with the nature of the living world and the environmental setting in an evolutionary context. Courses and research experiences are designed to enrich the liberal arts curriculum, to engage students in critical thinking and offer a firm foundation in molecular, structural/functional and organismic biology, and ecology.*

*The biology and environmental science curriculum meets the needs of those students desiring to enter the health-related professions\*, to become environmental scientists, to attend graduate school in biology or environmental science, and to become secondary school teachers.*

The major and minor in biology and the major and minor in environmental science are described below. A student may not major in both biology and environmental science. Biochemistry majors may not major or minor in Biology. Any substitution for the required courses, listed below, must be approved by the department chairperson.

\*Students interested in pre-dental, pre-medical, pre-optometry, pre-pharmacy, pre-physical therapy, pre-veterinary medicine or another allied-health profession should contact the department chairperson for specific details.

**Biology Major**

*Biology courses: (at least 32 semester hours)*

<b>Required:</b>	<b>Hours</b>
<b>I. Core Organismal Course</b>	<b>4</b>
Biol 110 Principles of Biology I w/lab	
<b>II. Core Molecular Course</b>	<b>4</b>
Biol 111 Principles of Biology II w/lab	
<b>III. Cellular/Molecular Emphasis</b>	
(Choose at least one)	<b>3-4</b>
Biol 251 Microbiology w/lab	
Biol 270 Basic Genetics w/lab	
Biol 285 Developmental Biology w/lab	
Biol 334 Cellular Biology	
Biol 340/341 Immunology w/lab or Lectures in Immunology	
Biol 360 Molecular Genetics w/lab	

<b>IV. Ecological Emphasis</b> (Choose at least one)	4
Biol 245 General Entomology w/ lab	
Biol 253 Principles of Ecology w/lab	
Biol 254 Herpetology w/lab	
Biol 275 Behavioral Ecology w/lab	
Biol 350 Mammalogy w/lab	
Biol 358 Freshwater Ecology w/ lab	

<b>V. Structural/Functional Emphasis</b> (Choose at least one)	4
Biol 225 Human Physiology w/lab	
Biol 230 Comparative Vertebrate Anatomy w/lab	
Biol 235 Embryology w/lab	
Biol 260 Histology w/lab	

<b>VI. Electives in Biology</b> (at least 12 hours)	12-13
Any combination of 200 and 300-level biology courses, to include at least one 300-level course. However, no more than 6 hours (combined) taken in directed study, independent research or May Terms can be counted toward the biology major.	
Biology Total	32

Chemistry Courses: (at least 16 semester hours)

<b>Required:</b>	<b>Hours</b>
Chem 101 Bonds and Structures I w/lab	4
Chem 102 Bonds and Structures II w/lab	4
Chem 201 Organic Chemistry I w/lab	4
<b>Electives:</b> Any catalog course with Chemistry Major credit (Chem 150, 155, 190 excluded)	4
	16

Physics Courses: (at least 8 semester hours)

<b>Required:</b>	<b>Hours</b>
Phys 151-152 Principles of Physics I & II w/lab OR	8
Phys 191-192 General Physics I & II w/lab	

Mathematics Courses: (at least 4 semester hours)

<b>Required:</b>	<b>Hours</b>
Math 140 Elements of Calculus OR	
Math 151 Calculus I	4
<i>A course in statistics is recommended for students planning to attend professional or graduate school)</i>	
Grand Total	59 -60

*Highly Recommended:*

All majors planning graduate education should consider one course in logic plus one course in nonfiction or technical writing.

## Biology Minor

A minor in biology is designed to give the student a basic exposure to biology without requiring the in-depth courses of the major. Requirements for the minor are flexible so that the student can choose an “interest area.” For example, a student majoring in physical education with an interest in parks and recreation will be able to obtain a biology minor with an environmental science concentration, or a student with a chemistry major who has an interest in working for a pharmaceutical company can obtain a biology minor with a molecular biology emphasis.

<b>Required:</b>	<b>Hours</b>
<i>(Select one of the following 4 hour courses)</i>	
Biol 110 Principles of Biology I w/lab	4
Biol 111 Principles of Biology II w/lab	
<b>Required:</b>	<b>Hours</b>
<i>(Select one from the following)</i>	
Biol 110 Principles of Biology I w/lab	4
Biol 111 Principles of Biology II w/lab	
Biol 103 Environmental Issues w/lab	
Biol 104 Human Biology w/lab	
Biol 145 Introductory Plant Biology w/lab	
Total	8

At least three more 200 or 300-level biology courses (two of which may not be used also for environmental science or physical education majors) to include at least one 300-level course for three or four hours and no more than one May Term in biology taken for a letter grade. At least one of these courses must be a four hour laboratory course.

Total	10-12 18-20
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## Environmental Science Major

This option is designed for students with career interests in education and research (school, colleges, consulting firms), interpretive ecology (regional and national parks, nature preserves, zoos, museums), resource management (agencies and organizations concerned with forest, water, and wildlife resources), public health (state and county agencies), and environmental technology (regulatory agencies, utilities, private industry).

Requirements: At least 36 semester hours taken in biology, plus supporting courses, as outlined below.

Six core courses (21 hours) consisting of the following:

I. Required Core:	Hours
Biol 103 Environmental Issues w/lab	4
Biol 110 Principles of Biology I w/lab	4
Biol 111 Principles of Biology II w/lab	4
Biol 145 Introductory Plant Biology w/lab	4
Biol 253 Principles of Ecology w/lab	4
Biol 371 Ecology Seminar	1
	21

<b>II. Ecological-Organismal Emphasis</b> (Choose at least three)	12
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Biol 245 General Entomology w/lab	
Biol 251 Microbiology w/lab	
Biol 254 Herpetology w/lab	
Biol 275 Behavioral Ecology w/lab	
Biol 350 Mammalogy w/lab	
Biol 358 Freshwater Ecology w/lab	
Biol 390 Special Topics	

<b>III. Social, Ethical, Policy, Historical Environmental Sciences</b> (Choose at least two)	6
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Appropriate May Term courses, Special Topics courses, or new courses offered by other departments in the future may satisfy this requirement as approved by the department.

Biol/CJ 240 Conservation Law	
Econ 210 Environmental Economics*	
Hist 361 American Environmental History	
Soc 350 Environmental Sociology	
PoSc 370 Public Policy Topics	

\*Prerequisite of Economics 102

<b>IV. Field Methods</b> (Choose at least one)	3
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Appropriate Biology or Chemistry May Terms	
Biol 365 Field Methods in Ecology	

<b>V. Chemistry</b>	4
Chem 101 Bonds & Structure I w/lab	
OR	
Chem 155 Environmental Chemistry w/lab	

<b>VI. Math</b> (Choose at least one)	4
Math 130 College Algebra/Trigonometry	
Math 140 Elements of Calculus	
Math 151 Calculus I	

<b>VIII. Two Additional Science Classes</b> outside of Biology	6-8
(Math courses above 130, Physics, Computer Science, or Chemistry)	

Grand Total	56-58
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## Environmental Science Minor

I. Required:	Hours
Biol 103 Environmental Issues w/lab	4
Biol 110 Principles of Biology I w/lab	
OR	4
Biol 111 Principles of Biology II w/lab	
NaSc 102 Introduction to Meteorology	
OR	4
Biol 145 Introductory Plant Biology w/lab	
Biol 253 Principles of Ecology w/lab	4
	16

<b>II. Ecological-Organismal Emphasis</b> (Choose at least one)	4
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Biol 245 General Entomology w/lab	
Biol 251 Microbiology w/lab	
Biol 254 Herpetology w/lab	
Biol 275 Behavioral Ecology w/lab	
Biol 350 Mammalogy w/lab	
Biol 358 Freshwater Ecology w/lab	
Biol 290/390 Special Topics	

Grand Total	20
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Summer courses (at Simpson or transferred from other schools) may be counted toward the major if approved in advance.

## Pre-Med and Pre-Dental

Pre-medical and pre-dental students can best prepare for medical school by completing either a biology major or a biochemistry major. Students completing the biology major should choose as their electives in the major the following courses:

Biol	225	Human Physiology
Biol	270	Basic Genetics
		OR
Biol	360	Molecular Genetics
Biol	322	Human Anatomy
Biol	334	Cell Biology
Biol	285	Developmental Biology
		OR
Biol	340	Immunology
Chem	330	Biochemistry

Students completing the biochemistry major should choose as their electives in the major the following courses:

Biol	110	Principles of Biology I
Biol	225	Human Physiology
Biol	285	Developmental Biology
		OR
Biol	340	Immunology

All pre-medical and pre-dental students should also consider:

Phil	110	Introduction to Logic
		AND

One course in technical or nonfiction writing.

Most students take the MCAT (medicine) or DCAT (dentistry) in Spring semester of their junior year.

## Pre-Pharmacy

Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major, a biochemistry major or a chemistry major with a biology minor. Graduate programs in pharmacy have their own individual requirements, but all of them require at least the following courses:

Biol	111	Principles of Biology II
Biol	225	Human Physiology
Biol	322	Human Anatomy
Biol	334	Cell Biology

Chem	101	Bonds and Structures I
Chem	102	Bonds and Structures II
Chem	201	Organic Chemistry I
Chem	202	Organic Chemistry II
Chem	330	Biochemistry
Math	151	Calculus I
Math	201	Elementary Statistics
Phys	151	Principles of Physics I
Econ	102	Microeconomic Principles
Comm	101	Introduction to Communication Studies
Psyc	101	Introduction to Psychology
Psyc	201	Human Growth and Development
Psyc	250	Abnormal Psychology

## Pre-Physical Therapy

Although Simpson College does not offer a pre-physical therapy degree, entry into a physical therapy school does require a bachelor's degree. Each physical therapy graduate program varies in their specific requirements. It is highly recommended students interested in this area major in Biology. The Biology curriculum here at Simpson College meets the needs of those students desiring to enter physical therapy school. Students interested in physical therapy should contact specific physical therapy schools for general information and admission requirements.

### Highly recommended courses:

Math	201	Statistics
Psyc	101	Psychology; plus one additional psychology course

### Recommended courses:

SpSc	240	Kinesiology and Body Mechanics
SpSc	310	Exercise Physiology
SpSc	165	Medical Terminology & Pharmacology
SpSc	271	Recognition & Evaluation of Athletic Injuries I
SpSc	272	Recognition & Evaluation of Athletic Injuries II
SpSc	317	Therapeutic Exercise I
SpSc	318	Therapeutic Exercise II
SpSc	260	Therapeutic Modalities
SpSc	370	Screening Assessment of Health Conditions

It is also highly recommended that students gain experience with a licensed physical therapist as soon as possible. Students may register for a field experience during a May Term. Most physical therapy schools require a minimum amount of field experience for entrance into the program.

## Pre-Veterinarian, Pre-Optometry

Students desiring to attend a veterinarian medicine program or optometry program can best prepare for their graduate education by completing the biology major. Although a number of elective courses in the biology major are satisfactory options for these career paths, we strongly recommend that students choose the following courses:

Biol	225	Human Physiology
Biol	230	Comparative Vertebrate Anatomy
Biol	251	Microbiology
Biol	334	Cell Biology
Chem	330	Biochemistry
Biol	285	Developmental Biology
		OR
Biol	340	Immunology

In addition, students should complete a Career Observation in these professional areas during a May Term.

## Biology Courses

### 103. Environmental Issues.

A critical examination of environmental issues that affect our society. Topics studied will include basic ecological principles, population growth, pollution, biodiversity, agriculture, global warming, pesticides, energy, and recycling. Laboratory will consist of scientific analysis of current environmental issues. Cornerstone 2A. Four hours with Lab.

### 103L. Laboratory: Environmental Issues.

### 104. Human Biology.

A practical approach to basic structure and function of the human body with special emphasis on wellness and disease, cardiovascular health, nerve function, and contemporary health issues. Three lectures and one three hour laboratory period. Not for biology major credit. Cornerstone 2A. Four hours w/lab.

### 104L. Laboratory: Human Biology.

### 105. Lectures in Human Biology.

This course will cover selected areas of human physiology that are relevant to current issues in health and medicine. The course will include topics such as the biology of cancer and AIDS, the physiology of heart disease and strokes, the body's response to infectious diseases, and the impact of gene technology on the quality of human life. The course will also look at how scientists learn

about the human body and how to repair it. Not for major or minor credit. Cornerstone 2A. Three hours.

### 110. Principles of Biology I.

A course that imparts an appreciation of the vast diversity of structure and function in prokaryotes, protists, fungi, animals, and plants, and an understanding of their evolutionary relationships and adaptations to their environments. Three lectures and one three-hour laboratory period. Biology 110 is the prerequisite for 230, 235, 253 254, 260, 285, 322 and 375. Cornerstone 2A. Four hours w/lab.

### 110L. Laboratory: Principles of Biology I.

### 111. Principles of Biology II.

A study of cellular and molecular biology, with an introduction to genetics. All of these topics stress the importance of the Scientific Method. Biology 111 is the prerequisite for 225, 235, 251, 253, 260, 270, 275, 285, 302, 334, 340, 360 and 375. Three lectures and one three-hour laboratory period. Cornerstone 2A. Four hours w/lab.

### 111L. Laboratory: Principles of Biology II.

### 145. Introductory Plant Biology.

This course will provide an introduction to the Plant Kingdom. Lecture and laboratory exercises will be designed to familiarize students with anatomy, structure and function, evolutionary relationships, and classification of the incredibly diverse group of plants. We will also discuss the many ways that humans have been linked with and dependent on plants over human existence. Cornerstone 2A. Four hours w/lab.

### 145L. Laboratory: Introductory Plant Biology.

### 146. Lectures in Plant Biology.

This course will provide an introduction to the Plant Kingdom. Lectures will be designed to familiarize students with the structure and function of plants, evolutionary relationships, and classification of plants. We will also discuss the importance of various plant groups and species, focusing on the many ways that mankind has been linked with and dependent on plants over human existence. Cornerstone 2A. Three hours.

### 190. Special Topics in Biology.

Special topics courses with departmental approval and not intended for biology major credit. One to four hours.

**219. Employment Experience in Biology.**

**225. Human Physiology.**

This course is designed to emphasize the basic principles of homeostasis and an introduction to some disease physiology and drug actions. The course emphasizes the function of and interactions between most major organ systems and the mechanisms that regulate their physiology. There is an emphasis on cellular/ membrane, muscle/nerve, blood, cardiovascular, respiratory, kidney, reproductive, and endocrine physiology. Prerequisite: Biology 104 or 111. Four hours w/lab.

**225L. Laboratory: Human Physiology.**

**230. Comparative Vertebrate Anatomy.**

A comparative study of vertebrate form and function through the perspectives of adaptation, behavior, development, evolution and biomechanical principles of movement. Anatomical dissection of a range of vertebrate animals will allow each major body system to be compared across vertebrates. Emphasis will be placed on the basic vertebrate body plan, and on the diversity of structural modifications of this plan associated with different functions and evolutionary histories. Offered in alternate years. Prerequisite: Biology 110 or permission of instructor. Four hours w/lab.

**230L. Laboratory: Comparative Vertebrate Anatomy.**

**235. Embryology.**

This course will emphasize the study of human embryology beginning with fertilization through the establishment of the basic body plan and the development of the organ systems. Students will gain an understanding of how our bodies are put together and organized by learning how molecular and morphological processes influence development. Special emphasis will be placed on the understanding of how development can go awry, leading to clinically important birth defects. Laboratory will emphasize the microscopic appreciation of embryonic tissues and organs and their relationship to the whole animal. Four hours w/lab. Prerequisite: Biology 110 or 111.

**235L. Laboratory: Embryology.**

**240. Conservation Law.**

This course will provide an in-depth look into the history, the current status and future conservation laws and natural resource protection.

The purpose, function and socio-economic impact of various fish and wildlife laws, and how they are enforced will be examined. Conservation careers will also be explored. Three hours. Same as CJ240.

**245. General Entomology.**

This course is an introduction to the classification, diversity, structure, interactions, and life histories of insects and related arthropods. This course is a general survey of insect life, including structure and function, taxonomy, evolutionary relationships, and ecology of major insect groups. Laboratory exercises are a major component of this course, and will focus on collecting and preserving techniques, as well as identification of arthropod orders and common insect families. Organized field exercises throughout the semester will be planned to provide hands-on collecting experience. Four hours w/lab.

**245L. Laboratory: General Entomology.**

**251. Microbiology.**

This course will include a physiological and morphological survey of microorganisms. Major emphasis will be on bacteria and viruses. This course will also focus on practical uses of microorganisms as well as the fundamentals of medical microbiology. Prerequisite: Biology 111. Four hours w/lab.

**251L. Laboratory: Microbiology.**

**253. Principles of Ecology.**

A study of the interactions between organisms and their environments. Topics to be covered include biomes, plant and animal adaptations, populations, interactions between populations, community structure, ecosystems, and large scale ecological processes. The laboratory will involve structured field experiments and independent research projects. Prerequisite: Biology 110. Four hours w/lab.

**253L. Laboratory: Principles of Ecology.**

**254. Herpetology.**

This course will survey the biology of amphibians and reptiles, from anatomy and systematics (evolutionary relationships) to community ecology. We will cover topics such as venom, frog vocalizations, conservation, and reproductive behavior as well as survey the diversity of salamanders, frogs, crocodylians, lizards, snakes, and turtles, with an emphasis on the herpetofauna of Iowa. Preserved, as well as living animals and skeletal material will be studied. Field trips that

introduce the student to field techniques, the local fauna, and herpetoculture will be included. Prerequisite: Biology 110. Four hours w/lab.

**254L. Laboratory: Herpetology.**

**260. Histology.**

Histology will present students with an understanding of the structure and function of the cell and extracellular matrix as basic building blocks of tissues and organs. Specialization of cells and their interactions in forming tissues will be presented as well as how cells and tissues are structurally and functionally linked in organs. Lecture will focus on relating cell, tissue, and organ structure to their specific functions while laboratory will emphasize microscopic recognition of tissues and organs as well as the basics of staining and histological techniques. Prerequisite: Biology 110 or 111. Offered in alternate years. Four hours w/lab.

**260L. Laboratory: Histology.**

**270. Basic Genetics.**

The essential concepts of Mendelian and molecular genetics will be introduced in this course by exploring the genetics of humans, the expression of genes, and the regulation of gene expression. Prerequisite: Biology 111. Four hours w/lab.

**270L. Laboratory: Basic Genetics.**

**275. Behavioral Ecology.**

A lecture and laboratory study of the behavior of animals in relation to their ecology. Topics include mating systems, sexual selection, parental care, co-evolution, spacing, foraging, communication, and social behavior. Laboratory will consist of structured labs and independent projects by students. Prerequisite: Biology 110. Four hours w/lab.

**275L. Laboratory: Behavioral Ecology.**

**285. Developmental Biology.**

This course will explore cellular and molecular processes involved in the fertilization of an egg through the formation of specialized cells and tissues of vertebrate and invertebrate model organisms. Clinical implications and controversial topics (birth defects, cancer, and cloning) will be explored. Students will appreciate the dynamic nature of the developing embryo by handling and manipulating a variety of organisms, including the sea urchin, fish, frog and chicken in laboratory. Prerequisites: Biology 110 or 111 and 270 or permission of the instructor. Four hours w/lab.

**285L. Laboratory: Developmental Biology.**

**290. Special Topics in Biology.**

Authorized field research studies or other courses with departmental approval. One to four hours.

**302. Infectious Diseases.**

This course will focus on the mechanisms by which microorganisms cause disease. We will investigate many different strategies used by microorganisms to induce disease. We will also discuss several defense strategies employed by the host. The course will focus on bacterial pathogens, although viral mechanisms of pathogenesis will also be introduced. The course will consist of lectures, discussion of pivotal papers, and student presentations. Prerequisites: Biology 111, 251 or permission of the instructor. Basic knowledge of immunology is ideal, although not required. Three hours.

**319. Internships in Biology.**

**322. Human Anatomy.**

A study of normal human gross anatomy plus development and functional morphology. Lecture and laboratory stress regional anatomy as visualized from cadaver dissection, radiographs, and other visual aids. Two lectures and two two-hour laboratory periods per week. Prerequisite: Biology 110 or 225 or permission of the instructor. Preference for enrollment given to senior Biology majors. Four hours w/lab.

**322L. Laboratory: Human Anatomy.**

(Meets two times per week)

**334. Cellular Biology.**

Study of the cellular functions common to all eukaryotic organisms such as transport of molecules into and through the cell, cellular communication, regulation of cell birth and cell death. This course also explores alterations in cellular function that lead to conditions such as cancer, neurodegenerative diseases and diabetes. Pharmacology is also emphasized in this course. Prerequisites: Biology 111 and Chemistry 202. Three hours.

**334L. Laboratory: Cellular Biochemistry Lab.**

This laboratory explores the various way biochemists study a single macromolecule, protein. Methods covered in class include: assay techniques, chromatography, electrophoresis, enzyme kinetics, Western blot analysis, and purification. One three hour lab per week. Prerequisites: Chemistry 330 or Biology 334, or concurrent enrollment. One hour credit. (Same as Chemistry 330L)

### **340/341. Immunology.**

The study of the immune system as it relates mainly to humans. The basic principles involved with the functioning of the humoral and cellular immune responses will be studied from experimental and clinical viewpoints. Prerequisites: Biology 111. Four hours w/lab.

### **340L. Laboratory: Immunology.**

### **350. Mammalogy.**

This course will cover numerous topics, including adaptations, evolution, diversity, classification and taxonomy, ecology, natural history, biogeography, reproduction, behavior, and economic importance of mammals. The lab will focus on identification of mammals from preserved study skins and skulls, methods of collection and specimen preparation, and learning bones of the mammalian skeleton and skull. Field trips will introduce students to field methods for studying mammals and familiarize students with local mammals. Prerequisite: Biology 110. Four hours w/ lab.

### **350L. Laboratory: Mammalogy.**

### **358. Freshwater Ecology.**

Freshwater Ecology is an advanced course that is designed to familiarize students with freshwater systems and will include field and laboratory techniques, as well as discussions of current theory regarding structure, function, conversation, and management. The course will cover physical, chemical and biotic components of freshwater streams, lakes, and wetlands and will address human impacts to these important systems. Course content will involve lectures by the instructor, student lectures (overview of literature review – topics to be approved by instructor), group discussions of primary literature, field and laboratory research. Four hours w/lab.

### **358L. Laboratory: Freshwater Ecology.**

### **360. Molecular Genetics.**

The fruit fly has 12,000 genes. Humans have less than 24,000 genes. How do we develop into such a complex organism with so few genes? This course explores how our genome works. We will cover basic genetic functions (replication, transcription, translation), with particular emphasis on the regulation of those functions and how those functions are modified to create complexity. We will also cover the essential and under-appreciated role of RNA in the regulation of gene expression. Prerequisite: Biology 111. Four hours w/lab.

### **360L. Laboratory: Molecular Genetics.**

### **365. Field Methods in Ecology.**

This course will be an intensive field course. Students will be introduced to methods used in ecological field studies ranging from experimental design, sampling protocols, sample processing, data analysis and interpretation, and communication of results. Three hours.

### **370. Biochemistry Seminar.**

This seminar is a capstone course for students who are interested in exploring current trends in cell biology and biochemistry. The course will begin with a focus on one or two selected topics and move on to individual topics chosen by the participants. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. Students need no prior experience reading scientific literature or presenting scientific concepts. The course is designed to give students these skills. Prerequisites: Chemistry 330 or Biology 334. One and one half hours credit. Same as Chemistry 370.

### **371. Ecology Seminar.**

In this seminar course, we will discuss current literature in ecology, evolution, behavior, and conservation. Students and faculty will give presentations on topics of their choice. Prerequisites: Biology 110 or permission of instructor. One hour.

### **380. Independent Study in Biology.**

### **390. Special Topics in Biology.**

Authorized field research studies or other courses such as Behavioral Ecology with departmental approval. Designed for biology major credit. Offered in alternate years. One to four hours.

Laboratory or field problems involving student research. Open to qualified majors with approval of the academic advisor. Credit for research may also be received upon satisfactory completion of a summer undergraduate participation program at this or another institution. One to four hours.

### **398. Independent Research.**

## Business Administration and Economics

**Jufferbruch, Green, Mathur, Mueller, Palmieri, Schmidt, Shafer, Weatherly**

### Department Mission Statement

*The curricula of the Department of Business Administration and Economics will lead to a foundation of competency in business disciplines. The classroom is a forum in which the students will be challenged to develop and demonstrate mastery of specific skills including: logical, consistent, critical, and creative thinking; effective communication; and responsible and confident leadership. The faculty is committed to nurturing and inspiring integrity, poise, and standards of civility and respect.*

The department sponsors several activities that are designed to enrich the students' education. These include: Students in Free Enterprise (SIFE); on-site business seminars offered during May Term; internship experiences for students; and a student-run investment group which manages a significant portfolio of endowment funds with income devoted to international scholarships.

### Departmental Requirements

- For meeting the requirements of a major, Accounting, Economics, Management and Marketing are considered separate departments. Students may take more than 42 hours spread across the four departmental areas but not more than 42 hours in any one of the four areas, e.g., a maximum 42 hours of coursework designated "Magt," etc. Students are restricted to 60 hours in all four areas combined, except for those completing the 150-hour program in Accounting.
- All transfer students must take at least 15 credit hours of regular classroom course work in the department at Simpson to obtain a degree from Simpson with a major in Management, Marketing, International Management, Accounting or Economics.
- Unless exceptions have been granted by articulation agreements with specific institutions, 300-level courses taken at two-year institutions will not normally be accepted as meeting department requirements.

- Students enrolling in courses in the department are responsible for completing all prerequisites for those courses.
- A person may not major in both Management and Accounting.
- A person may not major in both Management and Marketing.
- A Marketing major may not minor in Management.
- Cooperative Education experiences and internships, while strongly encouraged, cannot be used to fulfill electives in the majors and minors and graded H/P/NP.
- While Calculus is not required, we strongly encourage students to take the course.

### Accounting Major

Required:	Hours
Econ 101 Macroeconomic Principles	3
Econ 102 Microeconomic Principles	3
Econ/Math 201 Elementary Statistics	3
Acct 251 Principles of Accounting I	3
Acct 252 Principles of Accounting II	3
Acct 253 Accounting Information Systems I	3
Acct 341 Intermediate Accounting I	3
Acct 342 Intermediate Accounting II	3
Acct 343 Intermediate Accounting III	3
Acct 353 Cost Accounting	3
Acct 354 Individual Taxation	3
Acct 356 Advanced Accounting	3
Acct 358 Auditing	3
Magt 131 Management Concepts	3
Magt 231 Business Law I	3
Magt 232 Business Law II	3
Magt 333 Organization and Behavior	3
Econ 339 Corporation Finance	3
Any Ethics course in the Departments of Philosophy or Religion	
Elective: Any other 300-level Accounting Course	3
Total	60

### Accounting Minor

Required:	Hours
Acct 251 Principles of Accounting I	3
Acct 252 Principles of Accounting II	3
Acct 253 Accounting Information Systems I	3

Acct 341	Intermediate Accounting I	3
Acct 342	Intermediate Accounting II	3
Elective: Any other 300-level Accounting Course*		3
Total		<u>18</u>

\*All prerequisites must be taken to achieve the minor designation. This may result in more than 18 hours of course credits to fulfill the minor.

Simpson College requires students to complete at least 128 semester hours of coursework prior to graduation. Students who graduate with a major in Accounting may apply to take the Certified Public Accounting (CPA) exam in Iowa. Upon acceptance, students may sit for the CPA exam; however, students who pass the Iowa exam must have accumulated a total of 150 semester hours of college credit before they will be awarded a CPA certificate. Not all state accountancy boards have adopted the 150-hour requirement, so students are advised to determine individual state requirements. This requirement exceeds the Simpson College graduation requirements for Accounting majors by 22 hours. Students may complete the 150 hours in four years at Simpson, in more than four years at Simpson, or in a master's program at another institution. The department has completed articulation agreements with other institutions to ease the transfer process and reduce graduate level requirements. See the department head for information on these combined BA/MBA, BA/MS, and BA/MA combinations.

## Economics Major

Required:		Hours
Econ	101 Macroeconomic Principles	3
Econ	102 Microeconomic Principles	3
Econ/Math	201 Elementary Statistics	3
Acct	251 Principles of Accounting I	3
Acct	252 Principles of Accounting II	3
Econ	337 Investments and Securities	3
Econ	365 Intermediate Microeconomics	3
Econ	366 Intermediate Macroeconomics	3
Econ	370 Econometrics	3

Math	140 Elements of Calculus OR	
Math	151 Calculus I	4
Any Ethics course in the Departments of Philosophy or Religion		3
Three electives chosen from any other 200 or 300-level Economics courses		9
Total		<u>43</u>

## Economics Major with a Specialization in Finance

Required:		Hours
Econ	101 Macroeconomic Principles	3
Econ	102 Microeconomic Principles	3
Econ/Math	201 Elementary Statistics	3
Acct	251 Principles of Accounting I	3
Acct	252 Principles of Accounting II	3
Econ	337 Investments and Securities	3
Econ	365 Intermediate Microeconomics	3
Econ	366 Intermediate Macroeconomics	3
Econ	370 Econometrics	3
Math	140 Elements of Calculus OR	
Math	151 Calculus I	4
Any Ethics course in the Departments of Philosophy or Religion		3
Econ	339 Corporation Finance	3
Econ	343 International Trade and Finance	3
Econ	344 Money and Banking	3
Magt	131 Management Concepts	3
Magt	231 Business Law I	3
Magt	232 Business Law II	3
Econ	338 Eberhart Student Aid Fund	1.5
Total		<u>53.5</u>

## Economics Minor

Required:	Hours
Econ 101 Macroeconomic Principles	3
Econ 102 Microeconomic Principles	3
Econ 337 Investments and Securities Markets	3
Three electives chosen from any other 200 or 300-level Economics courses	9
Total	18

*\*All prerequisites must be taken to achieve the minor designation; this may result in more than 18 hours of course credits to fulfill the minor.*

## Management Major

Required:	Hours
Econ 101 Macroeconomic Principles	3
Econ 102 Microeconomic Principles	3
Econ/Math 201 Elementary Statistics	3
Econ 339 Corporation Finance	3
Acct 251 Principles of Accounting I	3
CIS 252 Decision Support Systems*	3
Acct 205 Principles of Accounting II	3
Magt 131 Management Concepts	3
Magt 231 Business Law I	3
Magt 232 Business Law II	3
Magt 234 Marketing	3
Magt 333 Organization and Behavior	3
Magt 372 Quantitative Decision Making	3
Magt 385 Senior Seminar in Strategic Management	3
Two 300-level Management courses.	6
Any Ethics course in the departments of Philosophy or Religion	3
Total	51

*\*The prerequisite for CIS 205 is **Management Information Systems, Management 135/CIS 135**, or permission of instructor.*

### Note:

A student who majors in Management may also minor in Marketing, but may not use the same courses to fulfill elective requirements for both

the major and minor. A student may not minor in both management and marketing.

*Students interested in a combined specialization in **Finance/Insurance** must choose as their two electives **Management 345, Principles of Insurance**, and one of the following:*

Econ 337 Investments and Securities Markets	
Econ 344 Money and Banking	
Econ 343 International Trade and Finance	

## Human Resources Minor

Required:	Hours
Psyc 101 Introduction to Psychology	3
Comm 102 Public Speaking in Society	3
Magt 131 Management Concepts	3
Magt 323 Human Resource Management	3
Magt 340 Labor and Industrial Relations	3

*Six hours from the following (must be outside student's major if the major is in the department of business administration and economics):* 6

Psyc 220 Psychology of Women	
Psyc 222 Social Psychology	
Magt 234 Marketing	
Magt 333 Organization and Behavior	
Magt 390 Special Topics in Management	
Psyc 328 Psychometrics	
Econ 220 Labor Economics	
SW 301 Counseling Strategies I	
Comm 204 Small Group Communication	
Comm 205 Interpersonal Communication	

Total 21

*\*All prerequisites must be taken to achieve the minor designation. This may result in more than 21 hours of course credits to fulfill the minor.*

## Management Minor

Required:	Hours
Magt 131 Management Concepts	3
Magt 231 Business Law I	3
Magt 232 Business Law II	3
Magt 234 Marketing	3
Magt 333 Organization and Behavior	3
One 300-level Management elective*	3
Total	18

*\*All prerequisites must be taken to achieve the minor designation. This may result in more than 18 hours of course credits to fulfill the minor.*

**International Management Major\***

Required:		Hours
Econ	101 Macroeconomics	3
Econ	102 Microeconomics	3
Acct	251 Principles of Accounting I	3
Math	201 Elementary Statistics	3
Magt	131 Management Concepts	3
Magt	231 Business Law I	3
Magt	234 Marketing	3
Magt	333 Organization and Behavior	3
Magt	336 International Marketing	3
		21

A Minor in a language offered through the Department of World Language and Culture Studies. Students for whom English is a second language may minor in English.

Six hours from the following:		6
PoSc	230 Western European Politics	
PoSc	231 Politics of Russia and Eastern Europe	
PoSc	232 Asian Politics	
PoSc	233 Latin American Politics	
PoSc	240 World Politics	
PoSc	340 Politics of a Changing World	
Rel	120 Intro to World Religion	
Econ	230 Economic Development	
Econ	343 International Trade and Finance	
Hist	309 Contemporary Europe	
		54

\* In fulfilling requirements for the international management major, students who are not native speakers of English are required to pursue a minor in English or another second language. For native speakers of English, study abroad is strongly encouraged.

**Marketing Major**

Required:		Hours
Econ	101 Macroeconomics	3
Econ	102 Microeconomics	3
Econ/Math	201 Elementary Statistics	3
Acct	251 Principles of Accounting I	3
Acct	252 Principles of Accounting II	3
CIS	205 Decision Support Systems*	3
Magt	131 Management Concepts	3
Magt	231 Business Law I	3

Magt	232 Business Law II	3
Magt	234 Marketing	3
Magt	335 Marketing Research	3
Magt	342 Buyer Behavior	3
Any Ethics course in the Departments of Philosophy or Religion		3
Three Marketing electives selected from the following:		9
Magt	324 Small Business Management	
Magt	336 International Marketing	
Magt	337 Sales and Sales Management	
Magt	338 Innovation, Entrepreneurship and New Product Marketing	
Magt	341 Advertising	
		48

\*The prerequisite for this course is **Management Information Systems, Management 135/CIS 135**, or permission of instructor.

Marketing majors are strongly encouraged to minor in one of the following departments: Art, Communication Studies, Computer Science, English, Foreign Language, Mathematics, Psychology or Sociology.

**Marketing Minor****Note:**

A student who majors in Management may also minor in Marketing, but may not use the same courses to fulfill elective requirements for both the major and minor. A student may not minor in both management and marketing.

Required:		Hours
Econ	102 Microeconomics	3
Magt	131 Management Concepts	3
Econ/Math	201 Elementary Statistics	3
Magt	234 Marketing	3

Three Marketing electives selected from the following:		9
Magt	324 Small Business Management	
Magt	335 Marketing Research	
Magt	336 International Marketing	
Magt	337 Sales and Sales Management	
Magt	338 Innovation, Entrepreneurship and New Product Marketing	
Magt	341 Advertising	
Magt	342 Buyer Behavior	
		21

## Post-Graduate Certificates

### Certificate in Accounting

The post-graduate certificate in Accounting requires an individual to complete 24 hours in Accounting. Those individuals interested in sitting for professional certification examinations in Iowa may require additional hours in related fields. Professional certification examination information is available in the Division of Adult Learning.

Required:	Hours
Acct 341 Intermediate Accounting I *	3
Acct 342 Intermediate Accounting II	3
Acct 343 Intermediate Accounting III	3
Acct 353 Cost Accounting	3
Acct 354 Individual Income Taxes	3
Acct 356 Advanced Accounting	3
Acct 358 Auditing	3
Acct One 300-level Accounting elective	3
Total	24

\*The prerequisites for this course are Acct 251/252

### Certificate in Management

The post-graduate certificate in Management requires an individual to complete 30 hours in Management and related fields. Those students interested in entering an MBA program are encouraged to investigate the prerequisites for the program. Additional courses may be required depending upon the program.

Required:	Hours
Magt 131 Management Concepts	3
Magt 231 Business Law I	3
Magt 232 Business Law II	3
Magt 234 Marketing	3
Magt 333 Organization and Behavior	3
Econ 101 Macroeconomic Principles	3
	OR
Econ 102 Microeconomic Principles	3
Econ/Math 201 Elementary Statistics	3
Econ 339 Corporation Finance	3
Acct 251 Principles of Accounting I	3
Acct 252 Principles of Accounting II	3
Total	30

## Accounting Courses

### 190. Special Topics in Accounting.

### 219. Employment Experience in Accounting.

### 251. Principles of Accounting I.

Introduction to financial accounting that focuses on how to use various types of accounting information found in financial statements and annual reports for economic decision making in today's business world by external decision makers. Three hours.

### 252. Principles of Accounting II.

Introduction to managerial accounting and the use of accounting information by internal decision makers. Focus is on managerial accounting concepts and their applications. Emphasis is placed on the interrelationship of managerial accounting to marketing, production, systems design, engineering, management, and other non-accounting activities. Prerequisite: Accounting 251. Three hours.

### 253. Accounting Information Systems I.

Introduction to manual and automated accounting information systems. This course places an emphasis on the use of computer applications for the accounting function. This course will cover accounting journal entries, the year-end closing of accounts, and the preparation of financial statements, utilizing both manual and automated accounting systems. Prerequisite: Accounting 251. Three hours.

### 290. Special Topics in Accounting.

### 319. Internship in Accounting.

### 341. Intermediate Accounting I.

A study of financial accounting, financial statements, and annual reports with an emphasis on the use of GAAP. Topics of study include an examination of the conceptual framework for financial reporting, the use of time value of money concepts in accounting and the accounting for assets of a business. Prerequisites: Accounting 251, 252, 253. Three hours.

### 342. Intermediate Accounting II.

A continuation of the study of financial accounting, financial statements and annual reports with emphasis on the use of GAAP.

Topics of study accounting for liabilities of a business, stockholder equity, revenue recognition, and income reporting concepts. Prerequisites: Accounting 341. Three hours.

### **343. Intermediate Accounting III.**

A study of specialized topics in accounting. Topics include accounting for income taxes, pensions and postretirement benefits, and leases. Additional study of the statement of cash flows and full disclosure is also offered. Emphasis is placed on current issues of importance to the accounting profession. Prerequisites: Accounting 342. Three hours.

### **353. Cost Accounting.**

Examination of methods of accumulating and allocating costs of production for purposes of planning and control in organizations. Major emphasis on inventory valuation in job order and process manufacturing, cost allocation methods in organizations, operations budgeting with analysis of variance and capital budgeting, and other decision models. Prerequisites: Accounting 251, 252. Three hours.

### **354. Individual Income Taxes.**

The study of current income tax requirements for individuals. Topics include gross income and deductions, property transactions, business income of sole proprietorships. Prerequisites: Accounting 251, 252. Three hours.

### **355. Taxation of Business Entities.**

The study of current federal income tax requirements for partnerships, S corporations, regular corporations. Prerequisites: Accounting 251, 252. Accounting 354 is recommended. Three hours. Alternate years.

### **356. Advanced Accounting.**

A study of specialized topics and theories in accounting. Topics include business combinations, investor accounting, consolidation techniques and procedures, inter-company transactions, segment and interim reporting, and foreign currency translation as it relates to consolidation of international subsidiaries. Prerequisites: Accounting 341, 342, 343. Three hours.

### **358. Auditing I.**

The primary purpose of this course is to assist students of accounting in understanding the work of the public accountant and to apply the methods and procedures followed in conducting an audit. Topics are: professional ethics; planning the audit; internal control; audit of electronic data processing systems; types of evidence; statistical sampling; and preparation of audit working papers and audit reports. Prerequisites: Accounting 341, 342. Three hours.

### **359. Governmental and Not-for-Profit Accounting.**

A study of the accounting practices applicable to governmental, religious, charitable, and other non-profit organizations. Prerequisites: Accounting 341. Three hours. Alternate years.

### **360. Accounting Information Systems II.**

An in-depth study of the application of information technology knowledge to the accounting environment. Emphasis is on the students' ability to understand the processing of accounting data in a computerized accounting environment and the controls that are necessary to assure the accuracy and reliability of the information processed by the accounting system. Students will have hands-on experience utilizing popular business and accounting computer programs and applications. Students will also learn about computer fraud, forensic accounting, accounting software selection techniques, EDI and IT auditing. Prerequisites: Accounting 341. Accounting 358 recommended. Three hours.

### **361. Auditing II.**

Designed primarily for those students interested in taking the CPA exam. This class will include attribute and dollar-value sampling, auditing in a computer environment, operational and governmental auditing, professional ethics and legal liability. Case studies will be utilized. Prerequisites: Accounting 341, 342, 358, Mathematics 201. Three hours. Alternate years.

### **380 Independent Study in Accounting.**

### **390. Special Topics in Accounting.**

## **Economics Courses**

### **101. Macroeconomic Principles.**

A study of the elementary principles relating to the level of economic activity in a mixed capitalistic economic system. Particular attention is given to the determination of national income and employment, the impact of monetary and fiscal policies on the level of economic activity, the rate of economic growth, and international economics. Three hours. Cornerstone 3.

### **102. Microeconomic Principles.**

A study of the elementary economic principles relating to the components of economic activity. Particular attention is given to the theory of the firm, the determination of prices under conditions of perfect and imperfect competition, monopoly and oligopoly, and the analysis of factors of production. Three hours. Cornerstone 3.

**190. Special Topics in Economics.**

**201. Elementary Statistics.**

This course presents the fundamentals of descriptive and inferential statistics from an applications-oriented perspective. Topics include central tendency and variability, frequency distributions, elementary probability theory, binomial, normal, and “t” distributions, sampling theory, confidence intervals, hypothesis testing, correlation and regression, and analysis of variance. Prerequisite: One of the following: Math 105/105T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Cornerstone 2B. Same as Math 201. Three hours. Students majoring in the Division of Education and Social Science should take Sociology/Psychology 210 rather than this course. Credit will not be given for both Sociology/Psychology 210 and Mathematics 201.

**210. Environmental Economics.**

Environmental Economics examines the linkages between product markets and environmental pollution. The course uses economic analysis to assess the impacts of markets on the environment, investigates potential areas for government intervention, and evaluates the effectiveness of intervention in achieving particular objectives. Prerequisite: Economics 102. Three hours. Alternate years.

**219. Employment Experience in Economics.**

**220. Labor Economics.**

An examination of current labor market issues using economic theory. A wide variety of labor market policies such as minimum wage legislation, health and welfare reform, and immigration initiatives are analyzed. Prerequisite: Economics 102. Three hours. Alternate years.

**223. Economics of Poverty.**

Defines and measures poverty and presents different views of its causes. Explores the effects of government programs on alleviating poverty. Programs analyzed include TANF, AFDC, food stamps, job training, Equal Opportunity policies and negative income tax strategies. Prerequisite: Economics 101 or Economics 102. Three hours. Alternate years.

**230. Economic Development.**

Eighty percent of the world's population resides in less developed countries (LDCs) within Asia, Africa and Latin America. This course examines theories of economic development, problems currently facing LDCs and programs being used to

alleviate poverty around the world. Prerequisite: Economics 101 or Economics 102. Three hours. Alternate years.

**290. Special Topics in Economics.**

**319. Internship in Economics.**

**337. Investments and Securities Markets.**

Application of fundamental and technical analysis techniques to investments in stocks, bonds, options, futures, and other financial instruments. Prerequisite: Economics 101. Three hours.

**338. Eberhart Student Aid Fund.**

Students may enroll in this course for a maximum of four and one half credit hours. Each semester earns 1.5 credit hours. Students' research and select stocks for the ESAF portfolio, investing real dollars, which are part of the College endowment fund. Earnings are used for scholarship support. Class meets three hours per week. One and a half credit hours per semester; maximum four and a half hours. Prerequisite: Economics 337.

**339. Corporation Finance.**

Survey of the principles underlying the financial management of the modern corporation. Major topics include: corporate securities, ratio analysis, working capital, management of cash, receivables, inventories, plant assets, short term debt, long term debt, and owner's equity. Prerequisites: Management 131; Economics 101, 102; Accounting 251, 252; Mathematics/Economics 201. Three hours.

**341. History of Economic Thought.**

An examination of the development of economic doctrine with emphasis on those ideas which have led to modern economic theory. Economic ideas from the Mercantilists to the Modern Period are analyzed. Three hours. Alternate years.

**343. International Trade and Finance.**

An analysis of the principles of international economic theory and international finance. Prerequisites: Economics 101, 102. Three hours. Alternate years.

**344. Money and Banking.**

A presentation of the banking system of the United States with emphasis on monetary theory and the determination, application, and effects of various monetary policies. Prerequisites: Economics 101, 102; Accounting 251, 252. Three hours. Alternate years.

### **365. Intermediate Microeconomics.**

A more advanced investigation of economics as it relates to individual units. Topics include consumer behavior and demand, production and cost, the firm and market structures, distribution, general equilibrium, and economic welfare. Prerequisites: Economics 101, 102, Mathematics 140 or 151, Econ/Math 201. Three hours. Alternate years.

### **366. Intermediate Macroeconomics.**

A more advanced investigation of economics as it relates to aggregates. Topics include national income and output, an investigation of Classical Keynesian, New Classical and New Keynesian macroeconomics and investment, consumption, savings, the money market, the labor market, and growth and development. Prerequisites: Economics 101, 102; Mathematics 140 or 151. Three hours. Alternate years.

### **370. Econometrics.**

Econometrics applies statistical methods to test economic theories and make economic forecasts. Students will learn to design, perform and evaluate empirical work in economics. The course, which involves extensive use of statistical software, will culminate in a final project that will integrate economic theory and econometric analysis. Prerequisites: Math 140 or 151, Econ/Math 201; Economics 101, 102. Three hours.

### **380. Independent Study in Economics.**

### **390. Special Topics in Economics.**

## **Management Courses**

### **131. Management Concepts.**

An introduction to the principles of management including planning, organizing, staffing, leading, controlling and strategies. Three hours.

### **135. Management Information Systems.**

This course examines how information technology and information systems are used to provide solutions to business problems and to provide opportunities for companies to increase productivity and quality. Topics include an introduction to computer hardware and data communication technology, productivity and data management software, and business applications of the technology. Laboratories emphasize end-user computing, and spreadsheet and database management software as tools for business decision making. Cornerstone 2B. Same as CIS 135. Three hours.

### **190. Special Topics in Management.**

### **219. Employment Experience in Management.**

### **231. Business Law I.**

Law and legal theories, a review of the judicial system, and legal principles commonly applied in business, with emphasis on contracts. Prerequisite: Management 131 and sophomore standing. Three hours.

### **232. Business Law II.**

A continuation of Management 231, with emphasis on the laws of property, agency, employment, forms of business organization, and the Uniform Commercial Code. Prerequisites: Management 131, 231. Three hours.

### **234. Marketing.**

An analysis of the forces that influence existing and potential demand for goods and services and the role of marketing theory and technique in creating product and service offerings to satisfy this demand. Students interested in a Marketing major or minor should take this course in their sophomore year. Prerequisite: Management 131. Three hours.

### **240. Advertising Practicum.**

Training and supervised practical experience in managing, selling, servicing and designing advertisements for publication in *The Simpsonian* student newspaper. Prerequisite: Permission of instructor. Two hours.

### **290. Special Topics in Management.**

### **319. Internship in Management.**

### **300. Project Management.**

This course covers concepts and issues important in effectively managing projects. Topics include starting up a project, managing the scope, time lines, cost, quality, people, communications, risk, and procurement. The project management methods taught are suitable for a wide variety of project types such as software development or business projects. Project management software will be used to provide students with hands-on experience in a business environment. Prerequisite: Computer Science 150 Fundamentals of Computing I or Management 131 Management Concepts. Three hours. Same as CIS 300.

### **323. Human Resource Management.**

An analysis of the decisions and processes involved in managing personnel and organizations. Areas covered are staffing, developing and rewarding personnel, compensation, administration, and

authority structures. Prerequisites: Management 131, 231. Three hours. Alternate years.

### **324. Small Business Management.**

Introduction to the fastest growing segment in the U.S. economy. In this course students experience a hands-on approach by writing a business plan. Prerequisites: Management 131 and Accounting 251. Three hours.

### **333. Organization and Behavior.**

A study of the management process with emphasis on qualitative decision making and the human aspects of an organization. Study of psychological and sociological theories of behavior in groups. It is suggested that students take introductory courses in Psychology and Sociology before taking this course. Prerequisite: Management 131 and junior standing. Three hours.

### **335. Marketing Research.**

This course is an introduction to the field of marketing research. Students will be provided with an understanding of the application of research principles of gathering and analyzing information to plan marketing activities. Problem formulation, procedures, research techniques and application of models to improve marketing decisions are covered, along with the usefulness of marketing research information to marketing managers. Prerequisites: Management 131, 234; Econ/Math 201. Three hours.

### **336. International Marketing.**

This course begins with a survey of the economic, cultural, political, and financial environments that affect an enterprise's marketing activities outside its home country. Next, various options for market entry are examined, including licensing, joint ventures, ownership, and strategic alliances. The stages of development of today's global and transnational corporations are compared and contrasted. Finally, the impact of these factors and forces on the marketing mix is examined in detail. Particular attention is paid to the issue of standardization versus localization of global marketing programs. Prerequisites: Management 131, 234; Economics 101, 102. Three hours.

### **337. Sales and Sales Management.**

This class will provide students with a basic understanding of sales and sales management. Sales areas covered will include the role of communication, motivation, ethics and legal issues as well as in depth analysis of the selling process. Sales management topics will include

the aspects of leading, organizing, recruiting, and training the sales force. Other topics will include forecasting, compensation, and sales force evaluation. Prerequisites: Management 131, 234. Three hours.

### **338. Innovation, Entrepreneurship, and New Product Marketing.**

Managing innovation means initiating change; entrepreneurship involves recognizing and seizing marketing opportunities; new product marketing requires going against the odds since most new product concepts never reach the market. This course is designed to introduce students to the managerial processes required to develop, nurture, and market new products, technologies, and services. Prerequisites: Management 131, 234; Economics 101, 102. Three hours. Alternate years.

### **340. Labor and Industrial Relations.**

A historical and analytical coverage of the relationship between organized labor and management. Topics include an investigation of organized labor as a political group and as a party in the collective bargaining process. Coursework includes team bargaining of a labor contract. Prerequisites: Management 131, 231, Accounting 251, Economics 102. Three hours. Alternate years.

### **341. Advertising.**

A survey of the processes involved in creating and implementing integrated marketing communications programs within the context of an organization's overall marketing effort. Particular attention will be paid to emerging trends such as buzz marketing and guerilla marketing. Additional topics include the challenges and opportunities created by the Internet, cell phones, and other new media forms. Prerequisites: Management 131, 234. Three hours.

### **342. Buyer Behavior.**

Students will study the factors affecting buying behavior in consumer and organizational markets and their relationship in developing marketing strategies. Specifically, this course will provide students with an understanding of how socioeconomic, demographic, cultural, and psychological processes influence consumer-buying decisions. The course will also examine the differences between consumer and organizational markets such as business buying motives, the buying center and roles, and the organizational buying process. Prerequisites: Economics 102, Management 131, 234. Three hours.

**345. Principles of Insurance.**

Introduction to the concepts of risk, risk management, and insurance. Emphasis is on the consumer (individual and/or business) perspective, and purposes of insurance. Treatment of insurer issues includes government participation (e.g., workers compensation) and government regulation of insurance. Prerequisites: Management 131, 231, and sophomore standing. Three hours. Alternate years.

**365. Organizational Ethics and Social Responsibility.**

This Business Department elective seminar focuses on the issues associated with the intersection of ethical, legal, and profitable decisions in business environments. The class is intended for junior and senior level students. Prerequisite: Any ethics course from the Departments of Philosophy or Religion.

**372. Quantitative Decision Making.**

A mathematical and statistical approach to prototype decisions in business and economics. The types of decisions investigated include inventory control, resource allocation, queuing, and scheduling. Quantitative methodologies studied include linear programming, decision and game theory, CPM, inventory control models and queuing theory. Prerequisites: Management 131; Accounting 251, 252; Economics 101, 102; Econ/Math 201. Three hours.

**380. Independent Study in Management.****385. Senior Seminar in Strategic Management.**

This is an advanced course in management and should be taken as a capstone course during the student's senior year. Utilizing the case approach, the student will apply concepts of management, accounting, marketing, economics, and finance in case situations. The cases will cover a large number of companies engaged in widely diversified activities. Emphasis will be placed on policy formulation and top management decisions. Prerequisites: Management 131, 333, 234; Econ/Math 201; Economics 101, 102, 339; Accounting 251, 252. Three hours.

**390. Special Topics in Management.**

## Chemistry and Physics

**Kolln, Curti, Meints, Olsgaard, Warnet**Department Mission Statement

*The Department of Chemistry and Physics offers a diverse curriculum which provides students with an understanding of the chemical and physical nature of the world around them. Introductory courses provide both science majors and liberal arts students with the basic knowledge and critical thinking skills needed to become informed citizens. More advanced courses provide students with the firm foundation in chemical and physical principles needed for advanced study or for employment in fields related to the major. The major requirements in the department allow students the flexibility to shape the major to reflect their individual interests. Project based labs, undergraduate research projects and seminar classes give students a first hand appreciation of chemistry and physics as experimental sciences. The department supports an active research program involving students and participation is encouraged.*

The Department of Chemistry and Physics offers majors in chemistry, biochemistry, forensic science/biochemistry, and physics. In addition, the department offers chemistry minor, physics minor, a forensic science minor, and coordinates the dual degree engineering program. Students may, with permission of the department, test out of any course, with or without credit.

## Chemistry Major

The chemistry major can prepare students for graduate study in chemistry, for teaching chemistry at the high school level, or for a career as a professional chemist in government or industrial labs. In addition, a major can prepare students for work in such fields as environmental control and science marketing and sales.

A major in chemistry consists of a minimum of 30 semester hours in Chemistry. Each student, in conjunction with her/his advisor and subject to the approval of the department, selects specific courses to be required for that student's intended application of the major, the selection to be made as early as possible in the undergraduate years. In selecting their courses, all majors are required to complete one of the seminar classes (Chemistry 369, Chemistry Seminar; or Chemistry 370, Biochemistry Seminar) or an independent research project (Chemistry 398, Research).

In addition to the courses in chemistry, supporting courses in mathematics and physics are required. Chemistry majors are also encouraged to take courses in computer science and biology where appropriate. Shown below are the courses students would normally be expected to take in preparation for graduate study in chemistry. Also shown is a list of the core courses on which a student may build a major to suit his/her individual interests. Students should be aware that the more rigorous graduate preparation track is the most versatile in terms of future career options. In either case, a wide variety of combinations of courses is possible through the use of electives.

Students planning to pursue graduate study in chemistry should plan to take the following:

<b>Required:</b>			<b>Hours</b>
Chem 101/102	Bonds & Structure I/II		8
Chem 201/202	Organic Chemistry I/II		8
Chem 205	Quantitative Analysis		4
Chem 301/302	Physical Chemistry I/II		6
Chem 307	Instrumental Analysis		4
Chem 369/370	Chemistry/Biochemistry Seminar		1.5
Chem 398	Research		1
Chemistry Electives			4-9
Total			<u>36.5-41.5</u>

<b>Required Supporting Courses:</b>			<b>Hours</b>
Math 151/152	Calculus I/ II		8
	(additional math may be needed for students planning to study certain areas of chemistry)		
Phys 191/192	General Physics I/II		8
Total			<u>16</u>

*The minimum expectations for other applications of the major are given below:*

<b>Chemistry Courses</b>			
Chem 101/102	Bonds & Structure I/II		8
Chem 201/202	Organic Chemistry I/II		8
Chem 205	Quantitative Analysis		4
Chem 369	Chemistry Seminar		
	OR		
Chem 370	Biochemistry Seminar		1-1.5
	OR		
Chem 398	Research		
Chemistry Electives (minimum)			9
Total			<u>30-30.5</u>

<b>Required Supporting Courses:</b>			<b>Hours</b>
Math 140	Elements of Calculus		
	OR		
Math 151	Calculus I		4
	(recommended)		
Phys 151/152	Principles of Physics I/II		8
	OR		
Phys 191/192	General Physics I/II		8
Total			<u>12</u>

Students should consult with the department chairperson to determine the chemistry electives and supporting courses best suited for the intended application of the major. A wide variety of combinations of courses is possible.

## Chemistry Minor

A chemistry minor will consist of five chemistry courses in the department which must include at least one course in General Chemistry (101, 102), one course in Organic Chemistry (201, 202), and one course in Analytical Chemistry (205, 307). The two elective courses must be approved by the department. In addition, competency in algebra (Mathematics 130) is expected. Since most students will need to take both courses in general chemistry, the typical minor will be as follows:

<b>Required:</b>			<b>Hours</b>
Chem 101/102	Bonds and Structure I/II		8
Chem 201	Organic Chemistry I		4
Chem 205	Quantitative Analysis		
	OR		
Chem 307	Instrumental Analysis		4
Chemistry Elective			3-4
Total			<u>19-20</u>

## Biochemistry Major

The biochemistry major is intended to prepare students for advanced study in areas such as biochemistry, biotechnology, medicinal chemistry, and the health sciences including medical school. It is also excellent preparation for students interested in careers in the area of cell and molecular biology and medical research.

A biochemistry major consists of a series of required courses in chemistry and biology plus at least six hours of biology and chemistry electives. Students planning to pursue advanced study are strongly encouraged to participate in research projects and to consider additional electives in their area of interest. Supporting courses in mathematics and physics are also required.

<b>Required:</b>			<b>Hours</b>
Chem 101/102	Bonds & Structure I/II		8
Chem 201/202	Organic Chemistry I/II		8
Chem 301	Physical Chemistry I		3
Chem 330	Biochemistry		3
Chem 330L	Cellular Biochem Lab (same as Biol 334L)		1
Biol 111	Principles of Biology II		4
Biol 334	Cell Biology		3
Biol 360	Molecular Genetics		4
Biol/Chem 370	Biochemistry Seminar		1.5
Biol/Chem 398	Independent Research		1
			36.5
<i>5-8 hours of electives selected from:</i>			
Biol 225	Human Physiology		
OR			
Biol 251	Microbiology		
Biol 285	Developmental Biology		
Chem 205	Quantitative Analysis		
Chem 307	Instrumental Analysis		
Biol/Chem 398	Independent Research		
Biol 340	Immunology		
Biol/Chem 290/390	Special Topics (must be department approved)		5-8
Biology/Chemistry Total			41.5-44.5

<b>Required Supporting Courses:</b>			<b>Hours</b>
Phys 151/152	Principles of Physics I/II		
OR			
Phys 191/192	General Physics I/II		8
Math 151	Calculus I *		
OR			
Math 140	Elements of Calculus		4
Math 201	Elementary Statistics		3
			15

\*Students planning on attending graduate school should plan to take BOTH Math 151 and Math 152.

## Forensic Science/Biochemistry Major

The Forensic Science/Biochemistry major is intended to prepare students to obtain entry-level jobs in labs performing forensic analyses, or to provide a good foundation for advanced degree work in areas such as chemistry, biochemistry, forensics, molecular or cell biology, or related technology fields.

In addition to a series of typical biology and chemistry courses, supporting work in math,

physics and forensics/criminal justice is required. Transfer students are welcome and may be able to complete many of the required courses before entering this program. Students intending to seek entry level forensic positions after graduation are strongly encouraged to enroll in an internship.

<b>Required:</b>			<b>Hours</b>
Chem 101/102	Bonds & Structure I/II		8
Chem 201/202	Organic Chemistry I/II		8
Chem 301	Physical Chemistry I		3
Chem 307	Instrumental Analysis		4
Chem 330	Biochemistry		3
Chem 330L	or		
Biol 334L	Biochemistry Lab		1
Chem 390L	Methods in Forensic Lab		1
Biol 111	Principles of Biology II		4
Biol 334	Cellular Biology		3
Biol 360	Molecular Genetics		4
Biol/Chem 370	Biochemistry Seminar		1.5
Biol/Chem 398	Independent Research		
and/or			1-3
Biol/Chem 319	Internship		
CJ 220	Criminal Justice Systems		3
CJ 222	Criminal Investigations		3
			49.5-51.5

*6-8 hours of electives selected from:*

Biol 251	Microbiology		
Biol 340	Immunology		
Chem 205	Quantitative Analysis		
CJ 343	Criminology		
Total			55.5-59.5

<b>Required Supporting Courses:</b>			<b>Hours</b>
Phys 151-152	(or 191-192)		8
Math 140	(or 151)*		4
Soc 210	(or Math 201)		3
Phil 250	(applied ethics)		3

\*Students planning on attending graduate school should plan to take BOTH Math 151 and Math 152.

## Forensic Science Minor

The forensic science minor is intended for law enforcement personnel, and persons in other fields, for whom a basic knowledge of forensic techniques and the science on which they are based would be helpful. Students intending to fulfill this minor are strongly urged to consult with the forensic advisor.

Required:			Hours
Chem	101/102	Bonds & Structure I/II	8
Biol	111	Principles of Biology II	4
CJ	220	Criminal Justice Systems	3
CJ	222	Criminal Investigations	3
Soc	210	Statistics	3
			21
<b>Elective:</b>			
<i>(One additional Biol/Chem/CJ course chose from the required or elective courses for the Forensic Science/Biochemistry Major)</i>			3
			24

## Chemistry Courses

### 101. Bonds and Structure I.

Orbitals and periodicity in electronic structure; charge, physical, and chemical properties of bonds; stoichiometry; oxidation and reduction; nomenclature; introduction to coordination compounds. Prerequisite: High school chemistry recommended. Cornerstone 2A. Four hours.

### 101D. Discussion: Bonds and Structure I.

### 101L. Laboratory: Bonds and Structure I.

### 102. Bonds and Structure II.

A continuation of Chemistry 101 for the science major. The emphasis will continue to be on bonding and structure as additional topics from the following list are covered: stoichiometry, solutions and equilibria, nuclear chemistry, electrochemistry, coordination compounds, thermodynamics, and colloids. Qualitative analysis is also covered. Prerequisite: Chemistry 101 or permission of instructor. Four hours.

### 102D. Discussion: Bonds and Structure II.

### 102L. Laboratory: Bonds and Structure II.

### 150. Consumer Chemistry.

An introduction to the nature of science and the fundamental concepts of chemistry and their relation to everyday life. Topics may include household products, food, drugs, energy and nuclear power, agriculture, and air and water pollution. The atomic/molecular nature of matter is emphasized. Designed for the non-major. Cornerstone 2A. Four hours.

### 150L. Laboratory: Consumer Chemistry.

### 155. Environmental Chemistry.

An introduction to the principles of chemistry and chemical analysis with emphasis on the chemistry of the environment. Topics will include air, water, and soil chemistry; environmental pollution; and an introduction to the methods of analyzing chemical samples. Designed as a first course for the non-major and students interested in environmental science. Three one hour lectures and one three hour laboratory period. Cornerstone 2A. Four hours.

### 155L. Laboratory: Environmental Chemistry.

(Chemistry 155/155L or Chemistry 150/150L may count toward Cornerstone Area 2.)

### 190. Special Topics in Chemistry.

### 201. Organic Chemistry I.

Covalency; coordinate covalency; directionality; organic nomenclature, stereochemistry; functional groups. Prerequisite: Chemistry 101. Four hours.

### 201D. Discussion: Organic Chemistry I.

### 201L. Laboratory: Organic Chemistry I.

### 202. Organic Chemistry II.

A continuation of Chemistry 201, involving additional functional groups and stereochemistry, reaction mechanisms, reaction intermediates, and energetics of covalent compound reactions. Prerequisite: Chemistry 201. Four hours.

### 202D. Discussion: Organic Chemistry II.

### 202L. Laboratory: Organic Chemistry II.

### 205. Quantitative Analysis.

Periodicity; separations, identifications, gravimetry, titrimetry, equilibrium calculations. Prerequisite: Chemistry 102. Four hours.

### 205L. Laboratory: Quantitative Analysis.

### 219. Employment Experience in Chemistry.

### 290. Special Topics in Chemistry.

### 301. Physical Chemistry I.

Topics in chemical thermodynamics and chemical kinetics. Prerequisites: Chemistry 102, Mathematics 151 or 140, and Physics 152 or 192. Three hours.

### 301L. Laboratory: Physical Chemistry I.

One hour.

**302. Physical Chemistry II.**

An introduction to quantum mechanics and atomic and molecular spectroscopy. Miscellaneous topics in physical chemistry. Prerequisites: Chemistry 102, Mathematics 151 or 140, and Physics 152 or 192. Three hours.

**302L. Laboratory: Physical Chemistry II.**

One hour.

**307. Instrumental Analysis.**

Experience in modern chemical instrumental analysis in the areas of spectroscopy, chromatography, fluorimetry, and polarography. Explorations of instrumental response and data analysis. Prerequisite: Chemistry 205 or permission of instructor. Four hours.

**307L. Laboratory: Instrumental Analysis.****319. Internship in Chemistry.****330. Biochemistry.**

An introduction to the chemistry of biomolecules, including proteins, carbohydrates, lipids, and nucleic acids. Topics may include enzymes, kinetics, energetics, metabolic pathways, cofactors, hormones, chemistry of genetics, and the chemistry of physiological activity. Prerequisites: Chemistry 202 and preferably Chemistry 205 or permission of the instructor. Three hours.

**330L. Cellular Biochemistry Laboratory.**

(Same as Biology 334L)

This laboratory course, which may accompany Cell Biology (Biology 334) or follow Biochemistry (Chemistry 330), offers experience in the purification, identification, and analysis of biological macromolecules: proteins, carbohydrates, lipids, and nucleic acids. One three hour lab per week. Prerequisites: Chemistry 330 or concurrent enrollment in Biology 334. One hour.

**350. Advanced Organic Chemistry.**

Advanced topics selected from the field of organic chemistry. Prerequisite: Chemistry 202 or permission of instructor. Three hours.

**351. Advanced Inorganic Chemistry.**

Advanced topics selected from the field of inorganic chemistry. Prerequisite: Chemistry 201 or permission of the instructor. Three hours.

**369. Chemistry Seminar.**

This seminar is a capstone course for students who are interested in current trends in chemistry. The course will begin with a focus on background information in one or two selected topics and then

move on to individual student investigations in these areas. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. This course is designed to allow students to enhance and demonstrate their skills in analyzing and presenting scientific concepts. Prerequisite: Chemistry 202. 1.5 hours.

**370. Biochemistry Seminar.**

This seminar is a capstone course for students who are interested in exploring current trends in cell biology and biochemistry. The course will begin with a focus on one or two selected topics and move on to individual topics chosen by the participants. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. Students need no prior experience reading scientific literature or presenting scientific concepts. The course is designed to give students these skills. Same as Biology 370. 1.5 hours. Prerequisites: Chemistry 330 or Biology 334.

**380. Independent Study in Chemistry.****390. Special Topics in Chemistry.****398. Research.**

Investigations in any of the areas of chemistry. Students will be required to present both written and oral reports of their research work. Open to chemistry majors and minors with permission of the department head. One to three hours.

## Physics

Several program options are available to students interested in Physics and Engineering: a traditional Physics major, a Physics-Engineering option for dual degree engineering students on a 3-2 transfer schedule, and a physics minor. A strong mathematical foundation is essential for physics and engineering. Therefore, students majoring in physics should begin the calculus sequence (starting with Math 151) as soon as possible, preferably during their first semester at Simpson. Introductory physics courses are available at appropriate levels for students majoring in the sciences or for liberal arts students.

## Physics Major

The Physics major is intended to prepare students for advanced study in physics or engineering, for teaching high school physics, for a career in industrial research and development, government research laboratories, or any career involving quantitative problem solving and analysis. The requirements for the Physics and Physics-Engineering Option majors are given below.

Required:	Hours
Phys 191/192 General Physics I/II (strongly preferred) OR	8

Phys 151/152 Principles of Physics I/II	8
Phys 230 Modern Physics	3
Phys 370 Physics Seminar	1

Two laboratory courses chosen from the following:

Phys 231 Modern Physics lab	
Phys 210 Introduction to Laser Science	
Phys 371 Experimental Physics	3-6

Three of the following four courses:

Phys 310 Thermal Physics	
Phys 320 Classical Mechanics	9
Phys 340 Electromagnetic Fields	
Phys 360 Quantum Mechanics	
Physics electives 200-level or above to total 30 hours in physics	3-6

Required Supporting Courses:	Hours
Chem 101 Bonds and Structures	4
CmSc 150 Fundamentals of Computing I	4
Math 151/152 Calculus I/II	8
Math 251 Calculus III	4
Math 345 Differential Equations	3
Total Supporting Hours	23
Program Total	53

## Physics - Engineering Option

This option is only available to students who transfer to an engineering school. A maximum of 32 hours may be transferred back to Simpson College from the engineering school.

Required:	Hours
Phys 191/192 General Physics I/II	8
Phys 230 Modern Physics	3

Phys/Engr 250 Statics OR	
Phys/Engr 330 Digital Systems	3

One of the following:

Phys 310 Thermal Physics	
Phys 320 Classical Mechanics	
Phys 340 Electromagnetic Fields	
Phys 360 Quantum Mechanics	3
Physics Elective (200-level) or above	3
Engineering electives 300-level or above (transferred from engineering school)	12
Total physics/engineering hours	32

Required Supporting Courses:	Hours
Chem 101/102 Bonds and Structures*	4-8
CmSc 150 Fundamentals of Computing I	4
Math 151/152 Calculus I/II	8
Math 251 Calculus III	4
Math 345 Differential Equations	3
Total supporting hours:	23-27
Program Total	55-59

\*Chemistry 102 may be waived if it is not required by the particular engineering school or program the student wishes to enter.

## Physics Minor

A minor in physics consists of an eight hour introductory core and at least 10 hours of physics courses numbered 200 or higher. Some upper-level courses emphasize applied areas of physics. This is intended to make the minor in physics especially practical to students of pre-engineering, physics education, chemistry, and mathematics. Although either Principles of Physics (151/152) or General Physics (191/192) will satisfy the core requirement for the minor, students satisfying the core requirement with the non-calculus based Principles of Physics (151/152) should realize that calculus is a pre-requisite for some 200- and 300-level courses.

Required:	Hours
Phys 151/152 Principles of Physics I/II OR	8
Phys 191/192 General Physics I/II	
Physics Electives numbered 200 and above	10
Total	18

## Physics Courses

### 101. Introduction to Astronomy.

This course is a one semester survey of astronomy designed for non-science majors. The course covers topics such as the planets, the Sun, stars, galaxies, black holes, dark matter, cosmology and the search for extrasolar planets. A weekly lab accompanies the course and covers the unaided and telescopic observations of the night sky, methods of astronomical measurement, data analysis and astronomical modeling. Four hours. Cornerstone 2A.

### 101L. Laboratory: Introduction to Astronomy.

### 121. Ideas in Physics.

A qualitative introduction to physics for liberal arts majors or students who want a one semester introduction. The conceptual understanding of physics principles rather than their mathematical application is emphasized. The topics covered may vary each semester but will be selected from forces and motion, the properties of matter, heat, light, sound, electricity, magnetism, and relativity. Laboratory accompanies course. Cornerstone 2A. Four hours.

### 121L. Laboratory: Ideas in Physics.

### 151. Principles of Physics I.

An introduction for science majors to the principles of physics and their applications using algebra and trigonometry. This first semester of a two semester sequence with 152 will generally cover mechanics, heat, sound, and the properties of matter. Laboratory accompanies course. Prerequisites: Mathematics 130 and Mathematics 131 or Math ACT of 24 or higher. Cornerstone 2A. Four hours.

### 151L. Laboratory: Principles of Physics I.

### 152. Principles of Physics II.

A continuation of Physics 151. Topics covered this semester generally include electricity, magnetism, light, optics, and modern physics. Laboratory accompanies course. Prerequisite: Physics 151. Four hours.

### 152L. Laboratory: Principles of Physics II.

### 190. Special Topics in Physics.

### 191. General Physics I.

A two semester, calculus based, sequence with Physics 192 covering the fundamental concepts of physics, including mechanics, sound, heat, electricity, magnetism, light, modern physics and relativity. Laboratory accompanies course. Prerequisite: Mathematics 151 or concurrent enrollment. Cornerstone 2A. Four hours.

### 191L. Laboratory: General Physics I.

### 192. General Physics II.

A two semester, calculus based, sequence with 191 covering the fundamental concepts of physics, including mechanics, sound, heat, electricity magnetism, light, modern physics and relativity. Laboratory accompanies course. Prerequisite: Physics 191 and Mathematics 151. Four hours.

### 192L. Laboratory: General Physics II.

### 210. Introduction to Laser Science.

This course will introduce students to the principles of laser operation, the unique properties of laser light, kinds of lasers, and the application of lasers to various fields such as chemistry, medicine, environmental science, and engineering. Topics will include: divergence and coherence, stimulated emission, population inversion, standing waves and modes, criteria and mechanisms for lasing, Q-switching, gas and solid state lasers, tunable lasers, the quantum nature of light and matter, spectroscopy, fiber optics, and holography. Same as Engineering 210. Prerequisite: Physics 152 or Physics 192, or permission of instructor. Four hours.

### 210L. Laboratory: Introduction to Laser Science.

In the laboratory, students will receive hands-on experience working with optical components and instrumentation and will work with various laser systems including helium-neon, nitrogen/dye, and semiconductor diode lasers. Properties of lasers and laser light will be investigated, as well as various applications such as spectroscopy, holography, and fiber optics.

### 230. Modern Physics.

A basic introduction to quantum physics. Topics include: blackbody radiation, photoelectric effect, Bohr atom, Heisenberg Uncertainty Principle, wave functions, the Schrodinger Equation, expectation values, and applications of quantum concepts to atomic and nuclear physics. Prerequisite: Physics 192 and Math 251 or concurrent enrollment. Three hours.

**231. Modern Physics Lab.**

Experiments in modern physics including measurement of fundamental constants, electron, optical, atomic and nuclear physics, magnetic torque, atomic spectroscopy and lasers, electronics instrumentation, data analysis and report writing. One 3-hour lab per week. Pre-requisite: Physics 230 or concurrent enrollment. One hour.

**250. Statics.**

Vector and scalar treatment of coplanar and noncoplanar force systems. Resultants, equilibrium, friction, centroids, second moments of areas, Mohr's circle, radius of gyration, internal forces, shear and bending moment diagrams. Same as Engineering 250. Prerequisites: Physics 191 and Mathematics 152 or concurrent enrollment. Three hours.

**290. Special Topics in Physics.****310. Thermal Physics.**

Topics in classical and statistical thermodynamics including heat, temperature, work, heat capacity, micro and macrostates, entropy, Einstein solids, ideal gases, heat engines, free energy, and the Boltzmann distribution. Prerequisite: Physics 192 required, Phys 230 or Chem 101 recommended. 3 hours

**320. Classical Mechanics.**

An intermediate-level course in mechanics beginning with Newton's Laws. Topics include: projectiles, oscillations, damping, resonance, rotating coordinate systems, coriolis forces, conservation laws, angular momentum, central forces, systems of particles, moments of inertia, rigid body rotation. The course emphasizes solutions to ordinary differential equations, and the use of cylindrical and spherical coordinate systems. Prerequisites: Physics 191 and Math 345, or permission of instructor. Three hours.

**330. Digital Systems.**

Students in Digital Systems study introductory solid state electronics, gate circuits, combinational and sequential logic design, and microprocessors. The course includes logic gate families, application of small and medium scale integrated circuits, and microprocessor interfacing. Circuitry is implemented with lab activities and/or computer-based simulations. Prerequisite: Computer Science 265, Computer Organization and Assembly Language or permission of instructor. Same as Computer Science 330 and Engineering 330. Three hours.

**340. Electromagnetic Fields.**

A study of the electromagnetic field: vector calculus, electrostatics, magnetostatics, induction, Maxwell's equations and electromagnetic waves. The development and application of Maxwell's Equations comprises the core of this study. Other topics may include: Laplace's and Poisson's Equations, method of images, multipole expansion, dielectrics, magnetic properties of materials, vector potentials, and wave-guides. Prerequisites: Physics 192 and Math 345. Three hours.

**360. Quantum Mechanics.**

Introduces the postulates and principles of quantum mechanics. Solutions to the Schroedinger Equation, square wells, tunneling, scattering, the uncertainty principle, eigenvalue problems, Hermitian operators, angular momentum, spin, hydrogen atom, two-particle systems, time-independent perturbation. Prerequisites: Math 345 and Phys 230 or Chem 302. Three hours.

**370. Physics Seminar.**

This seminar is a capstone course for students who are interested in current trends in physics. The course will begin with a focus on background information in one or two selected topics and then move on to individual student investigations in these areas. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. This course is designed to allow students to enhance and demonstrate their skills in analyzing and presenting scientific concepts. Prerequisite: Senior status or permission of instructor. 1 hour

**371. Experimental Physics.**

An introduction to experimental techniques and instrumentation in physics including lock-in amplifiers, vacuum systems and lasers, electronics, data acquisition and software, statistical analysis of data and report writing. Students will normally work on several shorter experiments and one longer project. One lecture and one 3-hour lab per week. Prerequisite: Physics 231 or Physics 210. Two hours.

**380. Independent Study in Physics.****390. Special Topics in Physics.****398. Independent Research.**

## Pre-Engineering (Dual Degree Program)

### Kolln, Olsgaard (liaison officer)

The Division of Natural Science offers a Dual Degree Engineering program leading to a Bachelor of Arts degree from Simpson College and a Bachelor of Science degree from an approved engineering school. Simpson currently has dual-degree transfer arrangements with three highly rated engineering schools: Iowa State University in Ames, the Institute of Technology (University of Minnesota) in Minneapolis, and Washington University in St. Louis.

The Dual Degree program begins with a strong, small college liberal arts foundation, followed by specialized training at a larger engineering institution. Students in this program normally follow a 3-2 schedule: three years at Simpson College, followed by two years at an engineering school. (For some programs, the engineering requirements may take longer.) A B.A. degree from Simpson College may be received after the fourth year by transferring back to Simpson up to 32 hours of course work from the first year of engineering school. A B.S. degree in engineering is received after completing the requirements of the engineering school.

Although any Simpson major may be pursued in this program, students normally choose a science discipline closely related to their interest in engineering, such as chemistry, computer science, math, or physics. Because of the time constraint of 3-2 scheduling, electives for a Simpson major may sometimes be satisfied by related engineering courses included in the 32 hours transferred back from the engineering school. Students must plan such a program with the respective Simpson department offering the major. For students who are interested in physics, a special *Physics – Engineering Option* major is available (see page )

As an alternative to the 3-2 schedule outlined above, many students opt for a 4-2 transfer schedule, in this case all of the Simpson College requirements for the B.A. degree are completed before transferring, along with any other preparatory science and math courses required by the engineering school. In a few cases, a 3-3 or 4-2 transfer schedule leading to a Masters Degree in engineering is available.

The following is an outline of the formal transfer options currently available to Simpson students. The details of these programs are subject to change. Therefore, prospective engineering

students should consult with the liaison officer early in their study to ensure a smooth transfer. In addition to these formal options, a student-designed transfer to a different engineering school is possible.

### Washington University, St. Louis

*Programs available:* Biomedical, Chemical, Civil, Computer, Electrical, Mechanical, Systems Science.

*General education requirements:* The Simpson College Cornerstone requirements satisfy WU's general education requirements with the following proviso: Washington University has a Humanities/Social Science requirement of 3 courses in a single department with at least one at the 300-level. This requirement must be met as students complete the regular Cornerstone Studies requirements at Simpson.

*Science/Math requirements:* All WU programs require the following courses before transferring:

Chem	101/102	Bonds & Structures I/II	8
Math	151/152	Calculus I/II	8
Math	251	Calculus III	4
Math	345	Differential Equations	3
Phys	191/192	General Physics I/II	8
		One course in Computer Programming	3-4

*Grade requirements:* Minimum GPA: 3.00. Only those courses passed with a grade of C- or higher will transfer to WU.

*Other:* WU offers a 3-3 transfer program leading to a Masters Degree in engineering.

### Institute of Technology (University of Minnesota), Minneapolis

*Programs available:* Aerospace, Biomedical, Biosystems and Agricultural, Chemical, Civil, Computer, Electrical, Geological, Materials Science, Mechanical.

*General education requirements:* The Simpson College Cornerstone requirements satisfy IT's general education requirements as is.

*Science/Math requirements:* Requirements vary with program. Most IT programs require the following courses before transferring:

Chem	101	Bonds & Structures I	4
Math	151/152	Calculus I/II	8
Math	251	Calculus III	4
Math	345	Differential Equations	3
Phys	191/192	General Physics I/II	8

Other requirements depending on program of study

Students planning to transfer to IT should consult with the liaison officer early in their study for program specific requirements.

*Grade requirements:* Minimum GPA: 2.50 – 2.80 (depending on specific program). Only those courses passed with a grade of C- or higher will transfer to IT.

*Other:* A 4-2 transfer option leading to a master's degree is available. Non-resident Dual Degree transfer students are entitled to a discounted out-of-state tuition rate.

## Iowa State University, Ames

*Programs available:* Aerospace, Agricultural and Biosystems, Chemical, Civil, Computer, Construction, Electrical, Industrial, Materials Science, Mechanical.

*General education requirements:* Although the Simpson Cornerstone requirements match up well with ISU's requirements, students need to take care to match cornerstone courses with ISU requirements as there are certain program-specific requirements.

*Science/Math requirements:* Requirements vary with program. Most ISU programs expect the following courses before transferring:

Chem	101	Bonds & Structures I	4
Math	151/152	Calculus I/II	8
Math	251	Calculus III	4
Math	345	Differential Equations	3
Phys	191/192	General Physics I/II	8

Other requirements depending on program of study

Students planning to transfer to ISU should consult with the liaison officer early in their study for program specific requirements. A general reminder would be that engineering requirements for some programs may take longer than two years to complete.

*Grade requirements:* Minimum GPA: 2.00. Only those courses passed with a grade of C or higher will transfer to ISU.

*Other:* Students should be aware that not all engineering programs can be completed in two years.

## Engineering Courses

Some of these engineering courses may be taught by part-time staff during the evening hours.

### 150. Engineering Graphics.

This course involves the use of computer aided drafting software such as (Autocad) in the production of engineering drawings for communication and engineering design. Included are geometric exercises, orthographic projections including auxiliary views, sections, pictorial representations, detailed drawing, and an introduction to the design process. Prerequisites: Mathematics 130 and Mathematics 131 or Math ACT of 24 or higher. Three hours.

### 151. Engineering Fundamentals and Problem Solving.

An introduction to the engineering profession, including techniques for analyzing and presenting engineering problems, an overview of the fundamental engineering courses of mechanics, electrical theory, thermodynamics, and engineering economics. The use of a computer programming language to solve engineering problems is introduced. The study of the design process and its application to a particular student project is included. Prerequisites: Mathematics 130 and Mathematics 131 or Math ACT score of 24 or higher. Three hours.

### 210. Introduction to Laser Science.

This course will introduce students to the principles of laser operation, the unique properties of laser light, kinds of lasers, and the application of lasers to various fields such as chemistry, medicine, environmental science, and engineering. Topics will include: divergence and coherence, stimulated emission, population inversion, standing waves and modes, criteria and mechanisms for lasing, Q-switching, gas and solid state lasers, tunable lasers, the quantum nature of light and matter, spectroscopy, fiber optics, and holography. Same as Physics 210. Prerequisite: Physics 152 or Physics 192, or permission of instructor. Four hours.

### **210L. Laboratory: Introduction to Laser Science.**

In the laboratory, students will receive hands-on experience working with optical components and instrumentation and will work with various laser systems including helium-neon, nitrogen/dye, and semiconductor diode lasers. Properties of lasers and laser light will be investigated, as well as various applications such as spectroscopy, holography, and fiber optics.

### **250. Statics.**

Vector and scalar treatment of coplanar and noncoplanar force systems. Resultants, equilibrium, friction, centroids, second moments of areas, Mohr's circle, radius of gyration, internal forces, shear and bending moment diagrams. Same as Physics 250. Prerequisites: Physics 191 and Mathematics 152 or concurrent enrollment. Three hours.

### **290. Special Topics in Engineering.**

#### **330. Digital Systems.**

Students in Digital Systems study introductory solid state electronics, gate circuits, combinational and sequential logic design, and microprocessors. The course includes logic gate families, application of small and medium scale integrated circuits, and microprocessor interfacing. Circuitry is implemented with lab activities and/or computer-based simulations. Prerequisite: Computer Science 265, Computer Organization and Assembly Language or permission of instructor. Same as Computer Science 330 and Physics 330. Three hours.

## **Communication & Media Studies**

**Steffen, Carponelli, Lucht, Roberts, Summers**

### Department Mission Statement

*Simpson's Department of Communication and Media Studies seeks to produce accomplished practitioners and consumers of communication and media texts for the purpose of promoting democratic citizenship in accord with the larger mission of Simpson College. It does so through promoting integrative learning that enables students of all ages to develop intellectual and practical skills; nurturing values that foster personal worth and individuality within a creative, diverse and just community; graduating students who continue to grow as free, responsible and fulfilled individuals in the world of family, work, service and scholarship; and drawing upon the college's relationship with the United Methodist Church and its religious traditions, which guide us on issues of personal integrity, moral responsibility, social justice and global citizenship.*

*The department accomplishes its mission by offering major and minor courses of study in Multimedia Journalism and in Integrated Marketing Communication. Consistent with the goals of a liberal education, students enrolled in a major program of study in Communication and Media Studies must pursue a second major or a minor program of study outside of the department.*

*Communication and Media Studies distinctively balances and integrates research and theory with practice. These include attention to speaking, writing and critical-thinking skills, all of which are essential to a student's experience at Simpson. Furthermore, Communication and Media Studies is an area of study instrumental in improving any political, economic, cultural or social institution. Graduates of the program should be able to critically examine communication behavior with the goal of discerning the structures, patterns and effects necessary for facilitating a higher quality of communication. Graduates of the program should also be able to succeed in a professional environment and ultimately take leadership roles in their professions and communities.*

## Program Orientations

### Professional Presentation Orientation:

Graduates of the program will be able to gather, present and edit information in a variety of contexts to general and specialized audiences and publics.

### Research and Critical Thinking Orientation:

Graduates of the program will demonstrate an ability to seek and integrate high-quality research for the purposes of knowing, comprehending, applying, analyzing, synthesizing and evaluating their own insights into the professional and academic study of Communication and Media Studies. Also, graduates of the program will understand and embrace the historical, legal and ethical basis of a free and responsible system of communication, while also understanding the roles that communication plays in developing individuals and social institutions.

### Professional Development Orientation:

Graduates of the program will demonstrate the development of their professional skills through the completion of career exploration experiences, practica and internships.

## Outcomes in Multimedia Journalism

### Professional Presentation Orientation:

Graduates of the program will be able to gather, present and edit information in a variety of contexts to general and specialized audiences and publics.

Specifically, graduates of the program must demonstrate proficiency in:

- Writing competent news stories across media platforms following the conventions of the journalism profession.
  - Identify news values present in a story.
  - Exercise news judgment.
  - Begin with a crisp, compelling news or feature lead that uses active language and gets to the point of a story quickly.
  - Determine a logical sequence for the story.
  - Convey all the information readers need to understand what is being reported.
  - Eliminate inaccuracies and errors in spelling, grammar or word usage.
  - Follow Associated Press style.
- Developing and evaluating human and physical sources of information that are used in journalistic writing.
  - Identify at least three possible sources for a news story.
- Conduct an interview of 10 minutes or longer.
- Use the Internet to find an accurate piece of information in less than five minutes.
- Given two or more competing sets of facts, identify which is more credible and why.
- Fact-check another student's story and correct errors.
- Identify at least two position or angles on a given issue or story.
- Editing and designing the journalistic work of other students and professionals.
  - Exercise news judgment in assembling journalistic work across media platforms.
  - Improve another student's news story to make it more readable (rewriting when necessary) and ensure there are no errors of grammar, style or spelling.
  - Offer a specific critique of another student's news story, identifying any unanswered questions or problems with logic.
  - Trim another student's news story to a desired length without sacrificing meaning or losing pertinent information.
  - Write accurate and compelling headlines and photo captions.
  - Design a basic print product of at least two pages (including stories, photographs, headlines, captions and other appropriate display type).
  - Prepare a news story for publication on the Internet.
- Speaking publicly and professionally in interpersonal and group contexts.
  - Provide sufficient content to meet the goals and needs of audiences and groups.
  - Organize information in a manner that encourages audience comprehension of the material being presented.
  - Demonstrate an ability to competently answer questions posed by members of groups and audiences.
  - Exhibit appropriate posture, eye contact, gestures and vocalization in speaking.
  - Use, when appropriate, visual aids that assist the group or audience in making sense of content.

- Using a variety of tools and technologies appropriate for the communication and media professions.
  - Take a well-composed still photograph and use photo-manipulation software to edit it.
  - Put together a presentation of still photographs and captions using appropriate software.
  - Demonstrate basic competency with blogging technologies, XHTML, CSS, RSS and social networking.
  - Produce a 2-minute audio clip and post it on a Website.
  - Produce a 3-minute video and post it on a Website.
  - Design and execute a multimedia news package.

#### **Research and Critical Thinking Orientation:**

Graduates of the program will demonstrate an ability to seek and integrate high-quality research for the purposes of knowing, comprehending, applying, analyzing, synthesizing and evaluating their own insights into the professional and academic study of Communication and Media Studies. Also, graduates of the program will understand and embrace the historical, legal and ethical basis of a free and responsible system of communication, while also understanding the roles that communication plays in developing individuals and social institutions.

Specifically, graduates of the program must demonstrate proficiency in:

- Judging the value and credibility of print and online sources of information.
- Conducting research in both primary and secondary sources of information.
- Integrating primary and secondary sources of information into research projects at all levels of the Communication and Media Studies curriculum.
- Thinking and expressing ideas along the six levels of Bloom's taxonomy of critical thinking—knowledge, comprehension, application, analysis, synthesis and evaluation.
- Understanding the history of communication and media, their relationship with diverse groups in society, their distinct role in the development of democratic society and the impact of convergence on media producers and consumers.
- Articulating the legal foundation for a free system of communication and media, including legal principles governing libel,

privacy, technology and other areas of communication and media practice.

- Appreciating the ethical foundation of a responsible system of communication and media practice.
- Analyzing the ownership, content, channels, audience characteristics and effects of communication and media.

#### **Professional Development Orientation:**

Graduates of the program will demonstrate the development of their professional skills through the completion of career exploration experiences, practica and internships.

Specifically, graduates of the program must demonstrate proficiency in:

- Conducting an inquiry into their professional interests via a career exploration or related experience.
- Working professionally and developing portfolio items through practicum experiences with The Simpsonian, The Zenith, KSTM-FM, and/or Simpson College Video Services (name of video service merely suggestive here).
- Pursuing external judgment of professional work through entry in reviews and contests sponsored by student competitions in Communication and Media Studies.
- Satisfactorily completing at least one off-campus internship experience.

## **Outcomes in Integrated Marketing Communication**

#### **Professional Presentation Orientation:**

Graduates of the program will be able to gather, present and edit information in a variety of contexts to general and specialized audiences and publics.

Specifically, graduates of the program must demonstrate proficiency in:

- Writing appropriate copy for different communication tools.
  - Identify communication value for communication tools such as news releases, brochures, direct mail and Websites.
  - Exercise news judgment.
  - Use active language.
  - Determine a logical sequence for a piece of copy.
  - Convey all the information readers need to understand what is being reported.
  - Eliminate inaccuracies and errors in spelling, grammar or word usage.

- Developing and evaluating human and physical sources of information that are used in corporate writing.
  - Identify primary and secondary sources of information.
  - Conduct personal interviews and/or focus groups to gather information.
  - Use the Internet to find additional information.
  - Distinguish between critical and non-critical information.
  - Understand how to ask and receive feedback from a client or peer.
- Editing the work of other students and professionals.
  - Exercise critical-thinking skills when evaluating work across media platforms.
  - Improve another student's communication tools to make them more powerful (rewriting when necessary) and ensure there are no errors of grammar or spelling.
- Speaking publicly and professionally in interpersonal and group contexts.
  - Provide sufficient content to meet the goals and needs of audiences and groups.
  - Organize information in a manner that encourages audience comprehension of the material being presented.
  - Demonstrate an ability to competently answer questions posed by members of groups and audiences.
  - Exhibit appropriate posture, eye contact, gestures and vocalization in speaking.
  - Use, when appropriate, visual aids that assist the group or audience in making sense of content.

**Research and Critical Thinking Orientation:**

Graduates of the program will demonstrate an ability to seek and integrate high-quality research for the purpose of knowing, comprehending, applying, analyzing, synthesizing and evaluating their own insights into the professional and academic study of communication and media studies. Also, graduates of the program will understand and embrace the historical, legal and ethical basis of a free and responsible system of communication, while also understanding the roles that communication plays in developing individuals and social institutions.

Specifically, graduates of the program must demonstrate proficiency in:

- Judging the value and credibility of print and online sources of information.
- Conducting research in both primary and secondary sources of information.
- Integrating primary and secondary sources of information into research projects at all levels of the Communication and Media Studies curriculum.
- Thinking and expressing ideas along the six levels of Bloom's taxonomy of critical thinking—knowledge, comprehension, application, analysis, synthesis and evaluation.
- Understanding the history of communication and media, their relationship with diverse groups in society, their distinct role in the development of a democratic society, and the impact of convergence on media producers and consumers.
- Articulating the legal foundation for a free system of communication and media, including legal principles governing libel, privacy, technology and other areas of communication and media practice.
- Appreciating the ethical foundation of a responsible system of communication and media practice.
- Analyzing the ownership, content, channels, audience characteristics and effects of communication and media.

**Professional Development Orientation:**

Graduates of the program will demonstrate the development of their professional skills through the completion of career exploration experiences, practica and internships.

Specifically, graduates of the program must demonstrate proficiency in:

- Conducting an inquiry into their professional interests via a career exploration or related experience.
- Working professionally and developing portfolio items through practicum experiences in Integrated Marketing Communication or with The Simpsonian, The Zenith, KSTM-FM, and/or Simpson College Video Services.
- Pursuing external judgment of professional work through entry in reviews and contests sponsored by student competitions in Communication and Media Studies.
- Satisfactory completion of at least one off-campus internship experience.

**Multimedia Journalism Major**

Required:	Hours
Comm 101 Introduction to Communication & Media Studies	3
Comm 211 Beginning Newswriting & Reporting	3
Comm 220 Mass Communication & Society -OR-	
Comm 275 Gender, Race & Class in Media	3
Comm 221 Video Newswriting & Production -OR-	
Comm 271 Audio Writing & Production	3
Comm 301 Media Law & Ethics	3
Comm 311 Editing & Design	3
Comm 315 Journalism 2.0	3
Comm 351 History of Media Technology in America	3
Comm 361 Seminar in Multimedia Journalism	3
Practicum From Comm 130, 160, 165, 171, 230 and/or 240	3*
Comm 319 Internship	3*
Elective From Communication-listed courses	3
Total:	36

**Multimedia Journalism Minor**

Required:	Hours
Comm 101 Introduction to Communication & Media Studies	3
Comm 211 Beginning Newswriting & Reporting	3
Comm 220 Mass Communication & Society -OR-	
Comm 275 Gender, Race & Class and Media	3
Comm 221 Video Newswriting & Production -OR-	
Comm 271 Audio Writing & Production	3
Comm 301 Media Law & Ethics	3
Comm 311 Editing & Design	3
Total:	18

**Integrated Marketing Communication Major – Creative Concentration**

Required:	Hours
Comm 101 Introduction to Communication & Media Studies	3
Magt 131 Management Concepts	3
Comm 211 Beginning Newswriting & Reporting	3
Comm 222 Introduction to Integrated Marketing Communication	3
Magt 234 Marketing	3
Comm 301 Media Law & Ethics	3
Comm 311 Editing & Design	3
Comm 347 Writing for Integrated Marketing Communication	3
Comm 360 Seminar in Integrated Marketing Communication	3
Practicum From Comm 130, 160, 165, 171, 230 and/or 240	3*
Comm 319 Internship	3*
Electives From non-required course(s) in Comm or Art 237, 238, 241, 339, 341 or 344 or Magt 335, 336, 338, 341 or 342**	3
Total:	36

**Integrated Marketing Communication Major – Management Concentration**

Required:	Hours
Comm 101 Introduction to Communication & Media Studies	3
Magt 131 Management Concepts	3
Comm 222 Introduction to Integrated Marketing Comm	3
Magt 234 Marketing	3
Acct 251 Accounting I	3
Comm 301 Media Law & Ethics	3
Comm 347 Writing for Integrated Marketing Comm	3
Comm 355 Research in Communication & Media Studies	3
Comm 360 Seminar in Integrated Marketing Comm	3

Practicum	From COMM 130, 160, 165, 71, 230 and/or 240	3*
Comm 319	Internship	3*
Electives	From non-required courses in Comm or Magt 335, 336, 338, 341 or 342**	3
Total:		36

## Integrated Marketing Communication Minor

Required:		Hours
Comm 101	Introduction to Communication & Media Studies	3
Magt 131	Management Concepts	3
Comm 222	Introduction to Integrated Marketing Comm	3
Magt 234	Marketing	3
Comm 301	Mass Media Law & Ethics	3
Comm 347	Writing for Integrated Marketing Comm	3
Total:		18

\*Students with significant professional experience outside the Simpson curriculum may have this requirement waived at the discretion of the department chair. In such cases, any 300-level course in Communication & Media Studies may be substituted in the student's program of study.

\*\*Students majoring in either concentration of Integrated Marketing Communication *and* pursuing a major or minor in Marketing must select an elective course within the Integrated Marketing Communication major that does not also count toward the Marketing major or minor.

## Policy on Major-Minor Combinations

Consistent with the mission of Simpson College, students may not select more than one major in Communication & Media Studies, nor may they select a major-minor combination in Communication & Media Studies.

## New York and Washington Media Experience Programs

Students in Communication & Media Studies at Simpson have opportunities to take part in unique semester-long internship programs in New York City and Washington, D.C. Simpson

students may take advantage of a cooperative New York Media Experience Program administered by Marist College in Poughkeepsie, N.Y. Simpson students have in the past interned through this program at Fox News Channel, CBS News, CBS Productions, Sports Illustrated magazine and Interscope Records. Through the college's Capitol Hill Internship Program, students have interned at Free Speech Radio Network, USA Today, the Student Press Law Center, Roll Call newspaper and congressional offices. See the department chair for more information.

## Senior Portfolios in Communication & Media Studies

Majors in Communication & Media Studies are required to build and maintain a portfolio of their written and creative work throughout their tenure in the department. Students meet during their senior seminar course with departmental faculty for assessment of their portfolio.

## Communication & Media Studies Courses

### 101. Introduction to Communication & Media Studies.

An introductory examination of the practices and theories that inform the study of human communication as a social and cultural phenomenon. Students consider quantitative, qualitative and critical social-science research into the processes and effects of communication in interpersonal, organizational and mass communication contexts. The course also provides students with a first look at the variety of professional opportunities awaiting Communication & Media Studies graduates. *Cornerstone 3*. Three hours.

### 102. Public Speaking in Society.

This course focuses on how language and culture intersect to produce meaning and identity. Topics include a variety of basic Communication issues: intention, interpretation, outcomes, and ethics. Emphasis is placed on public speaking, the analysis of communication situations, and thinking critically about the influences and limitations of language. Three hours.

### 130. Journalism Practicum (Newspaper).

Supervised, practical experience in journalism through reporting, writing and production assignments for The Simpsonian student newspaper. One hour.

### **160. Video Practicum.**

Supervised, practical experience in video production through reporting, writing and production assignments for on- and off-campus clients. One hour.

### **165. Journalism Practicum (Yearbook).**

Supervised, practical experience in journalism through reporting, writing and production assignments for *The Zenith* student yearbook. One to three hours.

### **171. Audio Practicum.**

Supervised, practical experience in radio through reporting, production and engineering assignments for KSTM-FM. One hour.

### **190. Special Topics in Communication.**

### **201. Argumentation and Rhetoric.**

An examination of argumentation as the art of persuasion, pulling from a variety of theoretical perspectives. This course will focus its attention on argumentation form and content, initially grounded in the traditional argumentation principles of claim, data, and warrant. As the course progresses, alternative visions of argumentation, rooted in cooperative argumentation, will be examined. *Prerequisite:* Comm 102. Three hours.

### **204. Small Group Communication.**

A survey of the concepts and competencies of small-group Communication. The course integrates dominant theoretical perspectives with skill-building. Emphasis is placed on the development of small-group leadership and participation competencies. *Prerequisite:* Comm 101. Offered every other year. Three hours.

### **205. Interpersonal Communication.**

A survey of the concepts and contexts of interpersonal communication. The course combines theoretical material and skills orientation. Emphasis is placed on the development of interpersonal competencies. *Prerequisite:* Comm 101. Offered every other year. Three hours.

### **211. Beginning News writing and Reporting.**

Study of the fundamentals of news writing, including methods of news judgment, news gathering and modern news style. Emphasis will be placed on the coverage of breaking news events. *Prerequisite:* Eng 102 or equivalent. Three hours.

### **220. Mass Communication and Society.**

Examination of the history, audience characteristics and effects of mass communication; relationship of mass communication to public

opinion, crime and violence, political affairs, racism and sexism. *Cornerstone 3.* Offered every other year. Three hours.

### **221. Video News Writing & Production.**

Students will learn to write and report news stories using video technology. Students will learn the components of a traditional television newscast and the skills to produce, write and report for such newscast. In addition students will study and put into practice basic videography and non-linear editing skills. *Prerequisite:* Comm 211. Three hours.

### **222. Introduction to Integrated Marketing Communication.**

Survey of the theory, processes and practices of integrated marketing communication – including public relations, advertising, sales promotion, direct marketing and sales. Three hours.

### **230. Journalism Practicum (Newspaper).**

Supervised, practical experience in a leadership position, such as section editor or editor-in-chief of *The Simpsonian* newspaper. *Prerequisite:* Permission of instructor. Two hours.

### **240. Advertising Practicum (Newspaper).**

Supervised, practical experience in advertising sales management and design for *The Simpsonian* student newspaper. Two hours. Same as Art 240 and Magt 240.

### **271. Audio Writing & Production.**

An introduction to audio programs that enhance multimedia projects. Students will learn basic functions plus the computer programs that will help them in their learning. Students will learn how to interview, cut commercials, make promos and other experiences in working with sound. *Prerequisite:* Comm 211. Three hours.

### **275. Gender, Race, Class & Media.**

An exploration from the perspectives of marginalized groups in the United States of the ways that popular media represent our diverse and dynamic culture. The course focuses on images of race, class and gender in television, film and popular culture. *Cornerstone 6.* Offered every other year. Three hours.

### **290. Special Topics in Communication.**

### **301. Mass Media Law & Ethics.**

Examination of the traditions and problems of a free and responsible system of mass communication. First Amendment theory and selected legal topics in communication, including defamation, privacy,

sedition, obscenity, access, contempt, lottery, copyright, governmental regulation of broadcast and new media, and commercial speech. Also, the course considers the application of philosophy and ethics to the work of professionals in mass communication. Three hours.

**311. Editing and Design.**

The study of story and photographic editing and modern publication design and production, including instruction in desktop publishing systems. *Prerequisite:* Comm 211. Three hours.

**315. Journalism 2.0.**

Experiential, laboratory-type course designed to teach students the basic skills required to produce multimedia journalism packages in a professional setting. Students will work individually and in teams to produce audiovisual content for online display, using a variety of technologies and storytelling techniques to investigate and present subject matter of their choosing. Techniques to be covered include slideshows, podcasts, Web videos, short-form writing and interactive graphics. *Prerequisite:* Comm 211. Three hours.

**319. Internship.**

An off-campus practical experience in a communication-related professional setting. The internship offers an opportunity for study in a prepared and monitored individual learning setting. *Prerequisite:* Permission of instructor. Credit arranged. (Repeatable to a maximum of 12 hours.)

**347. Writing for Integrated Marketing Communication.**

Development of communication pieces in a variety of disciplines that organizations may use to reach different publics. Prewriting, preparation and editing will be discussed. This course will also explore differences between writing for printed materials and electronic materials. *Prerequisites:* Comm 222 and Magt 234. Three hours.

**351. History of Media Technologies in America.**

Exploration of the antecedents and impact of each major innovation in mass communication since the introduction of the steam press in 1814. Technologies will be studied as social and cultural phenomena, rooted in the predominant values of a historical moment, rather than simply scientific discoveries. *Cornestone 4B.* Three hours.

**355. Research in Communication & Media Studies.**

This course will focus on conducting and interpreting research results. It will largely take a managerial perspective with some emphasis on statistical research calculations. Three hours.

**360. Seminar in Integrated Marketing Communication.**

A capstone course with readings and casework in integrated marketing communications. Real-world cases will be reviewed in terms of four criteria: research, objectives, programming and evaluation. Additionally, students will work in teams to develop campaigns for real or fictional clients. *Prerequisite:* Comm 347. Three hours.

**361. Seminar in Multimedia Journalism.**

A capstone experience in multimedia journalism for senior-level majors. Students will produce multimedia packages and a summative portfolio of their work in multimedia journalism. *Prerequisite:* Comm 315. Three hours.

**380. Independent Study in Communication.**

**Computer Science and  
Computer Information Systems**

**Craven, Brodie, Sinapova, Van Wyk**

*Department Mission Statement*

*The mission of the Computer Science department is to provide, for majors and non-majors, traditional and part-time students, a learning environment that remains grounded in the liberal arts tradition while incorporating current curriculum standards and computing technologies. The department strives to insure that students graduate with a strong general education, a knowledge of computer science sufficient for professional competence or graduate school admission, and an understanding of the ethical issues associated with information technology. Learning experiences in the computer science department include individual and group activities which emphasize personal growth, critical thinking and communication skills.*

Two majors are offered in the department, Computer Science and Computer Information Systems. Both majors require an introductory core of four courses and a capstone experience. Students interested in either major are strongly

encouraged to enroll in CmSc 150 in their first year. While completing this core sequence students can, in consultation with their advisors, determine where their interests and abilities lie and decide which major is more appropriate for them. The department also offers minors in Computer Science and Computer Information Systems as well as certificate programs in database systems, web development, and object-oriented programming.

Students planning to major or minor in Computer Science or Computer Information Systems, or complete the Post-baccalaureate Computer Science Certificate program are urged to consult members of the department to plan their programs of study. This is particularly important because the department periodically reviews and changes the curriculum to reflect new technologies and methodologies in the computer science and information systems disciplines.

The courses offered by the Computer Science department are designed to fulfill the needs of a broad spectrum of students, including non-majors with an interest in computing and the role of computers in modern society. Students who want to become more familiar with the discipline of computer science, but do not intend to major in the discipline, should enroll in CmSc 125 Preview of Computer Science. This course fulfills the Cornerstone 2B requirement and is very useful for general education purposes. Students who have a limited background in the use of personal computers and productivity software (word processing, spreadsheet analysis, and Internet applications) are encouraged to consider CmSc 110 Understanding Computers and Their Uses. Students who want a better understanding of computer concepts within the context of business and information systems should consider CIS 135 Management Information Systems and CIS 205 Decision Support Systems for Management.

## Departmental Requirements

Courses within the Computer Science Department carry the designation “CmSc” for Computer Science, or “CIS” for Computer Information Systems. Students may not declare majors in both Computer Science and Computer Information Systems. Students with a major in Computer Science or Computer Information Systems may not declare a minor in either program.

Cooperative Education experiences and Internships, while strongly encouraged, may not be used to fulfill elective credit requirements in either major.

## Core Sequence in Computer Science and Computer Information Systems

The following core sequence of courses provides the foundation for study in computer science and information systems by introducing computer programming, data structures, algorithms and computer hardware. This sequence is required of those completing a CmSc or CIS major, or CmSc Minor.

Required Core Sequence		Hours
CmSc 150	Fundamentals of Computing I	4
CmSc 155	Fundamentals of Computing II	4
CmSc 255	Introduction to Database Systems	3
CmSc 265	Computer Organization	3
Total		14

## Computer Science Major

The primary goal of the Computer Science major at Simpson College is to give students a foundation for advanced study and professional practice. The program outlined below is designed to provide a coherent and broad-based coverage of the discipline of computing, giving a reasonable level of understanding in each of the areas and processes that define the discipline, as well as the interrelationships among these areas.

Students planning graduate study in computer science are strongly encouraged to elect CmSc 315 Programming Languages and CmSc 365 Theory of Computation, and to take additional upper-division courses in Mathematics.

Required	Hours
Core CmSc Sequence (described above):	14
CmSc 180 Discrete Mathematics	3
CmSc 250 Introduction to Algorithms	4
Capstone Course	3
<b>Electives</b>	
Four 300-level electives in CmSc/CIS	12

**Required Mathematics**

Math 140	Elements of Calculus	
	OR	
Math 151	Calculus I	4
Math 201	Elementary Statistics	
	OR	
Math 335	Probability and Statistics I	
	OR	
Math 336	Probability and Statistics II	3
Math 255	Linear Algebra	3

**Additional Electives**

Three courses chosen from any 300-level CmSc course, or any CIS course numbered 255 or higher, or any Math course numbered 265 or higher		
		9
Total Hours for Major		55

**Recommended Sequence of Study for the Computer Science major, by Entering Semester:**

**Entering in the Fall Semester**

	Fall	Spring
Freshman	CmSc 150	CmSc 180
Sophomore	CmSc 155	CmSc 250

**Entering in the Spring Semester**

	Fall	Spring
Freshman		CmSc 150 CmSc 180
Sophomore	CmSc 155	CmSc 250

**Computer Information Systems Major**

Students who major in Computer Information Systems will be prepared to play a key role in specifying, designing, and implementing information systems within large and small organizations.

Students completing this program will be able to function competently at an entry level information systems position as well as enter an advanced course of study in the information systems field. Since information systems are an integral part of organizations and business systems, introductory courses in the disciplines of accounting, management, and economics are included in this course of study. Information systems professionals must be able to perform quantitative analysis and communicate in quantitative terms. Thus supporting courses in mathematics and statistics are also required and recommended.

<b>Required:</b>	<b>Hours</b>
Core CmSc Sequence (described above):	14
Capstone Course	3

**Required CIS/CmSc Courses**

CIS 270	Web Development	3
CIS 355	Advanced Database Systems	3
CIS 300	Project Management	3

**CIS/CmSc Electives**

Any 4 CIS (260 or higher) or CmSc courses not used above, at least one of which must be at the 300 level		12
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**Required Supporting Courses**

Acct 251	Principles of Accounting I	3
Acct 252	Principles of Accounting II	3
Econ 102	Microeconomic Principles	3
Math 201	Elementary Statistics	3
Magt 131	Management Concepts	3

Total Hours for Major: 53

Note: Math 140 Elements of Calculus or Math 151 Calculus I is recommended for all students, particularly for those students who anticipate pursuing an advanced degree in information systems or business.

**Recommended Sequences of Study for the Computer Information Systems major, by Entering Semester:**

**Entering in the Fall Semester**

	Fall	Spring
Freshman	CmSc 150	CIS 270
Sophomore	CIS 255	CIS 355

**Entering in the Spring Semester**

	Fall	Spring
Freshman		CmSc 150
Sophomore	CmSc 155 CIS 255	CIS 270 CIS 355

**Computer Science Minor**

<b>Required</b>	<b>Hours</b>
Core CmSc Sequence (described above)	14

**Elective**

Any 2 CIS or CmSc courses numbered 180 or higher		6
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Total Hours for Minor: 20

## Computer Information Systems Minor

Required		Hours
CIS 135	Management Information Systems	3
CmSc 150	Fundamentals of Computing I	4
CmSc 155	Fundamentals of Computing II	4
CIS 205	Decision Support Systems	3
CIS 255	Introduction to Database Systems	3
Total		17
Elective		
CIS/CmSc	One course numbered 180 or higher	3
Total Hours for Minor		20

## Computer Engineering

The Division of Natural Science offers a Dual Degree Engineering program leading to a Bachelor of Arts degree in Computer Science from Simpson College and a Bachelor of Science degree in Computer Engineering from an approved engineering school. Simpson currently has dual-degree transfer arrangements with three engineering institutions: Iowa State University in Ames, the Institute of Technology (University of Minnesota) in Minneapolis, and Washington University in St. Louis. Students in these programs normally spend three years at Simpson College completing all of the Simpson College cornerstone requirements and required core courses in computer science, followed by two years at an engineering school completing the requirements for the engineering degree. A Simpson degree may be earned in the fourth year by transferring back up to 32 hours from the first year of engineering school. Approved engineering courses may be used to satisfy any remaining electives in the Simpson Computer Science program. For more information on the Dual Degree Engineering program see page under the Department of Chemistry and Physics.

## Post-baccalaureate Computer Science Certificate

The post-baccalaureate Computer Science Certificate requires an individual to complete 29-30 hours in computer science and computer information systems. Those students interested in pursuing graduate work in computer science

or computer information systems may require additional credit hours in science and related areas. Persons interested in this program must meet with either an academic advisor for the Division of Adult Learning or the chairperson of the Department of Computer Science.

Required:		Hours
CmSc 150	Fundamentals of Computing I	4
CmSc 155	Fundamentals of Computing II	4
CmSc 265	Computer Organization	3
CmSc 180	Discrete Mathematics	3
Total		14

Choose five of the following courses, at least two of the courses must be at the 300 level. 15-16

CmSc 250	Introduction to Algorithms	4
CIS 255	Introduction to Database Systems	3
CIS 260	Programming Language (C++, Cobol, Java, Visual Basic, C# SQL and Stored Procedures)	3
CIS 270	Web Development	3
CIS 300	Project Management	3
CmSc 310	Artificial Intelligence	3
CmSc 315	Programming Languages	3
CmSc 360	Algorithms	3
CmSc 330	Digital Systems	3
CmSc 335	Operating Systems	3
CmSc 340	Introduction to Networks	3
CIS 355	Advanced Database Systems	3
CmSc 365	Theory of Computation	3
CmSc 375	Software Engineering	3
Total		29-30

## Certificates of Specialization

A certificate of specialization is offered in database systems, web development, and object-oriented programming. Each certificate has as a prerequisite, experience with at least one high-level object-oriented programming language. This prerequisite may be met by either taking CmSc 150 or by having equivalent experience.

## Database Systems Certificate of Specialization

Prerequisite: CmSc 150 or equivalent experience.

	<b>Hours</b>
CIS 255 Introduction to Database Systems	3
CIS 260SQ SQL and Stored Procedures	3
CIS 355 Advanced Database Systems	3
CIS 390 Database Certificate Portfolio	1
<b>Total</b>	<b>10</b>

## Web Development Programming Certificate of Specialization

This certificate requires competence in two object-oriented programming languages. This requirement is satisfied by completing CmSc 150 and one CIS 260 programming language course. CIS 270 Web Development will have a language prerequisite as well.

Prerequisite: CmSc 150 or equivalent experience.

	<b>Hours</b>
CIS 255 Introduction to Database Systems	3
CIS 260 Java, Visual Basic, or C#	3
CIS 270 Web Development	3
CmSc 375 Software Engineering	3
CmSc 390 Web Development Programming Certificate Portfolio	1
<b>Total</b>	<b>13</b>

## Object-Oriented Programming Certificate of Specialization

This certificate requires competence in three object-oriented programming languages, chosen from C++, C#, Java, and Visual Basic, in consultation with their advisor. This requirement is satisfied by completing the CmSc 150, 155 sequence and completing two CIS 260 Programming Language courses. The prerequisite CIS 255 is a prerequisite for several of the CIS 260 courses. Students must have this prerequisite or have equivalent relational database experience.

Prerequisite: CmSc 150 and CIS 255 or equivalent experience.

	<b>Hours</b>
CmSc 155 Fundamentals of Computing II	3
CIS 260 Programming Language	6

CmSc 375 Software Engineering	3
CmSc 390 Object Oriented Programming Certificate Portfolio	1
<b>Total</b>	<b>13</b>

## Computer Science (CmSc) Courses

### 110. Understanding Computers and Their Uses.

This course is designed for students with little or no knowledge of computing concepts, terminology, or programming languages. Topics include computer hardware, computer software, and system and application software. Significant “hands-on” experience is provided through laboratory experiences with microcomputer software for word processing, spreadsheet analysis, database processing, electronic mail, and WWW page construction. Three hours.

### 125. Preview of Computer Science.

This course is a “bird’s eye” view of the academic discipline of Computer Science. It is designed to introduce students to the field at the conceptual level without extensive mathematical background or other prerequisites. Breadth-first introductory units of instruction cover such areas as data representation and organization, hardware, software, languages, and the limits of computation. Three hours.

### 150. Fundamentals of Computing I.

This course introduces students to the fundamental aspects of the computing discipline, focusing on problem-solving and software design concepts and their realization as computer programs. Basic principles of object-oriented program design and implementation are introduced. Topics include the nature and primary features of hardware and software, control structures, structured data types, string processing, and elementary data structures. Programs are implemented using a current object-oriented programming language, which is discussed and demonstrated in lecture and put into practice during lab sessions. Cornerstone 2B. Prerequisite: One of the following: Math 105/105T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Cornerstone 2B. Four hours.

### 155. Fundamentals of Computing II.

This course is a continuation of CmSc 150, and introduces basic data structures (lists, stacks, queues, and trees) and recursive techniques. These structures, along with basic transformations such as search and sorting are introduced as fundamental tools used in the software design

process. Additional topics related to the software life cycle are covered. Laboratory exercises are used to guide students through application of the various data structures and transformations to appropriate problems. Prerequisite: Computer Science 150, Fundamentals of Computing I. Four hours.

### **180. Discrete Mathematics.**

This course covers selected topics in discrete mathematics that are essential to the study of computer science. Topics include logic and proofs, sets, relations and functions, algorithms and counting of operations, recursion and recurrence relations, graphs and trees. The course has a programming component to illustrate the discussed topics. Same as Math 180. Three hours. Prerequisite: One of the following: Math 105/105T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Co-requisite: Computer Science 150 Fundamentals of Computing I or permission of instructor.

### **220. The Social Context of Computing.**

This course examines the role of computers and computing professionals in contemporary society. Topics include the history and development of computing, legal issues associated with computing (including the right to privacy, intellectual property rights, and liability), and social/moral issues associated with computing. This course is offered in alternating May Terms. Prerequisite: sophomore standing. Three hours.

### **250. Introduction to Algorithms and Algorithm Analysis.**

This course is an introduction to the fundamental ideas used in algorithm analysis and design, illustrated through a variety of algorithms of practical utility. Topics include efficient searching and sorting algorithms for advanced data structures (hash tables, priority queues, and various tree structures), introduction to graph representation and graph algorithms, and the fundamentals of algorithm analysis and computational complexity. Laboratory exercises are used to demonstrate, compare and contrast the advantages and disadvantages of the examined algorithms. Prerequisites: Computer Science 155: Fundamentals of Computing II, Computer Science 180 Discrete Mathematics, Math 140 Elements of Calculus or Math 151 Calculus I. Four hours.

### **255. Introduction to Database Systems.**

The focus of this course is database system design and implementation. Current database design techniques are covered including data modeling and normalization. Implementation issues with respect to the relational model are addressed. Coverage of SQL is included as well as the design and implementation of a practical application using a relational database management system. Prerequisite: Computer Science 150, Fundamentals of Computing I or equivalent background. Three hours.

### **265. Computer Organization.**

This course concentrates on the relationship between computing hardware and the execution of software at the machine language level. In addition to the hardware details of input-output, communications and storage devices, the operation of central processing units at the register level is studied in detail. Real world processors and their instruction sets are studied and compared as examples. Students program and employ emulated machine language instruction sets to study machine language and the translation of assembly language into machine language. Prerequisite: Computer Science 150 Fundamentals of Computing I. Three hours.

### **310. Artificial Intelligence.**

This course presents basic topics related to intelligent agents with emphasis on knowledge representation, inference mechanisms and search strategies. Applications in expert systems, natural language understanding, and machine learning will be discussed. Students will be exposed to an AI programming language (Prolog or Lisp). Prerequisite: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Three hours.

### **315. Programming Languages.**

This course examines the organization of programming languages, and basic issues related to their design and implementation. Topics include language structures and abstraction mechanisms, language translation, major language paradigms – procedural, functional, object-oriented and logic programming, and techniques which support parallel and distributed computing. The major features of several programming languages will also be discussed. Prerequisites: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Computer Science 265 Computer Organization recommended. Three hours.

### **330. Digital Systems.**

Students in Digital Systems study introductory solid state electronics, gate circuits, combinational and sequential logic design, and microprocessors. The course includes logic gate families, application of small and medium scale integrated circuits, and microprocessor interfacing. Circuitry is implemented with lab activities and/or computer-based simulations. Prerequisite: Computer Science 265 Computer Organization or permission of instructor. Same as Physics 330 and Engineering 330. Three hours.

### **335. Operating Systems.**

This course covers the basic concepts, structure, and mechanisms of computer operating systems. The course begins with a review of computer hardware concepts, emphasizing topics related to operating system functionality, such as interrupts and memory organization. Hardware concepts for operating system functions, evolution of operating systems, control of processes, principles and problems of concurrency, memory management techniques, scheduling algorithms, input/output and disk scheduling, file management, and security are studied in detail. Several real-world operating systems are used as examples throughout the course. Prerequisite: Computer Science 150 Fundamentals of Computing I and Computer Science 265 Computer Organization. Three hours.

### **340. Introduction to Networks.**

This course of study in computer networks concentrates on typical hardware interfaces, programming methods, and communications protocols. Topics considered in detail include electrical interfaces, data transmission, protocol stacks, data link protocols, local area networks, bridged networks, wide area networks, internetworking, transport protocols, and application support. Prerequisite: Computer Science 155 Fundamentals of Computing II and CmSc 265 Computer Organization. Three hours.

### **355. Advanced Database Systems.**

This course concentrates on advanced database topics. Topics will be selected from data and database administration, transaction management and concurrency control, client/server systems and distributed databases, data warehousing and mining, object-relational databases and web technologies. Prerequisite: Computer Information Systems 255 Introduction to Database Systems. Three hours.

### **360. Algorithms.**

This course presents design techniques for developing efficient algorithms. Students explore several classes of algorithms with respect to the underlying data structures, the design method, and application orientation. Topics to be selected from: dynamic programming, greedy algorithms, advanced data structures that support operations on dynamic sets, advanced graph algorithms, sorting networks, matrix operations, linear programming, string matching, computational geometry, and approximation algorithms for NP-hard problems. Prerequisite: Computer Science 250, Introduction to Algorithms and Algorithm Analysis. Three hours.

### **365. Theory of Computation.**

This course serves as an introduction to the basic theory of Computer Science and formal methods of computation. Topics include automata theory, formal languages and grammars, Turing machines, computability and computational complexity. Prerequisite: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Three hours. Same as Math 365.

### **370. Information Assurance.**

This course investigates a broad selection of contemporary issues in computer security. Specific topics include: security threats, cryptographic techniques, trusted computer systems, access control mechanisms, and authentication mechanisms. Software packages for firewalls, virus scanning, virtual private networks, and encrypted drives are used. Legal and ethical issues are also discussed. Prerequisite: Computer Science 340 or permission of instructor. Three hours.

### **375. Software Engineering.**

This course examines the formal process of software development. Topics include the software life cycle, project planning, requirements gathering and analysis, specifications, design paradigms, implementation, various testing strategies, CASE tools, and other current topics. Prerequisites: Computer Science 155 Fundamentals of Computing II and Computer Science/Computer Information Systems 255 Introduction to Database Systems. Three hours.

### **377. Capstone Research Project.**

The research project is one of three capstone experience options for CmSc majors. This option requires that the student work on a significant research project in an area related to one of the department's 300-level offerings (CmSc/CIS 310,

315, 330, 335, 340, 355, 360, 375). This may be a component of an active research project being undertaken by a faculty member in the department, or may be an independent project. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission of a project proposal, and senior standing. Three hours.

### **378. Capstone Development Project.**

The development project is one of three capstone experience options for CmSc majors. This option requires that the student work on developing a significant piece of software in conjunction with some on-going departmental project or for non-commercial use by a campus entity or other non-profit entity. It is possible for a team of students to work on such a project, upon approval by the sponsoring instructor. Prerequisite: Completion of at least one 300-level CmSc or CIS course (CmSc 375 is highly recommended), submission of a project proposal, and senior standing. Three hours.

### **379. Capstone Sponsored Practicum.**

The sponsored practicum is one of three capstone experience options for CmSc majors. This option requires that the student work on a significant development project as part of an internship. The proposal for this project must include a statement from the internship supervisor regarding the role of the student in the project. Prerequisite: Completion of at least one 300-level CmSc or CIS course (CmSc 375 is highly recommended), submission of a project proposal, and senior standing. Three hours.

### **390. Special Topics in Computer Science.**

## **Computer Information Systems (CIS) Courses**

### **135. Management Information Systems.**

This course examines how information technology and information systems are used to increase productivity and quality. Topics include an introduction to computer hardware and data communication technology, productivity and data management software, and business applications of the technology. Laboratories emphasize spreadsheet and database management software as tools for business decision-making. Cornerstone 2B. Three hours

### **145 XX. Programming Language: An Introduction.**

This course provides an introduction to the fundamentals of vocabulary, syntax, style, and capabilities of a specific language such as C++, Java, Visual Basic, or C#. Course offerings will be determined by need and interest of students. No prerequisites. Three hours.

### **205. Decision Support Systems for Management.**

Computer-based systems for management decision making are studied. Students learn how to enhance decision making using spreadsheet and database management software. Laboratory experiences provide hands-on introductions to advanced spreadsheet techniques and tools and data retrieval methods used in decision support systems. Prerequisite: CIS 135, Management Information Systems or permission of instructor. Three hours.

### **255. Introduction to Database Systems.**

The focus of this course is database system design and implementation. Current database design techniques are covered including data modeling and normalization. Implementation issues with respect to the relational model are addressed as well. Coverage of SQL is included as well as the design and implementation of a practical application using a relational database management system. Prerequisite: Computer Science 150, Fundamentals of Computing I or equivalent background. Three hours.

### **260 XX. Programming Language.**

This course is intended for students or professionals who already have experience with at least one high-level object-oriented programming language at the level of CmSc 150. It provides students with the knowledge and skills one needs to develop applications in a specific programming language such as Visual Basic, C#, Java, C++, Cobol, or SQL. The course focuses on the key aspects of the specific language including methods and classes, selection and repetition, arrays and collections, file management techniques, inheritance, debugging and exception handling. Other topics, depending upon the language, may include windows forms, database access, event-driven programming, Java applets, SQL query development and triggers. Prerequisite: Computer Science 150 Fundamentals of Computing I or equivalent experience. Three hours.

### 270. Web Development.

This course provides students with the knowledge and skills necessary to develop Web applications by using Web development tools and technologies such as ASP.NET, JavaServer Pages, Java Servlets, JavaScript, and Perl. Various aspects of web applications and services will be covered. Practical development issues such as debugging, deployment, security, scalability, performance and availability will also be discussed. Prerequisite: Computer Science 150 Fundamentals of Computing I and Computer Information Systems 255 Introduction to Database Systems or equivalent experience. Three hours.

### 300. Project Management.

This course covers concepts and issues important in effectively managing projects. Topics include starting up a project, managing the scope, time lines, cost, quality, people, communications, risk, and procurement. The project management methods taught are suitable for a wide variety of project types such as software development or business projects. Project management software will be used to provide students with hands-on experience in a business environment. Prerequisite: Computer Science 150 Fundamentals of Computing I or Management 131 Management Concepts. Three hours. Same as Management 300.

### 355. Advanced Database Systems.

This course concentrates on advanced database topics. Topics will be selected from data and database administration, transaction management and concurrency control, client/server systems and distributed databases, data warehousing and mining, object-relational databases and web technologies. Prerequisite: Computer Information Systems 255 Introduction to Database Systems. Three hours.

### 377. Capstone Research Project.

The research project is one of three capstone experience options for CIS majors. This option requires that the student work on a significant research project in an area related to one of the department's 300-level offerings (CIS/CmSc 310, 315, 330, 335, 340, 355, 360, 375). This may be a component of an active research project being undertaken by a faculty member in the department, or may be an independent project. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission of a project proposal, and senior standing. Three hours.

### 378. Capstone Development Project.

The development project is one of three capstone experience options for CIS majors. This option requires that the student work on developing a significant piece of software in conjunction with some on-going departmental project or for non-commercial use by a campus entity or other non-profit entity. It is possible for a team of students to work on such a project, pending approval by the sponsoring instructor. Prerequisite: Completion of at least one 300-level CmSc or CIS course (CmSc 375 and CIS 355 are highly recommended), submission of a project proposal, and senior standing. Three hours.

### 379. Capstone Sponsored Practicum.

The sponsored practicum is one of three capstone experience options for CIS majors. This option requires that the student work on a significant development project as part of an internship. The proposal for this project must include a statement from the internship supervisor regarding the role of the student in the project. Prerequisite: Completion of at least one 300-level CmSc or CIS course (CmSc 375 is highly recommended), submission of a project proposal, and senior standing. Three hours.

### 390. Special Topics in Computer Information Systems.

## Education

**Crawford, Gittinger, Jensen, Jermeland, Lerseth, Ramos, Richardson, Rose, Woodward-Young**

### Department Mission Statement

*Simpson College nurtures and prepares highly effective teachers who are competent and caring. The goal of the program is to ensure that each graduate **C.A.R.E.S** about students and families, knowledge and learning, pedagogy and teaching, critical and reflective thinking, ethical and professional behavior, and serving the greater good of humanity.*

Simpson Education Program graduates:

- **Care** about and respect students as unique human beings while nurturing their participation in our diverse democratic community within a larger global context;

- **Apply knowledge** of the historical, philosophical, and sociological foundations of education; child and adolescent development and learning; subject matter content; and research-based pedagogy to the teaching and learning process;
- **Reflect** critically upon what is, envision what could be, and act in a purposeful and humane manner;
- Are **ethical** and professional;
- **Serve** the greater good of humanity.

Simpson College prepares students to serve in public and accredited private schools in almost all subjects and levels. It offers a bachelor's degree program, a Master of Arts in Teaching (MAT) and Transitions to Teaching (TtoT) program for graduate students seeking initial teaching licensure in most secondary subject areas.

## Accreditation

In addition to the college's North Central Accreditation, the Teacher Education Program is approved by the Iowa Department of Education. In spring of 2005, a six-person team spent four days on the Simpson campus. The team conducted extensive interviews with faculty, college administrators, area teachers and principals, advisory council members, students, and graduates. A review of all files, documents, and support materials was conducted. Based on the evaluation, the Iowa State Board of Education granted continuing approval of the program.

## Teacher Education Program Standards

All teacher licensure candidates must demonstrate competency in each of the ten Teacher Education Program standards:

1. Develops a personal vision for education that is informed by a critical examination of the historical, philosophical, and sociological foundations of education and serves as a guiding force in professional choices and actions.
2. Demonstrates knowledge of how all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.) develop and learn to inform the teaching and learning process.
3. Understands and applies the central concepts, tools of inquiry, and structures of the subject matter.
4. Plans varied, research-led and evidence-based, developmentally appropriate instruction that supports the development and learning of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).
5. Organizes, facilitates, teaches, and manages research-led, and evidence-based instruction that meets the needs of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).
6. Demonstrates skill in using technology in the teaching and learning process.
7. Creates a safe, positive, and respectful classroom environment that is organized and managed to enhance the learning of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).
8. Uses formative and summative assessment strategies to continuously evaluate, inform, and improve the teaching and learning process.
9. Models effective written, verbal, and nonverbal communication skills.
10. Models dispositions, professionalism, and ethics that are characteristic of effective educators.

*All students attend an orientation to the Teacher Education Program. At that meeting, students are given information about the competency requirements and procedures for meeting those competencies. All students are required to create an electronic portfolio as a vehicle for demonstrating their competency on each of the ten standards.*

### Note to Students:

In some cases, the Iowa State Department of Education requirements change after a College Catalog has been printed. It is essential that students work with Education Department advisors and follow the guidelines set forth in the Simpson College Education Department's online program and advising information in order to ensure compliance with current state regulations. It is ultimately the responsibility of the student to meet all program requirements.

## Endorsement Programs (Pre-kindergarten through High School)

Students may earn endorsements in the following areas and at the indicated grade levels.

Endorsements	Grade Levels			
	PK-3	K-8	5-12	K-12
All Business			X*	
Art		X	X	
Coaching				X
Early Childhood	X			
Elementary Education (K-6)		X		
English/Language Arts		X	X*	
World Language:		X		
French		X		
German		X		
Spanish				
Health		X	X	
Journalism			X*	
Mathematics		X	X*	
Music		X	X	
Physical Education		X	X	
Reading		X		
Science:				
Basic		X		
Biological			X*	
Chemistry			X*	
General Science			X*	
Physics			X*	
Social Sciences:				
American Government			X*	
American History			X*	
Economics			X*	
History			X*	
Psychology			X*	
Social Studies		X		
Sociology			X*	
World History			X*	
Special Education (Instructional Strategist I)		X*	X*	
Speech Communication/Theatre		X	X*	

X = Those endorsement programs offered at the undergraduate level.

\* = Those endorsement programs that are also offered at the graduate level.

## Gateways to Teaching

Education students must qualify for, and pass through, a variety of gateways en route to their teaching license. Candidates are provided with ongoing feedback regarding their progress in the program. Additional information about the Gateways may be found on the Education Web Page.

Gateway 1: Declaration of Intention to Enroll in the Teacher Education Program (during Educ 114/129T)\*

Gateway 2: Full Admission to the Teacher Education Program (semester after Educ 114/129T)\*

Gateway 3: Pre-Methods Course Review (term prior to taking methods classes)

Gateway 4: Admission to Student Teaching (one year prior to student teaching)\*

Gateway 5: Recommendation for Teacher Licensure (upon graduation and completion of the program)

\*Graduate students meet different timelines for their Levels of Admission. See the Education Web site for more specifics.

## Elementary, Secondary, Specialty (Art, Music, Physical Education, and Health), and Graduate Education Programs

Candidates may earn a license to teach through one or more of the following programs:

- **Elementary Teaching License:** Requires a double major--Liberal Arts Major with a Content Specific Endorsement Core and an Elementary Education Major, and student teaching.
- **Secondary Teaching License:** Requires a 30 hour major, completion of the Secondary Education Minor, at least one endorsement program, and student teaching.
- **Specialty Area (art, music, physical education, and coaching) Licensure:** Requires a 30 hour major, the Education Core for Art, Music, Physical Education,

and Health students, at least one endorsement program, and student teaching.

- **Graduate Program Licensure:** Graduate students may earn initial teacher licensure through one of two paths – the Transition to Teaching (TtoT) program for secondary licensure only and the Master of Arts in Teaching (MAT) Program for secondary licensure plus a master's degree. Requires a 30 hour major, the Secondary Education Minor, at least one endorsement program, and student teaching.

## Elementary Education Program

(Iowa Teaching Endorsement #102)

We believe that preparation for effective teaching includes five essential components: a) a liberal arts foundation, b) a grounding in educational theory, content knowledge, and pedagogical skills, c) in-depth study in at least two content areas, d) multiple opportunities to observe and practice teaching in a variety of settings, and e) the ability to reflect and think critically about the many aspects of teaching and learning. Therefore, Simpson Elementary Education graduates must complete the following requirements in addition to the college graduation requirements:

- I. Liberal Arts Major with Content Specific Endorsement Core
- II. Elementary Education Major
- III. Student Teaching Component.

- I. **Liberal Arts Major With Content Specific Endorsement Core** (Required for the Elementary Licensure Program. This major is limited to students who are seeking licensure as an elementary teacher.)

### A. Liberal Arts Core

One of the following:

		Hours
Hum	101 Western Traditions	
Hist	101 History of Western Civilization I	
Eng	116 Heritage of Western Literature	
Phil	121 Ancient and Medieval Philosophy	
Rel	103 Religious and Philosophical Foundations of the West I	3

One of the following:

		Hours
Hum	102 Western Traditions	
Hist	102 History of Western Civilization II	
Eng.	117 Heritage of Western Literature II	
Phil	122 History of Modern Philosophy	
Rel	104 Religious and Philosophical Foundations of the West II	3

One of the following:

Hist	201 U.S. History to 1877	
Hist	202 U.S. History Since 1877	3

Two science courses – *suggested courses*:

(Note: Cornerstone 2A requires that at least one science course is taken with a lab)

Biol	102 Ocean and Atmosphere with Lab	
Biol	103 Environmental Issues with Lab	
Biol	104/105 Human Biology with Lab	
Biol	110 Principles of Biology I with Lab	
Biol	111 Principles of Biology II with Lab	
Chem	101 Bonds and Structures with Lab	
Chem	150 Consumer Chemistry with optional Lab	
Chem	155 Environmental Chemistry with Lab	
NaSc	190 Integrated Sciences for Elementary Teachers	
Phys	121 Ideas in Physics with Lab	
Phys	151 Principles of Physics with Lab	
Phys	191 General Physics I with Lab	7-8
Other courses:		
PoSc	101 American Government (counts as Cornerstone 3)	3
Educ	165 Human Growth & Development (counts as Cornerstone 3)	3
Educ	321 Human Relations (counts as Cornerstone 6)	3
One math course	(Math 116 or higher level math course) (counts as Cornerstone 2)	3

One literature course (designated Cornerstone 1, 4 or 6)	3	<b>Hours</b>
One religion or philosophy course* (designated Cornerstone 4A)	3	
One fine arts course (designated Cornerstone 5)	3	
One global awareness course (designated Cornerstone 7)	3	
One Interdisciplinary L.A. course (designated Cornerstone 8)	3	
Liberal Arts Core Total:	<u>43-44</u>	

\* An Ethics course is strongly encouraged.

**B. Content Specific Endorsement Core**

In addition to the Liberal Arts Core, students must complete in-depth study in at least one of the content specific endorsement cores listed below. (For each Content Specific Endorsement Core see your education faculty advisor for a list of the required courses.)

**Content Specific Endorsement Core Options:**

Art	
Basic Science	
Early Childhood	
English/Language Arts	
World Language (i.e. French, Spanish, German)	
Health	
History	
Mathematics	
Physical Education	
Reading	
Elementary Special Education (Instructional Strategist I)	
Social Studies	
Speech Communications/ Theatre	12-27
Liberal Arts Major with Content Specific Endorsement Core	<u>55-71</u>

**II. Elementary Education Major**

Educ 114	Foundations of Education	3
Educ 165	Human Growth and Development Prerequisite/ Co-requisite: Educ 114) (Counts toward Cornerstone 3)	3
Educ 229	The Learning Process Prerequisites: Educ 114	3
Educ 237	Children's Literature	3

Educ 300	Reading and Language Arts Education:	4.5
& Educ 300P	Preschool through Middle School with Practicum Prerequisites: Educ 114, 165, 229/509, 230	
Educ 303	Science and Health Education:	3.5
& Educ 303P	Preschool through Middle School with Practicum Prerequisites: Educ 114, 165, 229/509	
Educ 304	Math Education	3.5
& Educ 304P	Preschool through Middle School with Practicum Prerequisites: Educ 114, 165, 229/509	
Educ 305	Social Studies Education	3.5
& Educ 305P	Preschool through Middle School with Practicum Prerequisites: Educ 114, 165, 229/509	
Educ 312/512	Education, Collaboration, and Differentiation for Students with Special Needs Prerequisites: Educ 114, 165, 229/509	3
Educ 321/521	Human Relations in Teaching Prerequisites: Educ 114, 165, 229/509 (Counts toward Cornerstone 6 Credit)	3
<i>One of the following four courses (3 hrs.):</i>		
Mus 204	Elementary School Music	
SpSc 208	Elementary Methods of Physical Education	
Art 360	Art in the Public Schools	
Art/Educ 190	Special Topics in Art Elementary Education Major	
Total		<u>36</u>

**III. Student Teaching Component  
(for licensure)**

Educ 388/588	Student Teaching*	14-22
Educ 389/589	Student Teaching Seminar	1
	Student Teaching Component	<hr/> 15-23
	Total Elementary Education Licensure Program	<hr/> 106-130

\*Students may combine two or more student teaching assignments, but all students must student teach full-time for a minimum of 14 weeks. One week equates to one semester hour. Students should contact their Education Department advisor or refer to the Education Department’s online program and advising information for specific student teaching requirements. The State of Iowa requires that all student teaching placements are full-time (regular teacher hours) and full-semester. Students are encouraged to limit their work schedules and not take classes or participate in extra-curricular activities during the student teaching semester.

**Secondary Education Program**

Students may earn a minor in secondary education and/or they may pursue full licensure at the secondary level. Full licensure requires completion of a major (at least 30 semester hours), the secondary education minor, the Liberal Arts Requirements for Licensure, and student teaching at the secondary level.

**Secondary Education Program**

In order to qualify for a secondary teacher license, students must complete the following components:

- A) A major (minimum of 30 semester hours),
- B) Endorsement program(s),
- C) Secondary Education Minor,
- D) Liberal Arts Requirements for Licensure, and a
- E) Minimum of a full semester of full-time student teaching.

**A. College Major** – refer to the college catalog and department website for major course requirements.

**B. Endorsement Program(s)** – refer to the Education Department’s website for endorsement requirements.

**C. Secondary Education Minor**

<b>Required:</b>		<b>Hours</b>
Educ 114	Foundations of Education	3
Educ 165	Human Growth and Development Prerequisite or Co-requisite: Educ 114	3
Educ 229	The Learning Process Prerequisites: Educ 114, 165	3
Educ 312	Education, Collaboration, and Differentiation for Students with Special Needs Prerequisites: Educ 114, 165, and 229	3
Educ 321	Human Relations in Teaching Prerequisites: Educ 114, 165, and 229	3
Educ 316	Secondary Education and Practicum* Prerequisites: Educ 114, 165, 229	3
Educ 340s	Content Specific Methods Course(s):* Prerequisites: Educ 114, 165, 229, 316 Educ 341 English/Language Arts Education and Practicum Educ 342 World Language Education and Practicum Educ 343 Social Studies Education and Practicum Educ 344 Science Education and Practicum Educ 345 Math Education and Practicum Educ 346 Business Education and Practicum	2
<b>Minimum of 2 hours</b>		<hr/> 2

Secondary Education Minor 20-30

**D. Liberal Arts Requirements for Licensure:**

	<b>Hours</b>
English Composition: Eng 102 Composition & Rhetoric II or Eng 103 Honors Composition	2-3
One science course [Note: Cornerstone 2A requires that at least one science course is taken with a lab]	3-4
Math Proficiency: Candidates must take Math 105 (or higher level math course) or pass Math 105 or higher level math CLEP exam or pass the Hawley Learning Center Math	0-3
Proficiency Exam. The college's math competency, based on ACT scores, does <u>not</u> meet this requirement.	
Humanities: Candidates must take three courses in the humanities (refer to the Cornerstone Studies Program in the College Catalog for options). An ethics course is encouraged.	6-9
Social Sciences: Candidates must take two social science courses. Educ 165 Human Growth and Development counts as one of the two courses required.	4-6
	15-25

**E. Secondary Student Teaching**

Educ 388/588 Student Teaching*	14-21
Educ 389/589 Student Teaching Seminar	1
Student Teaching	15-22

\*Educ 316/516 and 340's/540's require 30 clock hours of experience each, during regular school hours.

\*\*Students may combine two or more student teaching assignments, but all student teachers must student teach full-time for a minimum of 14 weeks. One week equates to one semester hour. Students should contact an Education Department advisor for specific student teaching requirements for each endorsement program. Students seeking two or more divergent endorsements should expect to student teach longer than 14 weeks. The State of Iowa requires that all student teaching

placements are full-time (regular teacher hours) and full-semester. Students are encouraged to limit their work schedules and avoid taking classes or participating in extra-curricular activities during the student teaching semester.

**Education Core for Art, Music, Physical Education, and Health**

Candidates who complete an elementary and a secondary endorsement in the same area (e.g. art, music, physical education, and health) must complete the following components in order to qualify for licensure:

- A) College major(s) – minimum of 30 semester hours;
  - B) Endorsement program(s);
  - C) Liberal Arts Requirements for Licensure;
  - D) Education Minor for Art, Music, and Physical Education; and a
  - E) Minimum of a full semester of full-time (teacher contract hours) student teaching.
- A. College Major – refer to the College Catalog and department websites for major course requirements. Minimum of 30 semester hours in the major(s).
  - B. Endorsement Program(s) – refer to the Education Department's website for endorsement requirements.
  - C. Liberal Arts Requirements for Licensure:

	<b>Hours</b>
English Composition: Eng 102 Composition & Rhetoric II or Eng 103 Honors Composition	2-3
One science course [Note: Cornerstone 2A requires that at least one science course is taken with a lab]	3-4
Math Proficiency: Candidates must take Math 105 (or higher level math course) or pass Math 105 or higher level math CLEP exam or pass the Hawley Learning Center Math Proficiency Exam. The college's math competency does <u>not</u> meet this requirement	0-3
Humanities: Candidates must take at least one course in the Cornerstone 4 area. An ethics course is encouraged.	3

Social Sciences: Candidates must take one social science courses. Educ 165 Human Growth and Development counts as one of the two courses.

3-6  
11-16

**D. Education Core for Art, Music, Physical Education, and Health**

		Hours
Educ 114	Foundations of Education (10 hours of field experience in elementary in Indianola)	3
Educ 165	Human Growth and Development Prerequisite or co-requisite: Educ 114	3
Educ 229	The Learning Process (10 hours of field experience in secondary schools in Indianola) Prerequisites: Educ 114 and 165	3
	Specialty Methods Courses Prerequisites: Educ 114, 165, and 229	3-6
<b>Art</b>		
	Art 360 Art for Public Schools	
	Art 361 Secondary Art Methods	
<b>Music</b>		
	Mus 322 Elementary Music Methods	
	Mus 323 Secondary Music Methods	
<b>Physical Education</b>		
	SpSc 208 Elementary Methods of SpSc	
	SpSc 321 Secondary Methods of SpSc	
<b>Health</b>		
	SpSc 308 Health Methods and Curriculum	
Educ 241B or SpSc 241B or	Equivalent Practicum of 60-70 hours (with at least one placement in a diverse setting)	0-3

Educ 312	Education, Collaboration, and Differentiation for Students with Special Needs Prerequisites: Educ 114, 165, 229	3
Educ 321	Human Relations in Teaching Prerequisites: Educ 114, 165, 229	3
Total		18-24

**E. Student Teaching in Art, Music, Physical Education:**

Educ 388	Student Teaching*	14-15
Educ 389	Student Teaching Seminar	1
Student Teaching		15-16

\*Students may combine two or more student teaching assignments, but all student teachers must student teach on a full-time basis for a minimum of 14 weeks. One week equates to one semester hour. Students should contact an Education Department advisor for specific student teaching requirements for each endorsement program. Students seeking two or more divergent endorsements should expect to student teach longer than 14 weeks. The State of Iowa requires that all student teaching placements are full-time (regular teacher hours) and full-semester. Students are encouraged to limit their work schedules and not take classes or participate in extra-curricular activities during the student teaching semester.

**Simpson College Graduate Programs in Secondary Education**

The Simpson College Education department offers two graduate programs for students pursuing secondary licensure in the areas of business, world language, English/language arts, math, natural sciences, social studies, social sciences, and special education. These programs are referred to as the *Masters of Arts in Teaching* (MAT), which results in both licensure and a master's degree, and the *Transition for Teaching* (TtoT) program which results in licensure only.

## Requirements for entry into the Graduate Program:

Prospective students must have:

- A) Earned a bachelor's degree from a regionally accredited institution with a major (minimum of 30 semester hours).
- B) Earned a cumulative GPA of 2.750 with a minimum of 3.00 in the major for admission to the MAT program. If seeking admission into the Transitions to Teaching program, earned a cumulative GPA of 2.750 with a GPA in the major of at least 2.750. An applicant with a cumulative GPA lower than the required level may enroll on a provisional basis. If the candidate earned grades below "C-" in courses required for an endorsement, s/he will be required to complete additional course work in the endorsement area.
- C) Earned a bachelor's degree within the past ten years. Students with degrees older than ten years may enter the program under the understanding that they will need to complete content area coursework in the endorsement area(s).
- D) Met with the Evening, Weekend, and Graduate (EWG) advisor to complete an initial transcript analysis. The initial analysis may involve contact with the chairs of the education and the content area departments or their designees.
- E) Approved by the MAT/TtoT Admissions Committee and the Teacher Education Committee before enrollment in Educ 501 Graduate Groundings in Education which is the first education class taken by graduate students seeking secondary education licensure.
- F) Passed the Writing Skills Assessment administered through Simpson's EWG and assessed by the Education Department.
- G) Taken the C-BASE basic skills test with a score of 250 or higher. Candidates should at least attempt the C-BASE prior to or during enrollment in Educ 501 Graduate Groundings. They must pass the test by the end of Educ 501 in order to continue taking education classes.
- H) Provided three letters of recommendation from separate sources. Recommending sources are employers, supervisors, college instructors, or clergy. Family and friends are not appropriate sources. These letters may address knowledge and work skills in the content area, suitability for the teaching

profession, and/or character assessment and should include a contact phone number or e-mail address for the referral source.

Note: If a student allows more than two years to lapse in pursuing graduate coursework, the student must apply for re-admittance.

Note: In the case of MAT candidates, the Master's Project must be completed and approved, within five years after student teaching, for a student to complete the MAT.

## Program Completion Requirements for Graduate Students

- A. Passed the C-BASE test (scores of 250 or higher in math, reading and writing/English) prior to taking any education courses beyond Educ 501.
- B. MAT candidates must receive a B- or higher, in each course taken at Simpson, to remain eligible for the master's program.
- C. Candidates must meet Simpson's requirements for at least one endorsement program; candidates *may* meet minimum state standards for additional endorsements.
- D. Met the PRAXIS II examination minimum score required for each endorsement area. Students must pass their respective PRAXIS II exam prior to being accepted into student teaching..
- E. All students develop and maintain an electronic portfolio containing a set of artifacts indicating that they are competent in a variety of areas essential to successful teaching. All students must pass several e-Portfolio checkpoints.
- F. All teacher candidates must pass a DCI/ FBI criminal background check.

## Graduate Courses for the Professional Education Core:

Required:	Hours:
Educ 501 Graduate Groundings in Education	6
Educ 509 The Learning Process	3
Educ 512 Education, Collaboration, and Differentiation for Students with Special Needs	3
Prerequisites: Educ 114, 165, and 229	

Educ 516	Secondary Education and Practicum	3
	Prerequisite: Educ 501 and 509	
Educ 521	Human Relations in Teaching	3
Educ 540s	Content Specific Methods	
	Prerequisite: Educ 501, 509, 516*	2
Educ 588	Student Teaching	14-22
Educ 589	Student Teaching Seminar	1

\* The Educ 540 classes must be taken after or concurrent with Educ 516.

## Education Courses

### 114. Foundations of Education.

This course is an introduction to public education and to the profession of teaching. By focusing on the historical, philosophical, and sociological aspects of American public education, the course leads students through a reflective critique of our current educational system and the society of which it is an essential part. The two primary goals of the course are to help students to formulate their own philosophy of education and to provide students with field experiences in the local schools. The latter requires a minimum of ten hours working with a host teacher and his/her students in a nearby elementary school. Requires that the C-BASE basic skills exam is taken during the Educ 114 semester. Three hours.

### 129T. Orientation to the Teacher Education Program.

This orientation program is required of all transfer and re-admitted students who seek teaching licensure but who have not been admitted to level I of the Teacher Education Program. The goal is to work with those students to meet the necessary requirements for Level I and to meet some of the requirements for Level II admission. Students will attend orientation sessions for the Teacher Education Program and the e-Portfolio. Several assignments are required as part of this course. 129T students will be automatically assigned to a designated advisor in the education department. Required of all transfer students, readmit students, licensure and/or endorsement only students, and others as required by the Education Department chair. Students must pass Educ 129T in order to take any education classes following the 129T semester. Requires that the C-BASE basic skills exam is taken during the Educ 129T semester. No credit.

### 165. Human Growth and Development.

This course explores typical and atypical growth and development of human beings from conception through adulthood, with an emphasis on birth through adolescence. Relevant research and theory concerning physical, cognitive and social development are examined, especially as they relate to educational issues. Related course topics include learning, cognition, moral development, play, the brain, parenting, identity, motor development, and personality. Cornerstone 3 only for candidates in the teacher licensure program. Prerequisites: Educ 114 must be taken before or concurrent with Educ 165. Three hours.

### 219. Cooperative Education.

#### 229/509. The Learning Process.

This course is an attempt to answer the questions, “What does it mean to learn something?” and “How can we as teachers in the current environment of public education maximize learning for our students both in the classroom and beyond the classroom?” Relying on foundations and current research in educational psychology, the course will concentrate on the interrelationship of development, learning, classroom management, and assessment in the context of understanding and the learning process. Students will spend a minimum of ten hours in the local middle/secondary schools working with a host teacher and his/her students. Prerequisite: Educ 114 or Educ 501. Three hours.

### 231. Introduction to Early Childhood.

Historical review, theoretical orientations, contemporary issues, childhood development, and an introduction to developmentally appropriate practices. Students will learn the importance of creating emotionally and physically safe environments that facilitate the developmentally appropriate guidance of young children in the areas of speech, language, cognition, socialization, and motor skills. Prerequisites: Educ 114, 165. Three hours.

### 233/513. Foundations of Special Education.

An introductory course which includes the history, current trends and contemporary issues in special education, basic theoretical and practical approaches for the student with mild disabilities, educational alternatives, implications of federal and state statutes and related services, public policy, and the importance of the multi-disciplinary team in providing appropriate education programming. The age span covers K through twelfth grade. Prerequisite: Educ 114, 165. Three hours.

**235/505. Children within Families, Schools and the Community.**

Application of theories and knowledge of dynamic human roles and relationships within and between families, school, and communities, as well as family systems, cultural diversity, and factors which place families at-risk. Introduces advocacy, legislation, and public policy as they affect children and their families. Links families, based on identified needs, priorities, and concerns, with a variety of resources. Provides communication, problem solving, and help-giving skills necessary in effective collaboration with families and other professionals to support the development, learning, and well-being of children. Prerequisite: Educ 114, 165. Two hours.

**236/526. Language and Communication.**

This course introduces linguistic foundations of language and communication as they apply to the learning process. Students will gain knowledge about language development and acquisition, and the variations related to culture and linguistic diversity. Emphasis is on a thorough, research-based understanding of phonology, morphology, semantics, syntax and pragmatics. Students learn ways to use the information to strengthen reading and language arts instruction. Prerequisites: Educ 114, 165. Three hours.

**237. Children’s Literature.**

A survey course for prospective teachers that introduces a wide variety of fiction and nonfiction literature appropriate for the K-8 grade level. Students learn to use children’s literature to model the reading and writing process across the various genres, and they learn about the forms that literature may take (e.g. technology based, media based, print and non-print). The importance of matching children’s proficiencies and interests with the selection of reading materials is emphasized as well as the selection of literature that reflects many cultures and viewpoints. Students learn about incorporating children’s literature into many subject area lessons (e.g. math, science, social studies, etc.). Prerequisites: Educ 114, 165.

**241. Field Experience in Education.**

Students reflect on theories of learning and reading strategies, and apply these to classroom observations and experiences. Prerequisite: Educ 114. Three hours.

**290. Special Topics in Education.**

**300. Reading and Language Arts Education: Preschool through Middle School with Required Practicum.**

Integrated literacy methods course focusing on the theories, strategies, trends, materials, technologies, assessment instruments, and issues related to the instruction and development of reading, writing, speaking and listening behaviors in preschool through middle school learners. An introduction to Reading Recovery is included in the course. A practicum experience will provide opportunities to observe, assist, and facilitate literacy learning. Prerequisites: Educ 114, 165, 229/509, 230. Four and one-half hours.

**300P. Reading and Language Arts Education: Preschool through Middle School Practicum.**

**303. Science/Health Education: Preschool through Middle School with Required Practicum.**

A review of proficiency in content areas in science and health in addition to a study of the philosophies, methods, and materials utilized in the teaching of elementary science and health at its various levels. While the course focuses on actively experiencing “hands-on” science, it also includes a survey of recent professional literature addressing contemporary and relevant topics pertinent to science and health education. A practicum experience will provide opportunities to observe, assist, and facilitate learning in the area of science and health education. Prerequisites: Educ 114, 165, 229/509. Three and one half-hours.

**303P. Science/Health Education: Preschool through Middle School Practicum.**

**304. Math Education: Preschool through Middle School with Required Practicum.**

This course includes a review of proficiency in content areas in mathematics in addition to a study of the philosophies, methods, and materials utilized in the teaching of elementary mathematics at its various levels. The course includes a survey of recent professional literature addressing such topics as manipulatives, writing and math, constructivism, cooperative learning, problem solving and alternative means in learning assessment. A practicum experience will provide opportunities to observe, assist, and facilitate learning in math education. Prerequisites: Educ 114, 165, 229/509. Three and one half-hours.

**304P. Math Education: Preschool through Middle School Practicum.**

**305. Social Studies Education: Preschool through Middle School with Required Practicum.**

This course is based on three overarching beliefs: 1) Quality social studies instruction and learning are quite often best if integrated with other subjects and skills, e.g. language arts; 2) social studies instruction and learning are most fruitful if framed by a set of standards that amplify deep learning and essential knowledge; and 3) classroom instruction is confirmed and enhanced by real-life experiences in the classroom. Students will review key concepts in the social studies content, examine and practice strategies geared to quality social studies instruction; work with and assess social studies materials and related technology, observe and facilitate learning in a real classroom setting, and review professional literature discussing citizenship, history, geography, current events, and other social studies topics. A practicum experience will provide opportunities to observe, assist, and facilitate learning in social studies education. Prerequisites: Educ 114, 165, 229/509. Three and one-half hours.

**305P. Social Studies Education: Preschool through Middle School Practicum.**

**312/512. Education, Collaboration, and Differentiation for Students with Special Needs.**

An introductory course for teacher education students to become acquainted with the characteristics of students who exhibit a wide range of diverse needs in the general classroom. This course will familiarize students with the psychological principles, legal bases, educational strategies, collaborative strategies, and community resources helpful in providing optimal learning experiences for all students; differentiated instruction is emphasized. Prerequisites: Educ 114 and 165 or 501, 229/509. Three hours.

**315/515. Assessment and Diagnosis for Early Childhood and Reading.**

This course focuses on the overall diagnostic and remediation process, with particular attention to the selection, purposes, reliability, validity, administration, interpretation, and appropriate uses of assessment instruments designed to identify preschool through middle school students who are developmentally delayed and/or who have reading disabilities. Students will learn how assessment and diagnosis provide the foundation and

guidance for developing appropriate instruction in remedial reading programs. Prerequisites: Educ 114, 165, 229/509. Must be taken after, or concurrent with, Educ 300. Three hours.

**316/516. Secondary Education and Practicum.**

This course is designed to serve students hoping to teach at the middle and/or high school levels, focusing on strategies and concerns common to most subjects at those levels. The students will build upon, expand, and apply their understandings of cognition, communication, motivation, management, research-based teaching strategies, and assessment. It involves an extensive practicum of at least 30 hours. In that practicum students will examine and practice a variety of evidence based teaching strategies, including teaching at least one lesson; use and evaluate educational technology; and apply techniques used to assist secondary-level students read in the content areas. This course must be taken concurrently with or prior to taking a course in the Educ 340 series. Prerequisites: Educ 114, 165, 229/509. Three hours.

**317/517. Corrective and Remedial Reading Education.**

This course provides an in-depth study of assessments, methods, and materials for preschool through middle school students who are experiencing academic difficulties in the areas of reading and writing. Educ 317P Corrective and Remedial Reading Tutoring must be taken concurrently with this course. Prerequisites: Educ 114, 165, 229/509, 300, 315. Five hours.

**317P/517P. Corrective and Remedial Reading Tutoring Lab.**

This course focuses on practical experiences in assessment, diagnosis, and instructional decision-making for children with academic difficulties in the areas of reading and writing. Based on informal individual assessments, tutors will plan, implement, and evaluate literacy lessons for second through fifth grade children enrolled in the Simpson Reading Club. This practicum must be taken concurrently with Educ 317. Prerequisites: Educ 114, 165, 229/509, 300, 315. No Credit.

**318/518. Assessment, Diagnosis, and Programming for PK-12 Students with Special Needs.**

A study of the appropriate use of informal and formal assessment procedures necessary to plan and evaluate curriculum and teaching practices to best meet the individual needs of students. Includes the collection and use of academic and

behavioral data for educational, assessment, and instructional planning for students with mild and moderate disabilities in levels PK to Grade 12. Prerequisites: Educ 114, 165, 229, and 233 or 501, 509, and 513 (or may be taken concurrently with 233/513 with the permission of the Educ 318/518 instructor. Three hours.

### **320/520. Reading and Writing in the Content Areas.**

A course that explores how students comprehend and learn with text and how teachers assist them in these processes. This course will provide in –depth study in critical components of the reading process related to content area reading: knowledge of text structure, the dimensions of content area vocabulary and various forms of comprehension (e.g., literal, interpretive, critical and evaluative.) Teacher-candidates will learn research-based teaching methods and technology focusing on the abilities to use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum. Prerequisites: Educ 114,165, and 220 or 501 and 509. Three hours.

### **321/521. Human Relations in Teaching.**

Students will become aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society. They will recognize and deal with dehumanizing biases such as sexism, racism and classism among many types of prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations. Ultimately students will translate their knowledge of human relations into attitudes, skills, and techniques that will result in effective teaching and learning experiences. Prerequisites: Educ 114, 165, and 229 or 501and 509. Cornerstone 6 for students in the Teacher Licensure Program only. Three hours.

### **322. Early Childhood Programs: Development, Organization, and Supervision.**

Development, organization, and administration of early childhood (birth through third grade) programs including: federal and state standards, rules, and regulations; designing physical facilities based on exemplary program models; policies and procedures; child and family health and nutrition; staff and program development; budgets; and supervision and evaluation of support staff. Prerequisites: Educ 114, 165, 229, and 231. Two hours.

### **323. Early Childhood Curricula and Methodology.**

A focus on the characteristics of young children ages birth through eight years, with an emphasis on the primary years (kindergarten through 3rd grade). Students study curricula and methodology for early childhood education in the areas of language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, and higher thinking skills within the overall context of multicultural, nonsexist, developmentally appropriate practices. Other topics include the creation of positive learning environments and classroom management with a focus on quality instruction and prevention of discipline problems. Prerequisites: Prerequisites: Educ 114, 165, 229, and 231. Three hours.

### **324/524. Elementary Special Education (Instructional Strategist I) Methods and Practicum (PK-8).**

A K through eighth grade methods and strategies course that includes a review of numerous models for providing curricular and instructional methodologies utilized in the education of students with mild disabilities. Focuses on the planning, implementation, and continuous evaluation sequence essential to designing developmentally appropriate curricular goals, content, teaching practices, and adaptations and accommodations necessary to meet individual needs of children. Prerequisites: Educ 114, 165, 229, 233 and 318 or 501, 509, 513 and 518. Three hours.

### **327/527. Secondary Special Education (Instructional Strategist I) Methods and Practicum (5-12)**

A secondary level methods and strategies course that includes a review of numerous models for providing curricular and instructional methodologies utilized in the education of students with mild and moderate disabilities in grades five through twelve. Focuses on the planning, implementation, and continuous evaluation sequence essential to designing curricular goals, content, teaching practices, and adaptations and accommodations necessary to meet individual needs of students. A practicum is included. Prerequisites: Educ 114 and 165 or 501, 229/509, 233/513, 318/518.

### **328/528. Classroom Management for General Education (PK-12).**

Introduction to a wide variety of methods and strategies that are appropriate for various student ages and developmental level(s). The focus is on creating an organized, effective, positive, and

respectful classroom environment. Strategies are included for working collaboratively with special education teachers and individual students who are on behavior management plans. Prerequisites: Educ 114, 165, and 220 or 501 and 509. Three hours.

**331/531. Remedial Math for Elementary Students.**

An in-depth study of curricular models, methodology, strategies, and materials effective in the correction and remediation of math difficulties for preschool through sixth grade students. Prerequisites: Educ 114, 165, 229, and 304 or 501, 509, and successful completion of at least one math course. Two hours.

**333/533. Classroom Management for Special Education.**

Focuses on managing student behavior and social interaction skills. Preparation includes individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Content includes theories of behavior problems in individuals with disabilities, the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities, and the design, implementation, and evaluation of instructional programs that enhance an individual's social participation in family, school, and community activities. Prerequisites: Educ 114, 165, 229, 233, and 318 or 501, 509, 513, and 518. Three hours.

**341/541. Secondary Language Arts Education Seminar and Practicum.**

This course introduces and develops best practices in the facilitation of learners' receptive and expressive communication skills. It builds upon and has integral links with the "Secondary Education" course. It also creates a strong awareness of the professional body standards in the discipline and the need and use of long range planning. An extensive practicum is included in which the student will be actively involved, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required for all students seeking secondary level endorsements in English, speech/theatre, or journalism. Prerequisites: Educ 114, 165, and 229 or 501 and 509. Must be taken after, or concurrent with, Educ 316/516. It is strongly recommended that undergraduates take Educ 316 prior to this course. Two hours.

**342/542. Foreign Language Education Seminar and Practicum: Preschool through High School.**

Although this seminar is primarily an opportunity to practice successful teaching strategies, it also examines the history of foreign language in the public schools, the issue of foreign language instruction in the elementary school, and the role of instructional technology. These are examined in the context of the National Standards in Foreign Language. It also creates a strong awareness of the professional body standards in the discipline and the need and use of long range planning. An extensive practicum is included in which the student will be actively involve, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required for all students seeking preschool through high school endorsements in foreign languages. Prerequisites: Education 114, 165, and 229 or 501 and 509. Must be taken after, or concurrent with, Educ 316/516. It is strongly recommended that undergraduates take Educ 316 prior to this course. Two hours.

**343/543. Secondary Social Studies Education Seminar and Practicum.**

This course introduces and develops best practices in the facilitation of all areas of social studies taught commonly in the middle- and high schools. It builds upon national standards and emphasizes a "deep learning" approach, and the need and use of long range planning. An extensive practicum is included in which the student will be actively involve, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required for all students seeking secondary-level endorsements in the social sciences, history, and government. Students seeking an endorsement in economics may take this course or Educ 346/546. Prerequisites: Education 114, 165, and 229 or 501 and 509. Must be taken after, or concurrent with Educ 316/516. It is strongly recommended that undergraduates take Educ 316 prior to this course. Two hours.

**344/544. Secondary Science Education Seminar and Practicum.**

This seminar examines successful teaching strategies, content, curricular development, laboratory and instructional technology in the context of the National Academy of Science's National Science Education Standards, and the

need and use of long range planning. An extensive practicum is included in which the student will be actively involve, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required of all students seeking secondary level endorsements in the natural sciences. Prerequisites: Educ 114, 165, and 229 or 501 and 509. Must be taken after, or concurrent with, Educ 316/516. It is strongly recommended that undergraduates take Educ 316 prior to this course. Two hours.

### **345/545. Secondary Mathematics Education Seminar and Practicum.**

The focus of this seminar is on the practice of successful teaching strategies, content, curricula, and the role of instructional technology in mathematics education. These will be examined within the context of the National Council of Teachers of Mathematics' Standards (1989) and the need and use of long range planning. An extensive practicum is included in which the student will be actively involve, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required of all students seeking secondary level endorsement in mathematics. Prerequisites: Educ 114, 165, and 229 or 501 and 509. Must be taken after, or concurrent with, Educ 316/516. It is strongly recommended that undergraduates take Educ 316 prior to this course. Two hours.

### **346/546. Secondary Business Education Seminar and Practicum.**

An introduction to business education content, curriculum, strategies, and methodology for the middle through high school levels. It also creates a strong awareness of the professional body standards in the discipline and the need and use of long range planning. An extensive practicum is included in which the student will be actively involved, including the teaching of at least one lesson. Students will be expected to arrange their weekly schedules to accommodate the hours required by the practicum. Required for all students seeking secondary level endorsements in any business area. Students seeking an endorsement in economics may take this course or Education 343/543. Prerequisites: Educ 114, 165, and 229 or 501 and 509. Must be taken after, or concurrent with Educ 316/516. It is strongly recommended that undergraduates take Educ 316 prior to this course. Two hours.

### **347/547. Collaboration, Consultation, Career Education, and Transitions for Special Education.**

A study of the knowledge and skills necessary for the collaboration and consultative roles of special education teachers in the integration of individuals with mild and moderate disabilities into the general education curriculum and classroom. Includes strategies for collaboration between special and general education teachers, as well as strategies for working with support services personnel, paraprofessionals, and other individuals involved in the educational program. Includes content on career planning and the transition process for adolescents from school to adult living including sources of services, organizations, and networks for individuals with mild and moderate disabilities, as well as methods of educational and vocational support for students transitioning to post-school settings. Prerequisites: Educ 114, 165, 229, 233, and 318 or 501, 509, 513, and 518. Three hours.

### **380. Independent Study in Education**

### **388/588. Student Teaching.**

### **389/589. Student Teaching Seminar.**

### **390. Special Topics in Education.**

### **501. Graduate Groundings in Education.**

This course focuses on three major areas. The first of these areas is the philosophical, sociological, historical, and legal foundations of the American schools and education system. The second is developmental psychology-particularly that of pubescence and adolescence- and associated issues such as the needs, frustrations, and problems faced by middle school and high school-aged students. The third is the methodology associated with action research as it is commonly conducted by teachers in their own classrooms. Action research is a required component of the Master's Project that culminates the M.A.T. There is a ten-hour field experience requirement. and a significant amount of discussion will be conducted electronically as well as in weekly traditional class sessions and some Saturday sessions. 6 hours.

NOTE: Undergraduates must successfully pass the C-BASE test and be admitted to Level 2 to register for 300 level education courses.

## Student Teaching

Students may combine some sections of student teaching, but all student teachers must student teach for a minimum of 14 weeks (14 semester hours) and must enroll in one hour of seminar at the appropriate grade level. Students seeking two or more divergent endorsements should expect to student teach longer than 14 weeks. The State of Iowa requires that all student teaching placements are full-time (regular teacher hours) and full-semester. Students are encouraged to limit their work schedules and not take classes or participate in extra-curricular activities during the student teaching semester. Student teaching placements are generally within a 35 mile radius of the Simpson College campus.

<b>Art Student Teaching Sections</b>	<b>Hours</b>
388 AL <b>Student Teaching: Art (Elementary)</b> with Required Student Teaching Seminar	7-14
388AS <b>Student Teaching: Art (Secondary)</b> with Required Student Teaching Seminar	7-14
<b>Early Childhood, Elementary and Middle School Student Teaching Sections</b>	
388PK <b>Student Teaching: Preschool</b> (with Required Student Teaching Seminar)	3-14
388P <b>Student Teaching: Primary (K-3rd grade)</b> with Required Student Teaching Seminar	7-14
388IL <b>Student Teaching: International at the Elementary Level</b> with Required Student Teaching Seminar	6-14
388UL <b>Student Teaching: Upper Elementary (4-6 grade)</b> with Required Student Teaching Seminar	7-14
388LS <b>Student Teaching: Elementary Special Education (Instructional Strategist I)</b>	7-14

### Middle School, Junior High, Senior High Student Teaching Sections

388M/588M <b>Student Teaching: Middle School</b> with Required Student Teaching Seminar	7-14
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388S/588S <b>Student Teaching: Jr. High/Sr. High School (7-12)</b> with Required Student Teaching Seminar	7-14
388IS <b>Student Teaching: International at the Secondary Level</b> with Required Student Teaching Seminar	6-14
388SS/588SS <b>Student Teaching: Secondary Special Education (Instructional Strategist I)</b> with Required Student Teaching Seminar	7-14

### Music Student Teaching Sections

388ML <b>Student Teaching: Music (Elementary)</b> with Required Student Teaching Seminar	7-14
388MS <b>Student Teaching: Music (Secondary)</b> with Required Student Teaching Seminar	7-14

### Physical Education and Health Student Teaching Sections

388PL <b>Student Teaching: Physical Education (Elementary)</b> with Required Student Teaching Seminar	7-14
388PS <b>Student Teaching: Physical Education (Secondary)</b>	7-14
388PHS <b>Student Teaching: Secondary Physical Education and Health</b> with Required Student Teaching Seminar	9-14
388PHL <b>Student Teaching: Elementary Physical Education and Health</b>	9-14

### Student Teaching Seminar Sections:

Seminar is required with all sections of Student Teaching	
389A/589A <b>Student Teaching Seminar</b>	1

## English

**Wolf, Carrasquillo, Harrigan, St. Clair**

### Department Mission Statement

*Work in the Department of English includes courses in literature and in expository and creative writing. All courses, whether focused on a genre, author, period, or socio-cultural perspective, help students develop the sensitivity to language, form, and ideas that provides both for understanding and enjoyment of literature and for excellence in their own writing.*

Majors acquire a general acquaintance with the traditions of English and American literature, and are encouraged to explore in greater detail those writers, periods, and topics that best meet their individual aims and interests. Thirty-nine hours are required for the major.

### English Major

Required:	Hours
<i>One of the following:</i>	3
Eng 202 Introduction to Fiction Writing OR	
Eng 203 Introduction to Poetry Writing OR	
Eng 204 Non-Fiction Writing	
Eng 209 Representative British Writers I	3
Eng 210 Representative British Writers II	3
Eng 212 Representative American Writers I	3
Eng 213 Representative American Writers II	3
Eng 333 The Major Plays of Shakespeare	3
Eng 360 Senior Project	3
Six additional courses, at least three of which must be at the 300-level	18
Total	39

### English Minor

The English minor consists of 21 semester hours distributed as follows:

Required:	Hours
Eng 116 Heritage of Western Lit I OR	3
Eng 117 Heritage of Western Lit II	

Eng 202 Introduction to Fiction Writing OR	
Eng 203 Introduction to Poetry Writing	3
OR	
Eng 204 Non-Fiction Writing	
Eng 209 Representative British Writers I OR	3
Eng 210 Representative British Writers II	
Eng 212 Representative American Writers I OR	3
Eng 213 Representative American Writers II	
Eng Electives: One additional course from 116-117, 209-10, 212-13. Two additional electives, at least one at the 300-level	9
	21

English 101, 102 and 103 do not count toward the major or minor, and are not included in the maximum number of hours in the department or division. Students may count a maximum of six hours of other 100 level courses toward the major. Students seeking English/Language Arts teaching endorsements may count Education 230, Development of Language and Literacy through Literature, as an elective for the major or minor. (Note: All English/Language Arts endorsements also require Comm. 102, Communication Strategies in Society).

HUM 101 may be substituted for Eng 116.

### English Courses

#### **HUMANITIES 101. Western Traditions.**

An interdisciplinary introduction to enduring ideas of the classical and Judeo-Christian traditions at the root of Western civilization. Through study of selected works of literature by Greek, Roman, Hebrew, early Christian, and Renaissance authors, students will explore issues surrounding citizenship, leadership, justice, honor, war death, and friendship. This course may be substituted for Hist 101, Eng 116 or Rel 103. Cornerstone 1A. Three hours.

#### **97. Developmental English.**

Designed to be taken concurrently with English 101, this course helps students build their

basic reading and writing skills by addressing vocabulary, reading comprehension, sentence and paragraph-level writing problems including sentence structure, subject-verb agreement, verb tense, pronoun reference and agreement, punctuation, and topic development and support. *This course may be taken for graduation credit only by those students who are Student Support Services eligible, as determined by the Registrar.* One hour.

**98. \*English as a Second Language: Reading and Vocabulary Skills.**

An intensive reading course designed to help non-native speakers improve and expand their vocabularies and reading skills, with particular attention to the vocabulary essential to courses in the International Student Summer Program. Three hours.

**99. \*English as a Second Language: Writing Skills.**

An introduction to college-level writing designed to improve and expand non-native speakers' vocabularies, grammar skills, and fluency in English usage. Three hours.

*\*The two courses listed above may be taken for graduation credit only by qualified international students, as determined by the International Student Adviser.*

**101. Composition and Rhetoric I: Writing as a Form of Discovery.**

Instruction and practice in the writing process, with assignments ranging from narratives based on personal experience to explanatory essays. The emphasis is on developing an individual voice and on learning -- through reading, discussion, and expository writing -- to shape experience, discover ideas, and communicate effectively in a variety of rhetorical situations. In the context of the students' own writing, matters of grammar, punctuation, and usage are reviewed as necessary. Three hours.

**102. Composition and Rhetoric II: Critical Thinking and Writing.**

Continued practice in the writing process, with assignments that teach students to deliberate on issues and ideas they might encounter in the humanities, the arts, and the social and natural sciences, and to present carefully reasoned, well-supported, and -- where appropriate -- documented arguments in support of their opinions on these issues and ideas. The course includes strategies of persuasion and analysis, research, methods of documentation, and other discourse conventions of

college writing. Three hours. For certain students, English 103, First Year Honors Composition will serve as a substitute for English 102.

**103. First Year Honors Composition.**

First Year Honors Composition may be offered in the fall semester. These are enriched Liberal Arts Seminars for invited first year students. They explore a specific idea, issue, theme, or question in such a way as to involve participants in critical thinking, writing, and discussion around varied topics. The instructor is also the faculty advisor to section participants. The course serves as a substitute for the otherwise required English 102, thus meeting Writing Competency I standards.

**110. Literature and the Human Condition.**

An introduction to short stories, poems, plays, and novels that enrich the mind and spirit. Although the course aims to extend students' awareness of how to read literature, its primary emphasis is to contribute to the humanistic aims of general studies by exploring visions of the human condition. Designed for first or second year students who have taken little or no literature in high school. Not recommended for students planning to major in English. Cornerstone 4B. Three hours.

**116. Heritage of Western Literature I.**

A study of works that provide the foundations for the Western literatures, including the Classical, Judeo-Christian, Celtic, and Germanic traditions through the fifteenth century. An examination of such writers as Homer, Sophocles, Plato, Virgil, Augustine, Boccaccio, Dante, and Chaucer, as well as the national epics of Western European countries. The course explores the development of Western culture as revealed by its literature. Cornerstone 1A. Three hours.

**117. Heritage of Western Literature II.**

A study of works that define the modern tradition in Western literatures. An examination of such writers as Shakespeare, Racine, Rousseau, Mary Shelley, Mill, Dostoevsky, Ibsen, and Kafka. The course explores the development of Western culture since the Renaissance as revealed by its literature. Cornerstone 1B. Three hours.

**190. Special Topics.**

**202. Introduction to Fiction Writing.**

A beginning course for students interested in writing fiction. The course involves discussion of selected texts by accomplished writers, assignments designed to develop specific skills and techniques,

class discussion of student work, and individual conferences. As a final project, students are expected to write and revise a substantial short story. Three hours.

### **203. Introduction to Poetry Writing.**

A beginning course for students interested in writing poetry. The course involves discussion of selected texts by accomplished writers, assignments designed to develop specific skills and techniques, class discussion of student work, and individual conferences. As a final project, students are expected to write a collection of at least six poems. Three hours.

### **204. Non-fiction Writing.**

This course provides students with an opportunity to transform their knowledge of people, places, activities, and things into a variety of creative prose forms, including memoirs, profiles, satires, reviews, and reports. The course involves readings from such contemporary masters of non-fiction as Annie Dillard, John McPhee, and Richard Rodriguez, as well as class discussion of the students' own work. Attention is paid to style, organization, revision, and audience needs. Three hours.

### **209. Representative British Writers I.**

A course in English literature from Anglo-Saxon beginnings to the Restoration (1660). Study includes the historical periods as well as representative writers and their chief works. Works by Chaucer, Spenser, Shakespeare, Donne, Milton and others are covered. Cornerstone 4B. Three hours.

### **210. Representative British Writers II.**

A course in English literature from the Restoration to the late Victorians. Study includes the historical periods as well as representative writers and their chief works. Works by Pope, Swift, Johnson, Austen, The Romantics, and the Victorians are covered. Cornerstone 4B. Three hours.

### **212. Representative American Writers I.**

A course in American literature from the founding of the Anglo-American colonies to the Civil War. Emphasis on major trends, writers, and works: Puritanism, The Enlightenment, The Romantic movement. Cornerstone 4B. Three hours.

### **213. Representative American Writers II.**

A course in American literature from the Civil War to World War I. Emphasis on major trends,

writers, and works: regionalism, realism, and naturalism. Cornerstone 4B. Three hours.

### **220. Young Adult Literature.**

A survey of literature written for young adults. The course provides an overview of various genres, cultural perspectives, and themes in adolescent literature and examines the relation of adolescent literature to adult literature. Required for secondary education. *This course does not satisfy a Cornerstone 4 requirement.* Three hours.

### **222. African-American Literature and Culture.**

A survey of the literature written by African-Americans from slavery times through the civil rights movement. Attention will also be given to outstanding examples of African-American music. The course covers a bit more than a century of African-American writing, from Douglass to Lorraine Hansberry. Selections from writers such as Dunbar, DuBois, Hughes, Hurston, Wright, Petry, Brooks, Ellison, and Baldwin will be included. The historical context of the works will be emphasized throughout the course. Cornerstone 6. Three hours.

### **231. Jewish-American Writing.**

A survey of Jewish writing in America. Major issues in Jewish American life such as Hasidism, Assimilation, Zionism, the Holocaust, and the changing forms of Judaism in America will be studied. Readings will be selected from writers such as Ludwig Lewisohn, Meyer Levin, Henry Roth, Anzia Yezierska, Cynthia Ozick, Philip Roth, Bernard Malamud, Saul Bellow, and Elie Wiesel. The course also includes selections from the work of Yiddish novelists and poets working in the United States such as I.B. Singer and Chaim Grade. Cornerstone 6. Three hours.

### **234. Women's Literature, Women's Lives.**

This course introduces students to literature written by women from the fourteenth century to the present and to feminist analysis as a tool for understanding that literature. Students will examine and analyze the cultural conditions which shaped both the authors' lives and the literature they produced, then apply this analysis to understanding the experience of women in American culture. Cornerstone 6. Three hours.

### **235. Women and Theatre.**

This course will investigate contemporary theatrical material created and performed by women in America. Students will examine the work of women theatre artists, generally focusing on the work of playwrights and directors, as a way

to investigate contemporary social conditions. This course will also examine the ways that meaning is constructed in theatrical writing and performance. Same as Theatre 235. Cornerstone 6. Three hours.

### **236. Studies in American Minority Literatures and Cultures.**

Readings in the literatures of ethnic and other groups who have traditionally been assigned minority status and marginalized in American culture. Such groups include the writing of Native Americans, Asian Americans, Hispanic Americans, and Gay and Lesbian Americans, among others. The specific focus may vary each time the course is offered. Cornerstone 6. Three Hours.

### **255. Theatre and Drama in America.**

This course will survey the history of theatrical practice and drama in America from the 17th century European settlements to the present. Students will gain an understanding of the complexities of the development of American theatre as both entertainment and as a reflection of cultural history. By surveying the work of men and women who both fostered and reacted against the “mainstream,” and by reading plays which represent a wide range of voices, the student will have a sense of the “melting-pot” characteristics of American theatrical practice. Same as Theatre 255. Cornerstone 5. Three hours.

### **280. Independent Studies.**

### **290. Special Topics.**

### **311. Studies in Twentieth Century British Literature.**

A study of important writers, trends, or topics in twentieth century British literature. The particular writers to be studied will be announced each time the course is offered. Cornerstone 4B. Three hours.

### **314. Studies in Twentieth Century American Literature.**

A study of important writers, trends, or topics in American literature since World War I. The particular writers to be studied will be announced each time the course is offered. Cornerstone 4B. Three hours.

### **331. The Age of Chaucer.**

The chief works of Chaucer, including *The Canterbury Tales*, and *Troilus and Criseyde*. An examination of medieval English literature such as Arthurian romance, dream narratives, drama,

and lyrics, as well as continental sources such as Boccaccio, Boethius, and *The Romance of the Rose*. Cornerstone 4B. Three hours.

### **332. Major Authors of the English Renaissance.**

A study of influential works from the sixteenth and seventeenth centuries, including More, Spenser, Sidney, Shakespeare, Donne, Herbert, Marvell, Milton, and Dryden. An examination of Renaissance concepts and culture as reflected in the literature. Cornerstone 4B. Three hours.

### **333. The Major Plays of Shakespeare.**

Intensive study in significant plays from the histories, comedies, tragedies, problem plays, and romances. Emphasis on close readings of texts as well as their cultural contexts. Cornerstone 4B. Three hours.

### **335. Major Eighteenth Century Authors.**

English poetry, prose, and drama from the late 1600s to 1800 exclusive of Milton, Bunyan, and the early Romantics. Authors studied include Pope, Swift, Johnson, Boswell, Fielding, and Austen. Cornerstone 4B. Three hours.

### **336. The English Novel.**

Reading and analysis of representative English novels with emphasis on the development and evolution of the novel as a genre. Includes authors such as Richardson, Defoe, Smollett, Sterne, Fielding, Austen, Dickens, Eliot, Butler, and Lawrence. Cornerstone 4B. Three hours.

### **337. Poetry of the English Romantics.**

An intensive study of the major works of Blake, Wordsworth, Coleridge, Keats, the Shelleys, and Byron. Emphasis on Romantic theories of poetry and Romanticism as an intellectual movement. Cornerstone 4B. Three hours.

### **338. Victorian Literature.**

An intensive study of English literature from 1832 to 1900. Works by Carlyle, Dickens, Arnold, Eliot, Tennyson, Browning, and Newman are covered. Theories relating to art, religion, and science. Cornerstone 4B. Three hours.

### **340. Contemporary Literature.**

Selected works of important living writers from around the world. The course explores current developments in the form of fiction and poetry and emphasizes literature as a means of understanding the perspectives and experiences of people in different cultures. Cornerstone 4B. Three hours.

**345. Literary Theories.**

An introduction to the field of literary theory, with special emphasis on the philosophy, historical roots, and applications of those theories employed by contemporary critics. Strongly recommended for students anticipating graduate work in English. Three hours.

**350. Philosophy of Language.**

A class that examines several of the most current debates in the philosophy of language. Are the universal components of spoken language “hardwired”, or do we learn these universal components empirically? Are animals, specifically the great apes, capable of learning language or is language unique to humans and constitutive of their humanity? Does language have the power to shape social or political reality? We will also examine some of the traditional questions in the philosophy of language including: how do we determine the meaning of words, and what is the relationship between language and thought. Three hours.

**360. Senior Project.**

In collaboration with a member of the English faculty, students develop an individualized program of reading and writing, culminating in the presentation of a substantial essay, followed by an oral examination over the project involving all departmental faculty. Pre-requisite: open only to senior English majors. Three hours.

**370. English Seminar.**

A concentrated study of a special topic, the history of an idea, the central works of a major author, or great books. Three hours.

**371. Plays and Performance in Ancient, Medieval, and Early Renaissance Cultures.**

This course will survey the history of theatrical practice and literature from what are presently known as their beginnings through the 17th Century “Renaissance.” In addition to major epochs of the Western experience, such as the Greek, Roman, Medieval, and Renaissance periods, students will also survey non-Western classical forms such as Indian Sanskrit, Japanese Noh, and Chinese theatrical practice. Same as Theatre 371. Cornerstone 5. Three hours.

**375. Plays and Performance in 17th, 18th, and 19th Century Cultures.**

This course will survey the history of theatrical practice and literature from the late “Renaissance” period to the latter part of the 1800’s. In addition to major epochs of the Western experience, such

as the English Restoration, Romanticism, and the beginning of theatre in North America, students will also survey non-Western theatrical forms which flourished during this period, such as the Kabuki and Bunraku Puppet theatre of Japan and the Chinese Opera. Same as Theatre 375. Cornerstone 5. Three hours.

**377. Plays and Performance in the Modern World.**

This course will survey the history of theatrical practice and literature from the late 1800’s to the present. In addition to such major movements in Western practice as “Realism,” the numerous reactions against “Realism,” the Avant-Garde” in its numerous forms, and contemporary aesthetics, students will also survey non-Western theatrical forms from twentieth century Africa, South America and Asia. Same as Theatre 377. Cornerstone 5. Three hours.

**380. Independent Study in English.**

**390. Special Topics in English.**

**History**

**Proctor, Friedrichs, Livingston, Sasser, Walden**

Department Mission Statement

*History courses provide students with a critical appreciation of the Western Tradition and an understanding of its political, economic, social, and cultural institutions as well as a survey of selected non-Western cultures.*

*Simpson College history majors will graduate with a critical understanding of the essential features of the Western Tradition, a discriminating knowledge of cultures different than their own, and the communication and thinking skills necessary for both a career and full participation as citizens.*

**History Major**

Required:	Hours
*Hist 101-102 Western Civilization	6
Hist 201-202 United States History	6
Hist 385 Interpretations of History and Historiography	3
Hist 200 or 300-level Elective	3
	<hr/>
Total	18

One 200-level minority perspective course from:	3
† Hist 211 African-American History	
† Hist 222 American Women’s History	
Total	3

\* History majors may substitute Hum 101 Western Traditions for the first half of this sequence.

† History majors seeking an education endorsement in history may substitute Educ 321 Human Relations for this requirement, but they must take another three hour elective in history to complete their twelve courses.

Two 200 or 300-level European History courses from:	6
Hist 231 History of England to 1688	
Hist 232 History of England since 1688	
Hist 305 Renaissance and Reformation 1300-1648	
Hist 308 Nineteenth Century Europe 1789-1914	
Hist 309 Contemporary Europe	
Hist 334 History of France since 1789	
Hist 336 History of Germany	
Hist 341 Russia of the Romanovs: 1613-1917	
Hist 342 History of Modern Russia	
Hist 344 Readings in European History	
Total	6

Two 300-level American History courses from:	6
Hist 355 History of Iowa	
Hist 358 Constitutional History of the United States	
Hist 359 Colonial and Revolutionary America	
Hist 360 Jefferson and Jackson	
Hist 361 American Environmental History	
Hist 363 American Civil War	
Hist 364 Readings in United States History	
Hist 365 Foundations of American Foreign Policy 1776-1941	
Hist 367 Modern America 1877-1929	
Hist 368 Recent America	
Total	6

A developing world history course:	3
Hist 375 History of the Muslim World	
Hist 376 History of Latin America	
Total	3

Grand Total 36

## History Minor

Required:	Hours
*Hist 101-102 Western Civilization	6
Hist 201-202 United States History	6
Hist 300-level European History Elective	3
Hist 300-level United States History Elective	3
Hist 200 or 300-level History Elective	3
Total	21

\* History minors may substitute Hum 101 Western Traditions for the first half of this sequence.

Note: A minor in history does NOT qualify the student for teacher licensure. (See teacher licensure requirements – Education Department.)

## History Courses

### HUMANITIES 101. Western Traditions.

An interdisciplinary introduction to enduring ideas of the classical and Judeo-Christian traditions at the root of Western civilization. Through study of selected works of literature by Greek, Roman, Hebrew, early Christian, and Renaissance authors, students will explore issues surrounding citizenship, leadership, justice, honor, war, death, and friendship. This course may be substituted for Hist 101, Eng 116, or Rel 103. Cornerstone 1A. Three hours.

### 101-102. History of Western Civilization.

A brief examination of the cultural contributions of the ancient Middle East, followed by a survey of the classical civilizations of Greece and Rome and an investigation of the rise of Christianity. A survey of the Middle Ages serves as a background for the development of European life culminating in the era of the Renaissance and Reformation. Beginning with the early modern era, the survey of Western civilization continues during the second semester with a consideration of the changes wrought by the Intellectual and Scientific Revolution, English ferment, the French Revolution, and the growth of modern industry and nationalism. The course concludes with an examination of the great world upheavals of the twentieth century. Cornerstone 1A-1B. Three hours each semester.

### 190. Special Topics in History.

**201. U.S. History to 1877.**

An examination of the forces which have shaped American history from the earliest colonial settlements to the Civil War. Emphasis upon the American Revolution, the establishment of the government under the Constitution, and the succeeding political, social, and economic movements which culminated in the Civil War. Cornerstone 4B. Three hours.

**202. U.S. History since 1877.**

An introductory analysis of the factors which have defined our history from the Reconstruction after the Civil War to America's position in the twentieth century. Emphasis on industrialization, urbanization, and the emergence of the United States as a world power in the twentieth century. Cornerstone 4B. Three hours.

**211. African-American History.**

The history of the Black Americans is traced from the time of their appearance as slaves in the New World to the struggle for equality in the twentieth century. Cornerstone 6. Three hours.

**222. American Women's History.**

This course treats women's history as both an integral element of American history and as a unique subject of historical investigation. Students will learn to think critically about how the category of gender interacts with class, race, ethnicity, and sexuality. Cornerstone 6. Three hours.

**231. History of England to 1688.**

A survey of English political, social, economic, and intellectual development from the beginnings to 1688. After a brief consideration of Roman and Saxon Britain, the course focuses on English medieval institutions and constitutional developments. Tudor and Stuart times are given extended treatment, with special attention to religious and political changes. Cornerstone 4B. Three hours.

**232. History of England since 1688.**

A survey of English history from 1688 to present. An examination of the Hanoverian monarchy, the growth of cabinet government, the development of political parties, the industrial revolution, the age of reform, and the expansion of Britain abroad. The course concludes with a consideration of Britain's significance in the twentieth century. Cornerstone 4B. Three hours.

**290. Special Topics in History.**

**305. Renaissance and Reformation 1300-1648.**

The period of transition from medieval to modern times. Emphasis will be placed upon the origins of humanism, capitalism, and the nation state; the beginnings of modern science; the Protestant and Catholic Reformations; and the political and religious settlement at the end of the Thirty Years' War. Cornerstone 4B. Three hours.

**308. Nineteenth Century Europe 1789-1914.**

A survey of major events and developments in European history from the French Revolution to the outbreak of World War I. The course will be particularly concerned with how nationalism and imperialism affected Europe internally and influenced its relations with the rest of the world. We will also cover such standard subjects as the Industrial Revolution, Napoleon, and the revolutions of 1848, the rise of Germany, the emergence of mass society and the transformation of culture by technology and science. Cornerstone 4B. Three hours.

**309. Contemporary Europe.**

An examination of the events, developments and ideas that have influenced Europe during the twentieth century, including the impact of global wars, the effects of increasing economic interdependency, the appeal of extremist ideologies such as fascism and communism, the growth of the "great state" and the transformation of society and culture by rapid technological advances. There will be particular emphasis on the changing place of Europe in relation to Russia, the United States and the former colonial world. Cornerstone 4B. Three hours.

**334. History of France since 1789.**

This course will survey the history of France from the French Revolution until the present. It will focus on political ideals and institutions as a way of understanding the legacy of the Revolution for France. It will also consider the role France has played in Europe in the 19th and 20th centuries, from the time of the Revolution and the Napoleonic wars, through the revolutions of 1830 and 1848, the Paris Commune, the two world wars of the 20th century and the evolution of the European Union. The modernization of France's economy, society and culture in the context of European developments will also be discussed. Cornerstone 4B. Three hours.

**336. History of Germany.**

The political, cultural, and socio-economic history of modern Germany from the seventeenth century until the present. Special emphasis will be placed on the development of the German nation, the Weimar Republic, Hitler and the Nazis and the resurgence of Germany since 1945. Cornerstone 4B. Three hours.

**341. Russia of the Romanovs: 1613-1917.**

This course will survey the history of the Russian empire during the three centuries that it was ruled by the Romanov dynasty. This course will be especially concerned with the development of Russia's political institutions and their relation to the country's economic base and its social structures. We will also study the development of Russia as an empire in the East and a great power in Europe. Among the historical figures we will encounter are Ivan the Terrible, Peter the Great, Catherine the Great, Napoleon Bonaparte, Leo Tolstoy, Feodor Dostoevsky and Vladimir Lenin. Cornerstone 4B. Three hours.

**342. History of Modern Russia.**

This course will focus on the history of Russia between 1917 and 1991. We will survey the condition of Russia in 1900 before looking closely at the revolutions that brought Lenin and the Bolshevik Communist party to power. We will also study the rise of Stalin, the transformation of Russia into a modern urban and industrial society, Russia's role in World War II and the reasons for the Cold War. We will examine the difficulties the Communists faced in maintaining the superpower status of the Soviet Union and discuss the reasons for the collapse of Communist power in 1991. Cornerstone 4B. Three hours.

**344. Readings in European History.**

This seminar provides an extensive background in European or British history through a close reading of the significant secondary literature of a particular topic or time period. Emphasis is placed on developing the ability to deal critically with historical writing. Cornerstone 4B. Three hours.

**355. History of Iowa.**

A survey of Iowa and its people from prehistoric times to the present. Emphasis will be placed on key personalities and the social, cultural, economic, and political developments that have impacted the lives of Iowans. Cornerstone 4B. Three hours.

**358. Constitutional History of the United States.**

A history of the development and interpretation of American law and politics from the earliest colonial settlements to the present time. Same as Political Science 358. Cornerstone 4B. Three hours.

**359. Colonial and Revolutionary America.**

This study of 17th and 18th century North America examines issues like religious toleration, race relations, identity politics, class conflict, immigration, environmental degradation, and property rights through the perspective of Indian, African, and European servants, slaves, artisans, farmers, soldiers, and merchants. Cornerstone 4B. Three hours.

**360. Jefferson and Jackson.**

While both Thomas Jefferson and Andrew Jackson came to embody the highest ideals of American political thought, their actions often contradicted their espoused ideals of republican virtue and egalitarian democracy. This course will consider their rich and paradoxical legacies. Cornerstone 4B. Three hours.

**361. American Environmental History.**

This course deals with the interaction between people and the natural world in North America from colonial times to the present. Various ideas of nature, the environmental consequences of European settlement, the spread of market agriculture, and the impact of industrialization are among the topics that will be examined. Cornerstone 4B. Three hours.

**363. American Civil War.**

A survey of the major issues, events, and personalities of the American Civil War from the origins of the sectional conflict throughout the ultimate failure of Reconstruction. This course investigates how the war changed the lives of all Americans, including those who never set foot on the battlefield. Cornerstone 4B. Three hours.

**364. Readings in United States History.**

This seminar provides an in-depth understanding of American history through an intensive study of the secondary literature of a particular topic or period. Emphasis is placed on developing the ability to deal critically with historical writing. Cornerstone 4B. Three hours.

**365. Foundations of American Foreign Policy 1776-1941.**

This course traces the historical evolution of American foreign policy from the nation's

founding down to its entrance into World War II. Emphasis will be placed on understanding the political processes by which foreign policy decisions are made. Same as Political Science 365. Cornerstone 4B. Three hours.

**367. Modern America 1877-1929.**

This course concentrates on decades which saw the emergence of modern American society. Focus is on the social forces which transformed American life in this period – industrialization, immigration, and urbanization – and how Americans understood and adapted to the changes going on around them. Particular attention is paid to the rise of big business and big government and to changes in the nature of everyday life, including work, family, school, and leisure. Cornerstone 4B. Three hours.

**368. Recent America.**

This course surveys the major personalities, ideas, events, and developments in the United States since 1929. The period is examined through the eyes of conventional as well as unconventional people, and various schools of historical interpretation will be considered. Cornerstone 4B. Three hours.

**375. History of the Muslim World.**

This course introduces students to the history of those parts of the world in which the religion of Islam has been influential. Students study the development of the religion of Islam, the conquest of the first Arab empire and the creation of an Islamic civilization, the establishment of the Ottoman, Safavid and Mughal empires and the struggle to meet the multiple challenges posed by the West since from the eighteenth century to the present. Cornerstone 4B. Three hours.

**376. History of Latin America.**

This course will analyze the forces that have shaped Latin American society from the Mayan, Aztec and Incan civilizations to the present, focusing on the importance of race, religion and class in the development of political and social institutions as well as the armed conflicts that continue to plague many parts of Latin America today. Cornerstone 4B. Three hours.

**380. Independent Study in History.**

**385. Interpretations of History and Historiography.**

A senior seminar which seeks to explore the methodological problems in historical research, followed by a survey of the important theories

of history. Against this background in historical interpretation, the course considers selected topics in European and American historiography. Open only to seniors (or juniors with permission) whose major field of concentration is history. Three hours.

**386. Senior Research Seminar.**

This course allows majors to apply their understanding of the discipline by preparing an original piece of historical work. Students will select a topic, examine the appropriate primary and secondary sources, and prepare an interpretative research paper based on their study. Prerequisite: History 385. Three hours.

**390. Special Topics in History.**

**391-392. Honors in History.**

## Iowa History Center at Simpson College

Founded in 2006, the Iowa History Center is committed to preserving and promoting the state's history and encouraging a public conversation about the story of Iowa.

### Mission Statement

The mission of the Iowa History Center is to advance the understanding and appreciation of Iowa history among our state's students, scholars, and the general public.

### Programs

For Simpson College students we offer courses in Iowa history and internships at facilities such as the State Historical Museum, Terrace Hill, and the Ft. Des Moines Museum and Education Center.

For elementary school students, we fund Iowa history oriented field trips.

For graduate students and scholars we give an annual prize for the best master's thesis in Iowa history and provide grants to support research in Iowa history.

And for the general public, we are recording and transcribing the stories of Iowans with our Iowa Oral History Project, hosting lectures and presentations in our Iowa History Speaker Series, and publishing works on Iowa history.

### Contact Information

Bill Friedrichs  
Director, Iowa History Center  
515 961-1634

## Interdisciplinary Studies

**Waggoner, Pauley, Steffen**

### Department Mission Statement

*The Independent Interdisciplinary Major (IIM) is available to students who wish to study a multidisciplinary field of concentration that is not provided by one of the current majors or multidisciplinary concentrations of the college. The student will design the IIM around a topic, theme, issue, or set of questions that cannot be adequately addressed within a single existing major.*

Students are recommended to look for interdisciplinary programs at other institutions as models or interdisciplinary study recommended by graduate of professional programs.

Students can submit a proposal for an IIM after the completion of the first year and before the second semester of the junior year. The major will include a minimum of 11 courses and a maximum of 14 courses including a senior project. The course list should include options that allow for changes in course availability. The course list must include:

- No more than four 100-level courses
- At least four 300-level courses
- No more than two independent studies, not including the senior project
- The courses must span at least two academic departments.

No more than 4 courses may be counted as part of the IIM and any other major or minor. Other requirements common to all majors (minimum GPA, etc.) also apply to the IIM.

A senior project is required as a capstone experience for the IIM. The student, in consultation with student-chosen advisory board, will design the senior project, which must be appropriate for the field of study. Possibilities include advanced readings in the field, undergraduate research, performance or internship.

To propose an IIM, students must have a strong academic record demonstrated by a cumulative GPA of 3.0 or higher. Students must also request two letters of recommendation from faculty or staff to demonstrate seriousness of purpose and an ability to work independently and in a dialogue with faculty advisors.

For more information on the application process, contact the program faculty.

## Independent Studies Courses

### **380. Independent Study in Interdisciplinary Studies.**

#### **385. Interdisciplinary Capstone Experience.**

The capstone experience is designed to give a student the opportunity to synthesize the course work and experiences of the Independent Interdisciplinary Studies Major. In consultation with one or more faculty advisors, the student will formulate and carry out an interdisciplinary research project, internship or other capstone experience. Students will be required to present both written and oral reports of their capstone experience to the Interdisciplinary Studies Program faculty and the student's advisory board at the conclusion of the capstone experience. Prerequisite: Senior standing and acceptance into the Independent Interdisciplinary Major program. 3 hours.

#### **398. Independent Interdisciplinary Research**

Investigations in the concentration area of an Independent Interdisciplinary Major. Research in interdisciplinary studies is to be completed in consultation with one of more faculty advisors. Students will be required to present both written and oral reports of their research work to the Interdisciplinary Studies Program faculty and the student's advisory board at the conclusion of the research experience. Prerequisite: Acceptance into the Independent Interdisciplinary Major program. 1 to 3 hours.

## Mathematics

**Spellerberg, Berger, Czarneski, Schellhorn, Waggoner**

### Department Mission Statement

*The Mathematics program is designed to give students an opportunity to develop a mathematical foundation as a tool for understanding the world and society in which they live. The major curriculum allows students to develop their problem solving and deductive reasoning skills and enhances their ability to model the present and predict the future status of systems in a changing world.*

The goal of the Mathematics Department is to help every student develop the mathematical tools necessary to achieve their career goals.

We do this by building a community of learners consisting of students and faculty and by building interdisciplinary relationships with our partner disciplines. Our students benefit from innovative teaching techniques and the use of technology. Experiences beyond the classroom give our students a competitive edge in the job market or for graduate school.

The Mathematics Department offers two majors, Mathematics and Honors in Mathematics, and one minor, Mathematics. High quality instruction and outstanding undergraduate research are the foundations of the mathematics department. The curriculum is designed to give students an opportunity to develop mathematics as a tool applicable throughout their professional and personal lives. The department prepares students for graduate study, careers in secondary education or employment in a mathematics related field. The teaching and learning process incorporates modern technology to assist students in developing critical analytical skills. Oral and written communication is integrated into the curriculum so graduates have the ability to effectively communicate technical results.

Mathematics majors can strengthen their resume by completing a major or minor in a related area. Suggested disciplines include Economics, Biology, Chemistry, Physics, Computer Science, Accounting, Philosophy, Psychology and Education.

More information can be found at our website, [www.simpson.edu/math](http://www.simpson.edu/math), including information on careers in mathematics, extracurricular opportunities in mathematics and biographies of current and past students. On the website, you will also find recommendations on which courses to take for different career paths and what semester to take them in.

## Mathematics Major

Required:	Hours
Math 151 Calculus I	4
Math 152 Calculus II	4
Math 251 Calculus III	4
Math 255 Linear Algebra	3
Math 265 Introduction to Advanced Mathematics	3
Math 385 Senior Seminar	3
CmSc 150 Fundamentals of Computing I	4
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	25

<i>Electives:</i>	Four additional 300-level mathematics courses, not to include Math 319 and Math 398	12
	One optional 300-level mathematics course	0-3
		<hr style="width: 100%; border: 0.5px solid black;"/>
	Total	37-40

## Honors in Mathematics

To receive a designation of Honors in Mathematics at graduation, a student must demonstrate outstanding work in mathematics and complete the following requirements:

1. Complete a mathematics major with a major GPA of 3.5 or higher.
2. Complete a major or minor in a related field with a major or minor GPA of 3.5 or higher.
3. Receive a grade of A in Mathematics 385.
4. Complete three hours of research with a grade of A in Mathematics 398.
5. Write and defend a thesis.
6. Demonstrate participation in a variety of mathematics related extracurricular activities.

Students who are interested in pursuing the honors designation must file a proposal with the chair of the mathematics department after completion of 64 credit hours and before enrolling in Mathematics 385. The related field must be approved by the chair; possible areas might include computer science, the natural sciences, philosophy, or economics. A minimum of four extracurricular activities is required; possible choices include the Mathematics Contest in Modeling, related internship, presentation of a paper at a state or regional conference, and the Putnam Competition. It is understood that only the most outstanding students may receive a designation of honors in mathematics.

## Mathematics Minor

Required:	Hours	
Math 151 Calculus I	4	
Math 152 Calculus II	4	
	<hr style="width: 100%; border: 0.5px solid black;"/>	
	8	
<i>Electives:</i>	Three additional mathematics courses numbered 251 or higher, not to include Math 319	9-11
		<hr style="width: 100%; border: 0.5px solid black;"/>
		17-19

## Mathematics Courses

### 105. Quantitative Reasoning.

A survey of quantitative topics to prepare students for college courses requiring quantitative reasoning skills. Interdisciplinary topics will build skills in these areas: descriptive statistics; graphical analysis with an emphasis on dimensional analysis and slope; problem solving and informal proof; functions, ratios and proportions. Emphasis will be placed on the use of technology and writing-to-learn mathematics. Cornerstone 2B. Satisfies the Quantitative Literacy Competency. Three hours.

### 105T. Quantitative Reasoning.

An examination covering the concepts in the course Math 105. Passing this exam satisfies the Quantitative Literacy Competency and serves as a prerequisite for subsequent courses, but does not satisfy the Cornerstone 2B requirement. Grade recorded as P/NP only. Zero hours.

### 116. Mathematics for Elementary School Teachers.

Fundamental concepts of elementary mathematics, including a discussion of logic, sets and set operations, relations, number and numeration systems, and geometry. Prerequisite: One of the following: Math 105/105T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Cornerstone 2B. Three hours.

### 130. College Algebra.

This course presents the fundamentals of college algebra. Topics include equations and inequalities in one variable, linear, polynomial, rational, radical, exponential and logarithmic functions; graphing; and systems of equations. Prerequisite: Students with a Math ACT lower than 18 are strongly encouraged to take Math 105 before Math 130. Satisfies the Quantitative Literacy Competency. Four hours.

### 130T. College Algebra

An examination over the concepts covered in the course Math 130. Passing this exam satisfies the Quantitative Literacy Competency and serves as the prerequisite for subsequent courses. Grade recorded as P/NP only. Zero hours.

### 131. Trigonometry.

The course presents the fundamental concepts of trigonometry needed for calculus. Topics include right triangle and general trigonometry and trigonometric functions. Prerequisite: One of the following: Math 130T, Math 130 (can be

enrolled concurrently), Math ACT of 24 or higher, Math SAT of 570 or higher. One hour.

### 140. Elements of Calculus.

Topics include limits, continuity, derivatives, applications of derivatives, definite and indefinite integrals, and applications of integration. This course covers algebraic, exponential and logarithmic functions. Applications are drawn from many disciplines including economics, social science and biology. Students should take either Math 151 or Math 140, not both. Prerequisite: One of the following: Math 130/130T, Math ACT of 24 or higher, or Math SAT of 570 or higher. Cornerstone 2B. Four hours.

### 151. Calculus I.

Topics include limits, continuity, derivatives, applications of derivatives, and definite and indefinite integrals. This course covers algebraic, trigonometric, exponential and logarithmic functions. Applications are drawn from many disciplines including economics, social science and biology. Students should take either Math 151 or Math 140, not both. Prerequisite: One of the following: Math 130/130T, Math ACT of 24 or higher, or Math SAT of 570 or higher. Students whose backgrounds do not include trigonometry should register for Mathematics 131 concurrently with Mathematics 151. Cornerstone 2B. Four hours.

### 152. Calculus II.

Topics include applications of integration, methods of integration, improper integrals and polar coordinates. Prerequisite: Mathematics 151. Four hours.

### 180. Discrete Mathematics.

This course covers selected topics in mathematics that are essential to the study of computer science as well as other science disciplines. The course focuses on developing problem-solving and reasoning skills based on the set-theoretical approach. Topics include basic concepts of logic, set theory, induction and recursion, relations, functions and methods of proof, recursion and induction, and graphs. Prerequisite: One of the following: Math 130/130T, Math ACT of 24 or higher, or Math SAT of 570 or higher. Co-requisite: Computer Science 150 Fundamentals of Computing I or permission of instructor. Same as Computer Science 180. Three hours.

### 190. Special Topics in Mathematics.

**201. Elementary Statistics.**

This course presents the fundamentals of descriptive and inferential statistics from an applications-oriented perspective. Topics include central tendency and variability, frequency distributions, elementary probability theory, binomial, normal, and t-distributions, sampling theory, confidence intervals, hypothesis testing. Other topics may include correlation and regression, chi-square distributions and analysis of variance. Prerequisite: One of the following: Math 105/105T, Math 130/130T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Cornerstone 2B. Three hours. Same as Econ 201. Students majoring in a Social Science should take Soc/Psyc 210 rather than this course. Credit will not be given for both Soc/Psyc 210 and Math/Econ 201.

**251. Calculus III.**

This course is an introduction to multivariable calculus. Topics include functions of several variables, partial derivatives, multiple integrals, infinite series, and vector calculus. Use of a computer algebra system will allow for exploration of multidimensional calculus concepts. Prerequisite: Math 152. Four hours.

**255. Linear Algebra.**

Topics include systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, diagonalization, and applications. Prerequisite: One of Math 140 or Math 151 and one of Math 180 or Math 265. Three hours.

**265. Introduction to Advanced Mathematics.**

Designed to serve as a bridge from elementary calculus to abstract mathematics. Emphasis is placed on understanding basic mathematical concepts and using methods of proof. Topics include operations, relations, functions, sets, topology of the reals, and methods of proof. Prerequisite: Math 130/130T, Math ACT of 24 or higher, or Math SAT of 570 or higher. Three hours.

**290. Special Topics in Mathematics.****310. Mathematical Modeling.**

An introductory study of mathematical models used in the social, life, and management sciences and their role in explaining and predicting real-life phenomena. Mathematical content from a variety of courses is used in the development of the models, possibly including algebra, calculus,

differential equations and linear algebra. Prerequisite: Mathematics 152. Three hours.

**315. Graph Theory.**

An introduction to the study of graph theory, including connectivity, trees, cycles, matching theory, coloring and planarity. Prerequisite: Mathematics 265. Three hours.

**319. Internship in Mathematics.****325. Topology.**

This course is an introduction to general topology, including set theory, topological spaces, connectedness, compactness, and the countability and separation axioms. Prerequisite: Math 265. Three hours.

**331. Real Analysis.**

A careful study of the basic concepts of real analysis, including real numbers, limits, continuity, derivatives, Riemann integrals, and infinite series. Prerequisite: Mathematics 265. Three hours.

**335. Probability and Statistics I.**

The course begins with a calculus-based approach to probability, discrete and continuous probability distributions, basic sampling distribution theory, and estimation. The course continues with statistical topics including nonparametric methods of statistical inference, chi-square tests of models, linear statistical models, and tests of statistical hypotheses. Co-requisite: Mathematics 251. Three hours.

**336. Probability and Statistics II.**

A continuation of Math 335 Probability and Statistics I. Prerequisite: Mathematics 335. Three hours.

**345. Differential Equations.**

Topics include ordinary differential equations, systems of ordinary differential equations and applications of differential equations. Use of a computer algebra system will allow for the computation of complex systems of differential equations and their applications. Prerequisite: Math 251. Three hours.

**350. Abstract Algebra.**

This course covers fundamentals of modern algebra, including a survey of the following algebraic systems: semigroups, groups, rings, integral domains, fields, and vector spaces. Prerequisite: Mathematics 265. Three hours.

**360. Complex Variables.**

An introduction to the study of functions of a complex variable, including the algebra of the complex numbers, the topology of the complex plane, analytic functions, integration techniques, conformal transformations and applications. Prerequisite: Mathematics 251. Three hours.

**365. Theory of Computation.**

Same as Computer Science 365. See the computer science listing for course description. Three hours.

**375. Geometry.**

This course includes a careful review of Euclidean geometry based upon Hilbert's axiom system and an introduction to hyperbolic geometry. Prerequisite: Mathematics 265. Three hours.

**385. Senior Seminar.**

A capstone course in mathematics. Emphasis will be placed on further development of skills in the areas of written and oral communication, problem solving, and research. Topics may be drawn from any area of mathematics including graph theory, geometry, algebra, game theory, topology and analysis. (This course is open to mathematics majors only.) Prerequisite: Senior standing. Three hours.

**390. Special Topics in Mathematics.****398. Research in Mathematics.**

Independent research in any of the areas of mathematics. This course cannot be used as a required 300-level elective for the mathematics major. There is no limit to the number of times a student may take Math 398. Prerequisite: Junior or senior standing or permission of the mathematics department chair. One to three hours.

## Music

**DiPalma, Albrecht, Benoit, Best, Brown, Camwell, Croskery, Eckerty, Larsen, McMillin, Park, Patterson, Poulsen, Roberts**

Part-time and affiliate faculty: Carl Gravendar, organ; Susan Odem, oboe; Linda Benoit, violin and viola; Kimberly Helton, flute; Emily Grundstad, voice; Steve McCombs, percussion; Aaron Powel, guitar; Michelle Senger, cello; Mike Short, tuba; Jacqueline Thomson, voice; Kariann Voigts, clarinet; Audrey Husted, trumpet; Mike Wilson, French horn.

**Department Mission Statement**

*The Department of Music offers a program for those students planning to teach music in the elementary and secondary schools as well as for those who look forward to graduate school and careers as performing musicians. Individual instruction from artist-teachers is available in voice, piano, organ, percussion, guitar, string and wind instruments.*

*Musicians will find ample scope for study and meaningful experience, and those whose cultural and intellectual pursuits include music are given opportunity for exploration and training. By a careful and thorough integration of music as an art and music as an academic study, the department seeks to achieve a comprehensive technical foundation for the artist as well as a significant challenge for the serious student.*

The department holds full membership in the National Association of Schools of Music.

## Degrees

The Department of Music provides a broad plan for the study of music. In order to serve all types of music students, courses leading to the following degrees are offered:

Bachelor of Music with a major in performance or music education.

Bachelor of Arts, with a major in music.

**Bachelor of Arts Degree with a Major in Music**

Required:		Hours
Mus 151-152	Harmony I	6
Mus 153-154	Ear Training and Sight Singing	4
Mus 251-252	Harmony II	6
Mus 253	Advanced Ear Training and Keyboard and Harmony	2
Mus 101	Survey of Music Literature	2
Mus 201	Medieval and Renaissance Music	2
Mus 202	Music of the 17th and 18th Centuries	2
Mus 203	Music of the 19th and 20th Centuries	2
Mus 281	Conducting	2
Mus 270	Applied Music (private study in voice OR an instrument)	10
Mus 214	Ensembles	4.5
Total		42.5

<b>Core Courses in the Bachelor of Music Required:</b>		<b>Degree Hours</b>
Mus 151-152	Harmony I	6
Mus 153-154	Ear Training and Sight Singing	4
Mus 251-252	Harmony II	6
Mus 253-254	Advanced Ear Training and Keyboard Harmony	4
Mus 101	Survey of Music Literature	2
Mus 201	Medieval and Renaissance Music	2
Mus 202	Music of the 17th and 18th Centuries	2
Mus 203	Music of the 19th and 20th Centuries	2
Mus 270	Applied Music	20
Mus 281	Conducting	2
Mus 283	Advanced Conducting	2
Mus 214	Ensembles	6
<b>Total</b>		<b>58</b>

**Additional Courses Required for the Performance Major (B.M.)**

<b>Required:</b>		<b>Hours</b>
Mus 270	Applied Music	4
Mus 305	Counterpoint	3
Mus 309	Orchestration	3
Mus 310	Form and Analysis	3
Mus 321	Pedagogy-Voice OR	2
Mus 324	Pedagogy-Piano OR	
Mus 325	Pedagogy-Instrumental	
<i>Advanced History and/or Theory to be selected from: (2 credits each)</i>		
Mus 291	Sacred Music and Hymnology	
Mus 292	Church Music Literature	
Mus 350	Romanticism in the Arts	
Mus 351	Symphonic Literature	
Mus 352	History of Opera	
Mus 353	Music of the 20th Century	
Mus 354	Piano Literature	
Mus 355	Vocal Literature	
Mus 357	History of Jazz	
Mus 380	Independent Study	
Mus 290	Special Topics	8
<b>Total</b>		<b>23</b>

**Additional Courses Required for the Music Education Major (B.M.)**

<i>Instrumental Methods and/or Vocal Methods:</i>		<b>Hours</b>
<b>Required:</b>		
Mus 181, 182, 183, 184, 185, 186		4
All instrumental majors are required to take Music 185, Vocal Methods as one of their four choices.		
Mus 282	Choral Techniques OR	
Mus 284	Instrumental Techniques	2
Mus 322	Elementary Music Methods	3
Mus 323	Secondary Music Methods	3
<b>Total</b>		<b>12</b>

Courses required outside the Music Department for Teacher Licensure in the Music Education Major (B.M.)

<b>Required:</b>		<b>Hours</b>
Educ 114	Foundations of Education	3
Educ 165	Human Growth and Development	3
Educ 241	Field Experience in Education	3
Educ 312	Education, Collaboration and Differentiation for Students with Special Needs	3
Educ 321	Human Relations in Teaching	3
Educ 388ML	Student Teaching - Elementary	7
Educ 388MS	Student Teaching - Secondary	7
Educ 389	Student Teaching Seminar	1
<b>Total</b>		<b>30</b>

All students with a voice concentration in the Bachelor of Music or Bachelor of Arts Degree must take both semesters of Music 220-221, Diction for Singers or two semesters of a single foreign language, after completing the college foreign language requirement.

## Bachelor of Arts Degree with a Minor in Music

Required:	Hours
Mus 101 Survey of Music Literature AND	
Mus 201 or 202 or 203 (courses in music history sequence) OR	
Mus 103 Discovering Music	3-4
Mus 151-152 Harmony I	6
Mus 270 Applied Music	4
Mus 214 Ensemble	4.5
<i>Music History - Literature course to be selected from:</i>	2
Mus 201 Medieval and Renaissance Music	
Mus 202 Music of the 17th and 18th Centuries	
Mus 203 Music of the 19th and 20th Centuries OR	
Advanced Music History, Literature courses Mus 291, Mus 292, Mus 350, Mus 351, Mus 352, Mus 354, Mus 355, Mus 357, with permission of the instructor	
Total	19.5-20.5

**Piano.** The study of piano is a combination of professional preparation and cultural pursuit. For professional students a thorough course is followed, including the early clavecinists, the works of Bach, and the sonatas of Mozart, Haydn, and Beethoven. In addition to composers of the romantic and impressionist schools, stress is placed on 20th century music, such as the works of Griffes, Barber, Schoenberg, Bartok, Prokofiev, and Ginastera. Piano students are given instruction and experience in techniques of accompanying when appropriate.

**Organ.** Representative compositions from all major periods and styles of organ composition are taught, with particular emphasis on major composers of the eighteenth, nineteenth, and twentieth centuries. The giants of the Baroque, including Pachelbel, Buxtehude, and J. S. Bach are studied together with the French School of the eighteenth century. Franck and other late nineteenth century composers and such twentieth century figures as Messiaen and Alain are included in the repertory of many students. In addition,

emphasis is placed on preparing organ students in the area of church service playing. A thorough piano background is required of beginning organ students.

**Voice.** The ultimate goals are beautiful tone, dependable technique, a musicianly style of singing and appreciation of the best works of the great masters. Emphasis is placed on the use of the voice as a natural instrument. As the voice is brought under control, songs and arias suited to the capacity of the pupil are studied. During the course of four years, the student gains experience singing in at least three foreign languages.

**Guitar, Woodwind, Brass and Percussion Instruments.** The goal of the instrumentalist is to attain the highest degree of proficiency and artistry possible within the limits of the individual talent. This is accomplished by a thorough study of solo literature, technical material, etudes, and orchestral excerpts. Transposition is taught for those instrumentalists who require a working knowledge of that skill. Typical of literature performed by Simpson instrumentalists are works of Bach, Mozart, Brahms, Strauss, Hindemith, and Haydn. Technical and etude materials include studies by Arban, Clarke, Mule, Jean-Jean, Kopprasch, Bell, and others. Emphasis is placed on developing and mastering the appropriate techniques applicable to the major instrument.

**Strings.** Studies support majors in other applied areas and encompass the standard repertory from the Baroque to the twentieth century. Technical studies include those of Galamian, Kreutzer, Rode, Sevcik and Gaviniés. Styles and techniques for solo and ensemble playing are also stressed. Students receive a background in Suzuki and more traditional pedagogical techniques in string methods classes.

**Ensembles.** Ensemble organizations for credit include The Simpson College Choir, Chorale, Jazz Ensemble, The Madrigal Singers, Opera Workshop, and Wind Ensemble. One and one-half hours of credit in ensemble per year are required of Bachelor of Music students and participation in at least one ensemble is required each semester of full time academic work. Each ensemble is given .75 credits per semester. Students with a voice concentration are required to be in the choir or chorale each semester. Students with instrumental concentrations are required to be in the Simpson College Wind Ensemble each semester. In addition, numerous non-credit ensembles are available

including Trombone Quartet, Saxophone Quartet, Flute Choir, Brass Quintet, Saxophone Ensemble, Early Music Ensemble, Recorder Consort, and Woodwind ensembles.

**Jury.** At the end of each semester, final examinations in applied music are conducted by a jury composed of selected staff members. All students enrolled in applied music are required to perform a jury.

**Piano Requirements.** All students in the Bachelor of Music program or with a Bachelor of Arts major in music are encouraged to study piano and are required to pass a piano proficiency examination. This examination may be taken at any regularly scheduled time but is required of all students before they may register, (normally after the fourth semester of enrollment for 300-level courses in music). No student may register for student teaching until he/she has passed this examination. The proficiency exam must be passed one full semester before student teaching is undertaken. Students must enroll continuously in piano until the proficiency exam is passed.

**Recital Requirements.** Bachelor of Music in Performance students are required to perform full recitals in both the junior and senior years. Bachelor of Music in Music Education students are required to perform a full recital in the senior year. A half recital is required of Bachelor of Arts students with a major in music in the senior year. All degree seeking candidates must be enrolled in the applied music area of concentration when degree recitals are performed. Attendance at weekly music convocations, visiting artist recitals, ensemble and opera performances, faculty recitals, all senior and junior performance major recitals is required of the major in music.

**Performance Major.** Admission to the Performance Major is determined by audition for the music faculty at the end of the sophomore year.

All full-time degree-seeking candidates must be enrolled in Music 001 each semester of attendance.

## Theory, History and Applied Study Courses

### 001. Recital Attendance.

Fall semester - attendance at all faculty, visiting artist, ensemble, opera and required degree recitals. Spring semester - attendance at 20 of the above designated events, including all faculty and visiting artist recitals. 0 hours.

### 014. Non-credit ensembles.

Woodwind ensemble, brass ensemble, percussion ensemble, early music ensemble, saxophone quartet, woodwind quartet, flute choir, trombone quartet. 0 hours.

### 101. Survey of Music Literature.

(Open to non-majors with permission of the instructor.) The great periods of music history with particular attention to the development of listening skills. Growth of musical form and significant major works in all media of the medieval to the twentieth centuries. The interaction of the fine arts and their function within changing societies, including examination of non-western music traditions. Music 101 coupled with Music 201, 202, or 203 can constitute Cornerstone 5. Two hours.

### 103. Discovering Music.

A study of the history of Western art, classical music and how music has helped shape and reflect the human spirit throughout various cultures and time periods from which it emanates. Students will come to realize that music moves beyond the realm of entertainment and that an understanding and appreciation of music can profoundly enrich the quality of living. This course will concentrate mainly on traditional Western art music, but there will also be studies of other genres, such as world folk music, ethnic music and different types of American popular music. Cornerstone 5. Three hours.

### 151-152. Harmony I.

Study of scales, intervals, triads, seventh chords, and their inversions. Harmonization of melodies and basses, modulation, analysis. Creative use of materials. Prerequisite: placement examination. Three hours each semester.

### 153-154. Ear Training and Sight Singing.

Aural and vocal study of rhythmic patterns, scales, intervals, triads, seventh chords, and song and choral materials primarily in treble and bass clef. Prerequisite: placement examination. Two hours each semester.

**190. Special Topics.**

**201. Medieval and Renaissance Music.**

Monophonic sacred and secular musical expression in early periods; the emergence of polyphony and its development in the Romanesque and Gothic; the musical Renaissance throughout Europe. Two hours.

**202. Music of the 17th and 18th Centuries.**

Vocal and instrumental music of the Baroque and classical periods. Great masters such as J. S. Bach, Handel, Haydn, and Mozart considered in some depth. Two hours.

**203. Music of the 19th and 20th Centuries.**

Romanticism as an important phenomenon in all of the arts at the turn of the nineteenth century; the decades of musical thought and creation that follow in its wake. Impressionism, expressionism, and the multiplicity of movements, philosophies, and systems that make up the music of Europe and America in the twentieth century. Two hours.

**214. Ensembles.**

The Simpson College Choir, Chorale, Jazz Ensemble, the Madrigal Singers, the Symphonic Wind Ensemble. .75 hours for each ensemble.

**220-221. Diction for Singers.**

The first semester will include the study of the International Phonetic Alphabet (IPA) and its application to singing English, German and Italian. The second semester will continue the study of IPA and will introduce its application to French and Spanish. Practical usage will be emphasized, employing examples from the repertoire and student performances in class. One hour each semester.

**251-252. Harmony II.**

Study of chromatically altered triads and seventh chords; ninth, eleventh, Neopolitan, and augmented sixth chords; non-dominant resolutions. Creative use of materials. Prerequisite: Music 152 or placement examination. Three hours each semester.

**253-254. Advanced Ear Training and Keyboard Harmony.**

Aural and vocal work in all clefs together with keyboard study emphasizing improvisation, transposition, score reading, and modulation. Prerequisite: Music 154 or placement examination. Two hours each semester.

**261. Studies in Composition.**

Students will explore, discuss and implement

various compositional techniques resulting in original compositions. Musical elements will be analyzed, discussed and manipulated to better understand how music is created. Music of the masters, with assigned readings, will serve as resources for the course. May be taken more than once. Prerequisite: Music 252 or its equivalent. Two hours.

**270. Applied Music.**

Private study in instruments and voice. One or two hours.

**280. Independent Study.**

**281. Conducting.**

Designed to develop ability in directing vocal and instrumental groups through the correct use of the baton, score reading, and useful rehearsal techniques. Two hours.

**283. Advanced Conducting.**

Applied experiences in conducting with vocal and instrumental ensembles. Additional work in score reading and an introduction to the challenges of symphonic, oratorio and opera conducting. Prerequisite: Music 281. Two hours.

**290. Special Topics in Music.**

**291. Sacred Music and Hymnology.**

(Open to non-majors) The hymnody, chant, and liturgies of major Christian denominations, as well as an examination of sacred music arranged in Biblical order. Two hours.

**292. Church Music Literature.**

(Open to non-majors with the permission of the instructor.) Choral and organ literature with an awareness of the church year. Music for children's and youth choirs, as well as anthems, cantatas, and oratorios for adult choirs. Attention given to the organization and administration of church choirs. Two hours.

**305. Counterpoint.**

The study of tonal counterpoint as it relates to the music of the 18th and 19th centuries. Course activities include exercises in modified species counterpoint and composition of original pieces in historical genres. Three hours.

**309. Orchestration.**

A general study of the instruments of the orchestra, their ensemble possibilities, and limitations. Practical scoring for string and wind ensembles. Three hours.

**310. Form and Analysis.**

A detailed consideration of musical forms and their practical application in scores from a variety of periods. The formulas of Classicism are discussed and illustrated in symphonies and string quartets of the eighteenth century before moving into the freer atmosphere of Romanticism and the constructive subtleties of contemporary works. Three hours.

**321. Pedagogy – Voice.**

Designed for prospective teachers of applied voice. A survey of teaching and performing materials and their specific use in terms of individual problems and general purposes. Two hours.

**324. Pedagogy – Piano.**

Designed for prospective teachers of applied piano. A survey of teaching and performing materials appropriate for varying age and proficiency levels is emphasized as is the approach to various technical needs.

**325. Pedagogy – Instrumental.**

Designed for prospective teachers in applied instrumental areas. A survey of teaching techniques, literature appropriate for teaching and performing with emphasis on methods specific to a particular instrument. Where applicable, instrument repair, tuning and reed making will be addressed.

**350. Romanticism in the Arts.**

A seminar on the nature of Romanticism and the beginning of the romantic movement in the literature and art of the late eighteenth century; the social and artistic milieu of Beethoven and Schubert's Vienna--of Paris during the Napoleonic era and the reign of Louis Philippe; the intense nationalism in the arts in the last half of the nineteenth century. Two hours.

**351. Symphonic Literature.**

The repertory of the symphony orchestra, with the emphasis upon the literature frequently performed in the twentieth century concert hall. Two hours.

**352. History of Opera.**

A chronological approach to standard operatic literature. Though details of stylistic trends and the various schools of operatic composition are discussed, this is primarily a survey course dealing with major works for the operatic stage from Monteverdi's *Orfeo* to Adam's *Nixon in China*. Two hours.

**353. Music of the 20th Century.**

A course combining an overview of compositional styles and significant groupings of composers in our century with score study and analysis. Some creative work by suggested plan and imitation will serve to illuminate systems and distinctive approaches to musical materials in the twentieth century. Two hours.

**354. Piano Literature.**

A history of the literature for keyboard from the virginalists of Elizabethan England to the recognized composers for the piano in the twentieth century; taught through lecture, performance projects, and score study. Two hours.

**355. Vocal Literature.**

A chronological history of the solo song with stress on the German lied and French song of the nineteenth century as well as significant twentieth century contributions to the literature. Class performance will be an integral part of the study. Two hours.

**357. History of Jazz.**

Jazz is a broad stream of musical styles which originated in America. The class will explore the roots of jazz, follow its ethnic development from its origination in New Orleans through ragtime, Dixieland, swing, bebop, cool, hard bop, free jazz and mainstream jazz of the seventies and eighties. Emphasis will be placed on the elements of jazz and various jazz styles. Three hours, Cornerstone 6.

**380. Independent Study.****Music Education Courses****181. Instrumental Methods: Brass.**

An introduction to the discipline of the principal brass instruments (trumpet, cornet, horn, trombone, baritone, tuba). The nature of the instruments is discussed and brass instruments are presented. Practical experience is gained by playing one or more of these instruments in a class ensemble. One hour.

**182. Instrumental Methods: Woodwinds.**

An introduction to the disciplines of the principal woodwind instruments (flute, clarinet, saxophone, oboe and bassoon). The nature of the instruments is discussed and methods of teaching the various woodwinds are presented. Practical experience is gained by playing one or more of these instruments in a class ensemble. One hour.

**183. Instrumental Methods: Strings.**

An introduction to stringed instruments. Practical experience is gained through a class ensemble. One hour.

**184. Instrumental Methods: Percussion.**

An introduction to the disciplines of percussion instruments and miscellaneous percussion (e.g., bass drum, tambourine, maracas). The nature of the various instruments is discussed and teaching methods are presented. Practical experience is gained by playing one or more percussion instruments in a class ensemble situation. The acquisition of a good foundation in snare drumming will be emphasized. One hour.

**185. Vocal Methods.**

An introduction to using the singing voice in elementary and secondary teaching. Pedagogical techniques and repertory for working with high school age singers will be presented. One hour. (This course is not open to voice majors and is required of all instrumental majors.)

**186. Instrumental Methods: Guitar**

An introduction to the guitar. Emphasis is placed on learning to play basic chords and strums. Practical experience is gained by using the guitar as an accompaniment instrument and learning a variety of folk songs useful in the music classroom. One hour.

**204. Elementary School Music.**

Principles of music as related to the educational program of the elementary school and development of skills applicable to teaching music independently or as directed by a supervisor. Three hours. (This course is not designed for music education majors.)

**282. Choral Techniques.**

Designed to furnish choral conductors with sound rehearsal techniques and materials and methods for preparing vocal groups for public performance. Special attention is given to program building. Prerequisite: Music 281. Two hours.

**284. Instrumental Techniques.**

Procedures for administering and directing instrumental music ensembles in elementary and secondary schools. Curriculum writing, administrative techniques, selecting instructional material and ensemble literature, organizational and rehearsal techniques for concert band, marching band, jazz band, and the small instrumental ensemble will be included. Two hours.

**322. Elementary and Intermediate Methods.**

A preparation for teaching music in the primary and intermediate grades. Singing, rhythm, listening, and creative activities. Three hours.

**323. Secondary School Methods.**

Problems of teaching vocal and/or instrumental music in junior and senior high school. Management and organization. Three hours.

**381. Marching and Field Band Techniques.**

Class and laboratory instruction in the fundamentals of the marching band through direct experience in a high school band program. Emphasis will be placed on all aspects of production of football half-time shows. Two hours.

**390. Special Topics.**

**Frequently Taught May Term Courses:**

- Opera Workshop (every other year)
- History of Rock and Roll
- European Madrigal Singers Tour  
(every other year)
- World Music

## Natural Science

### Kolln, Singer, Warnet, Whalen

**102. Introduction to Meteorology.**

This course provides an introduction to basic concepts in meteorology such as forecasting, atmospheric measurements, radiation, stability, precipitation, winds, fronts, and severe weather. Applied topics include but not limited to: precipitation formation, the effect of clouds, soils and snow on temperature, global warming and its effects on biodiversity, and other topics course will be able to fully understand and demonstrate their proficiency in the scientific art of forecasting. Laboratory exercises that center on weather forecasting are interwoven throughout the course and students will use real-time data to analyze the current and future states of the atmosphere. Cornerstone 2A. Four hours w/lab.

**102L. Laboratory: Meteorology.**

**107. General Nutrition.**

A study of the nutrients, where they are found, and how they are used by the human body; special emphasis on nutritional strategies for improved health, weight management, and athletic fitness. Three hours.

- 190. Special Topics in Natural Science.
- 290. Special Topics in Natural Science.
- 380. Independent Study in Natural Science.
- 390. Special Topics in Natural Science.

## Philosophy

Wolf, Pauley, Bolen

### Department Mission Statement

*Courses in philosophy may be taken by students who seek a deeper and more critical understanding of themselves, their values, and the philosophies competing for their allegiance. The aim is to develop a deepened awareness of the persistent and ultimate questions that people have asked themselves about their world, and to provide some significant answers that have been given to these questions. The department also seeks to help students understand the manner in which philosophy aids in the study of all other disciplines, and in the endeavor to formulate and resolve practical problems in contemporary society and culture. The final aim of the department is to teach and examine all the main questions of philosophy and their practical implications in relation to what it means to live a good and valuable human life.*

The department offers two major tracks, a minor in philosophy and a minor in ethics. Students cannot major in both philosophy and applied philosophy, and they cannot combine either the philosophy or applied philosophy majors with a minor in ethics.

### Philosophy Major

Required:	Hours
Phil 102 Introduction to Philosophy	3
Phil 105 Introduction to Ethics	3
Phil 110 Introduction to Logic	3
Phil 121 Ancient/Medieval Philosophy	
OR	
Phil 122 Modern Philosophy	3
Phil 211 Feminist Ethics	
OR	
Phil 311 Feminist Philosophy	3
Phil 265 Metaphysics and Epistemology	3
Phil 340 Value Theory	3

Phil 385 Senior Seminar	3
Electives: Six hours (Both must be at 300-level)	6
Total	30

### Applied Philosophy Major

Required:	Hours
Phil 102 Introduction to Philosophy	
OR	
Phil 109 Critical Thinking	3
Phil 121 Ancient/Medieval Philosophy	
OR	
Phil 122 Modern Philosophy	3
Phil 211 Feminist Ethics	3
Phil 220 Political Philosophy	3
Phil 250 Applied Ethics	3
Phil 335 Philosophy of Technology	3
Phil 345 Philosophy of Science	3
Phil 385 Senior Seminar in Philosophy	3
Electives: Six hours (At least three hours at the 300-level, and one must be an Ethics Course)	6
Total	30

### Philosophy Minor

Required:	Hours
Phil 102 Introduction to Philosophy	
OR	
Phil 109 Critical Thinking	3
Phil 105 Introduction to Ethics	
OR	
Phil 250 Applied Ethics	3
Phil 121 Ancient/Medieval Philosophy	
OR	
Phil 122 Modern Philosophy	3
Phil 265 Metaphysics and Epistemology	3
Electives: Six hours (At least three hours at the 300-level)	6
Total	18

## Philosophy Minor: Concentration in Ethics

Required:	Hours
Phil 102 Introduction to Philosophy OR	
Phil 109 Critical Thinking	3
Phil 105 Introduction to Ethic	3
Phil 211 Feminists Ethics	3
Phil 235 Health Care Ethics OR	
Phil 255 Ethics of Development and Consumption	3
Phil 250 Applied Ethics	3
Phil 340 Value Theory	3
Total	18

## Philosophy Courses

### 102. Introduction to Philosophy.

An introduction to the history and problems of philosophy. Particular philosophers and philosophic problems are introduced to provide the student exercises in the rigorous examination of complicated issues and to give some knowledge of how such problems have been handled by some of the great minds of our culture. Offered in the spring semester. Cornerstone 4A. Three hours.

### 105. Introduction to Ethics.

A critical rational investigation into the major questions of morality. Issues such as whether there are any objective moral truths, what is a good person, and what is a right or wrong action are discussed. Classical and contemporary texts will be used. Cornerstone 4A. Three hours.

### 109. Critical Thinking.

In this class we will discuss and explore basic forms of reasoning. Some topics to be covered include argument construction and criticism, the nature of evidence and how to use it in argument construction, statistical reasoning, and probability. Students will also be introduced to logical fallacies and how to identify them in informal arguments. Cornerstone 4A. Three hours.

### 110. Introduction to Logic.

Critical thinking involving the systematic use of language, fallacies of reasoning, modes of valid deduction, sets, truth tables, and natural deductions as found in modern symbolic logic. Cornerstone 4A. Three hours.

### 121. History of Ancient and Medieval Philosophy.

Selected philosophers from Thales to Aquinas. Attention is given to the fundamental ideas which shaped the birth and development of the Western philosophical tradition. Offered in the fall semester. Cornerstone 1A. Three hours.

### 122. History of Modern Philosophy.

The birth and development of modern philosophy from the Scientific Revolution through the nineteenth century. Of particular concern is the interplay between the Continental philosophers and the British Empiricists, for example: Descartes and Locke, Kant and Hume, and Hegel and Berkeley. Offered in the spring semester. Cornerstone 1B. Three hours.

### 190. Special Topics in Philosophy.

#### 211. Feminist Ethics.

This course is an investigation into feminist ethical theory and its application. In the first half of the class we will explore the major tenets and trends within the two major movements of feminist ethics: the care approach and the power approach. In the second half of the course we will examine applications of these approaches to various issues of concern for feminists, for example, issues about the ethical approach toward creating and conceptualizing ethical relationships with others, domestic violence, and reproductive freedom. Cornerstone 6. Three hours.

#### 220. Political Philosophy.

A survey of the major figures and ideas in western political philosophy. This course will cover Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, Calvin, Hobbes, Locke, Kant and Rousseau. We will start with the Greek concept of a polis, consider Roman law, work our way through the Christian transformation of politics, and finish with social contract theory. We will pay careful attention to the philosophical background that shaped democratic theory and the contemporary notion of human rights. Cornerstone 4A. Three hours.

#### 235. Health Care Ethics.

The United States is experiencing a health care crisis. This crisis has two elements. The first element is the large and growing numbers of people who have no access to health care, people who have no health insurance, or people who have too little health insurance because of the rising costs of health care. The second element is that once people receive health care, they are

often not treated in ethical ways. In this course, we will study the roots of the crisis and how the tools of philosophical ethics can help us resolve it by asking: What is a just health care system? And, what kind of services must be included in a just health care system, (i.e. assisted death, abortions, infertility treatments, body enhancements)? Cornerstone 4A. Three hours.

#### **245. The Ethics of Globalization.**

It is no secret that we are in a world where globalization is a fact of life. We are constantly bombarded with debates about whether globalization is a positive or negative for the United States and other nations, but rarely are we able to investigate what globalization is and what ethical issues it produces or alleviates. In this class we will examine these questions, as well as different proposals about how to proceed with globalization in an ethical way from philosophical writers around the world. We will also explore how the issues of globalization change in different regions of the world, focusing on Latin America, Africa, and Asia. Cornerstone 4A. Three hours.

#### **250. Applied Ethics.**

The application of various ethical theories to contemporary moral problems in our society. Sample topics include: moral dilemmas in the business world, capital punishment, environmental ethics, and animal rights. Students will be asked to critically examine and evaluate specific cases. Cornerstone 4A. Three hours.

#### **255. The Ethics of Development and Consumption.**

This course will examine the ethical aspects of balancing the goals of development with the responsibility to be an ethical consumer. While specific topics will vary, possible topics include: what constitutes ethical consumerism, what constitutes ethical development, the circumstances of expanding business within and beyond the United States, environmental effects of development and consumerism, and the ethical requirements of investigating and promoting devices and technologies, and sharing or withholding scientific and technological advancements with “less developed” nations. Cornerstone 4A. Three hours.

#### **265. Metaphysics & Epistemology.**

In this course, we will address some of the basic questions in metaphysics and epistemology and the methodology implemented to answer these questions. Students will analyze the questions

as they were first formulated by Plato and Aristotle, and will then trace the transformation of both questions and methodology through the enlightenment. The last section of the course will focus on the renewed interest in these questions in contemporary thought. Cornerstone 4A. Three hours.

#### **290. Special Topics in Philosophy.**

##### **311. Feminist Philosophy.**

This class will be a detailed examination of topics in feminist philosophy. While specific topics will vary, possible topics include: feminist ethics and social/political philosophy, feminist metaphysics and feminist epistemology. In addition, we will expressly focus on applying feminist theories through service learning and campus activist projects. Cornerstone 6. Three hours.

##### **332. Philosophy of Religion.**

The nature of philosophy of religion, its methods, and the relation of its method and content to the modern philosophical tradition. An examination of the philosophical importance of religious sensibility for understanding the structures of personal being and knowledge. Same as Religion 332. Cornerstone 4A. Three hours.

##### **335. Philosophy of Technology.**

This class examines the nature of technology and how it has shaped the way our society thinks and acts. Specifically, how technology informs, distorts, or improves our understanding of human relations, the natural world, labor leisure, politics and the ethical/spiritual life. Cornerstone 4A. Three hours.

##### **340. Value Theory.**

This class will explore and discuss the grounds for judgment concerning what is good and valuable. Focus will be on practices that our culture regards as worthy of pursuit including: art, science, athletics, leisure, the pursuit of wealth, technology and religious/spiritual life, and the relationship between the value of these activities and conceptions of an ethical life. Cornerstone 4A. Three hours.

##### **345. Philosophy of Science.**

This class will cover some of the fundamental questions in the philosophy of scientific inquiry, including the following: What precisely is the scientific method and does it gradually reveal the truth about the natural world (including human beings), does scientific method and reason involve

value judgments in any way, what does it mean to construct a scientific theory, and how does scientific reasoning relate to other kinds of inquiry. Same as Psyc 345. Cornerstone 4A. Three hours.

### 350. Philosophy of Language.

This class will examine several of the most current debates in the philosophy of language. Are the universal components of spoken language hardwired or do we learn these universal components empirically? Are animals, specifically the great apes, capable of learning language or is language unique to humans and constitutive of our humanity? Does language have the power to shape social or political reality? We will also examine the traditional questions in the philosophy of language including: how do we determine the meaning of words, and what is the relationship between language and thought. Cornerstone 4A. Three hours.

### 380. Independent Study in Philosophy.

#### 385. Senior Seminar in Philosophy.

This capstone course for majors in philosophy requires students to engage some of the important methodological questions in doing research in philosophy and religion. Each student will prepare a major research paper and present it to the departmental faculty during the final weeks of the spring semester. Three hours.

#### 390. Special Topics in Philosophy.

#### 391. Honors Program.

#### 392. Honors Program.

## Political Science

### Magalhães, Bardwell, Epperson

#### Department Mission Statement

*Courses in political science are designed to provide students with a basic understanding of the political institutions and public policies of the United States and other nations around the world, leading to an appreciation for issues of social justice. The program is designed to help students more fully understand and more effectively participate in public affairs, becoming in the process better citizens. The perspectives and skills acquired by students in political science classes are particularly appropriate for those students planning careers in teaching,*

#### **public service, journalism, politics and the legal profession.**

Students who are considering graduate work in political science or public administration are strongly urged to take Math 201.

## Political Science Major

Required:	Hours
PoSc 101 American Government	3
PoSc 240 World Politics	3
PoSc 385 Senior Seminar	3

#### *One of the following:*

PoSc 230 West European Politics	
PoSc 231 Politics of Russia and Eastern Europe	
PoSc 232 Asian Politics	
PoSc 233 Latin American Politics	3

#### *One of the following:*

PoSc 215 American Political Parties and the Electoral Process	
PoSc 250 American Presidency	
PoSc 315 Supreme Court and the Constitution	3

#### *One of the following:*

PoSc 260 State Politics and Policy	
PoSc 270 American Public Policy	
PoSc 370 Public Policy Topics	3

Political Science Electives	15
Total	33

Normally, May Term courses do not satisfy departmental requirements. Three hours of internship may be offered as an elective.

## International Relations Major

Required:	Hours
PoSc 130 Model United Nations	2
PoSc 240 World Politics	3
PoSc 340 Politics of a Changing World	3
PoSc 366 American Foreign Policy, 1941-Pr	3
PoSc 385 Senior Seminar	3

#### *Four from among the following:*

*(at least three courses from Political Science)*

PoSc 230 West European Politics	
PoSc 231 Politics of Russia and Eastern Europe	
PoSc 232 Asian Politics	

PoSc	233	Latin American Politics	
Span	213	Latin American Culture and Civilization*	
Hist	309	Contemporary Europe	
Hist	376	History of Latin America	12

Three from among the following:

Anth	110	Cultural Anthropology	
Art	204	Survey of Non-Western Art	
Econ	230	Economic Development**	
Rel	120	Intro to World Religions	
Rel	233	Islam	
Rel	263	Ethics, Religion and Conflict	
Phil	255	Ethics of Development & Consumption	9
Two semesters of a World Language above the 102 level			6
Total			41

With permission of the department, participation in the Drew University Semester of the United Nations may substitute for some requirements.

With permission of the department, participation in the CHIP semester in Washington DC may substitute for some requirements.

\*Prerequisite for Spanish 213 is Spanish 202 or equivalent.

\*\*Prerequisite for Economics 230 is Economics 101 or 102.

## Political Science Minor

Required:	Hours
PoSc 101 American Government	3
PoSc 240 World Politics	3
Political Science electives, at least one of which must be at the 300-level.	12
Total	18

Normally, May Term courses do not satisfy departmental requirements.

## Pre-Law

The pre-law student should be involved in one or more of the following majors: Political Science, History, English, Philosophy, Business Management and Economics, Criminal Justice, and Communications. The student, in preparation for Law School, needs to be in a rigorous academic discipline. It is recommended that the student take the following courses:

Phil	110	Introduction to Logic
Econ	101	Macroeconomics
Acct	251	Principles of Accounting
Acct	252	Principles of Accounting II
Mgmt	231	Business Law I
Mgmt	232	Business Law II
<i>(2 of the following)</i>		
Hist	201	US History to 1877
Hist	202	US History Since 1877
CJ	220	Criminal Justice Systems
Comm	301	Mass Media Law & Ethics
<i>(2 of the following)</i>		
PoSc	101	American Government
PoSc	315	The Supreme Court and the Constitution
PoSc	325	The Supreme Court and Civil Liberties
PoSc	358	Constitutional History of the U.S.

## Political Science Courses

### 101. American Government.

An introduction to the basic elements of the American political system. Major topics will be the socio-economic environment of American politics, the nature of the political process, problems in constitutionalism and civil liberties, the institutions of government, the policy-making process, and the dimensions of contemporary political issues. Cornerstone 3. Three hours.

### 130. Model United Nations.

Supervised, practical experience in the organization and policy-making process of the United Nations through participation in the Model United Nations. One hour. Four hours maximum credit may be earned for Political Science 130.

### 190. Special Topics in Political Science.

### 213. Legislative Process.

An examination of the role and operation of legislatures in the American political system. The importance of the committee system, the role of leadership and political parties, and the relationship between legislators and constituents are topics that will receive particular emphasis. The primary focus will be on Congress although the legislative process at the state level will also be examined. Three hours.

### 215. American Political Parties and the Electoral Process.

An in-depth analysis of the American electoral process focusing on the political party

system. Particular emphasis will be given to the development of the party system, the nature of Presidential politics, and the dynamics of political campaigning. Cornerstone 3. Three hours.

**220. Political Philosophy.**

A survey of the major figures and ideas in western political philosophy. This course will cover Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, Calvin, Hobbes, Locke, Kant and Rousseau. We will start with the Greek concept of a polis, consider Roman law, work our way through the Christian transformation of politics, and finish with social contract theory. We will pay careful attention to the philosophical background that shaped democratic theory and the contemporary notion of human rights. Same as Philosophy 220. Cornerstone 4A. Three hours.

**219. Employment Experience in Political Science.**

**230. West European Politics.**

An examination of the politics and policies of the major West European powers including Great Britain, the Federal Republic of Germany, France, and Italy. Scandinavian countries will also be included, as will the European Union. Emphasis will be on comparative political structures, public policies, and the historical processes which lead to the evolution of different patterns of state activities. Cornerstone 7. Three hours.

**231. The Politics of Russia and Eastern Europe.**

A study of the former communist countries of Eastern Europe. Emphasis will be placed upon historical heritage, particularly the period of communist government; problems and prospects for democracy; decision-making processes and governmental institutions and their development; important groups in society including new political parties; and policy problems including ethnic conflict, economic reform, and foreign policy. Cornerstone 7. Three hours.

**232. Asian Politics.**

An examination of the variety of political organizations in Asia, focusing primarily on China, Japan, and India, but also examining other nations as well. The focus of this course will be to compare and contrast the ideas, institutions, and interest groups of these nations, as well as their policy-making processes and policies, particularly economic, foreign and developmental. Cornerstone 7. Three hours.

**233. Latin American Politics.**

An examination of the problems of political change in the developing world, focusing on the nations of Latin America. Emphasis will be placed upon historical heritage and the effects of that heritage on current political institutions, power groups, and patterns of behavior. Contrast will also be made between the Latin American and North American experiences, and the sources of the differences between the two. Cornerstone 7. Three hours.

**240. World Politics.**

An introductory course designed to develop analytic tools which permit an understanding of complex issues in world politics. Focus on distinguishing different actors, patterns of interaction, availability and use of resources, and interaction between domestic and external politics as evidenced in East-West, North-South, and regional conflicts. Cornerstone 3. Three hours.

**250. American Presidency.**

An analysis of the major issues surrounding the development of the modern Presidency. Topics to be covered include the nature of the institutional Presidency, the President as policy-maker with particular emphasis on the conduct of foreign affairs, and the central problems involved in maintaining the Presidency as a politically responsible institution. Three hours.

**255. Mass Media and Politics.**

A review of the history and impact of media in American politics, focusing on the role of mass media in setting agendas, framing public policy issues, and covering candidates and campaigns. Selected topics include media bias, the rise of alternative media, the effects of political ads, and coverage of U.S. politics by global media. Three hours.

**260. State Politics and Policy.**

A survey of the politics of the American states from a comparative perspective, including topics like political cultures, state legislatures, gubernatorial power, and direct democracy. State policy issues such as budget, criminal justice, welfare reform, and education reform will be debated. Three hours.

**265. Latino Politics in the U.S.**

In this course, we will examine the political experience of the fastest-growing minority group in the United States. Focusing primarily on Mexican-Americans, Puerto Ricans, and Cuban Americans, we will look at the political history of

Latinos in the U.S., the impact of the dominant culture and society on Latinos (and Latinos on it), Latino electoral participation, and the major public policy issues and challenges facing Latinos today. In addition, we will look at the challenges of developing a unique identity, as a minority group, and the impact of those challenges on Latino political power. Cornerstone 6. Three hours.

### **266. Women and Politics**

This course explores the role of gender in American political life. In the last several decades, women in the U.S. have made significant progress in the struggle for equality, yet women have not been as visible in electoral politics as we might expect. In this course we will examine the historical evolution of the role of women in American politics, the political participation of women as candidates or elected officials, and public policy issues related to women. Cornerstone 6. Three hours.

### **270. American Public Policy.**

A survey of the causes and effects of federal policies, highlighting the role of think tanks, the public, and ethics in the policy process. Students will use the tools of policy analysis to evaluate problems and proposed solutions in areas like the environment, social security, and deficits. The course concludes with an in-depth case study of a recent policy debate. Three hours.

### **275. Religion and American Politics.**

An exploration of religion and politics in America, including how religion influences political behavior at the individual and group level. The course includes extensive discussion of ethical issues like the proper role of religion in public life and the impact of religion on policy debates. Three hours.

### **290. Special Topics in Political Science.**

### **302. American Political Thought.**

This course is an introduction to the most important and interesting theoretical writing about American politics. Particular attention is focused on topics such as constitutionalism, the nature of liberty and equality, the nature of justice, and the role of the state in America. Three hours.

### **315. Supreme Court and the Constitution.**

A case-by-case examination of the Supreme Court's role in the American system of government. Emphasis will be placed on how the Court has resolved disputes concerning the nature of judicial review, the power of the President and Congress,

federalism, and the authority of government to regulate the economy. Three hours.

### **319. Internship in Political Science.**

### **325. Supreme Court and Civil Liberties.**

A case-by-case investigation of the Supreme Court's historical and contemporary role in adjudicating the scope of individual liberties in the Federal system. Emphasis will be placed on the nature of due process and the rights of criminal defendants, freedom of expression and association, equal protection of the law, and freedom of religion. Three hours.

### **340. Politics of a Changing World.**

The second in the World Politics sequence, the aim of this course is to develop an understanding for the rapidly changing dynamics of international politics. Focus will be upon those issues and actors that transcend the old style of international interaction, including multinational corporations, international governmental organizations, human rights, collective security, the environment, terrorism, and economic interdependence. Three hours.

### **358. Constitutional History of the United States.**

A history of the development and interpretation of American law and politics from the earliest colonial settlements to the present time. Same as History 358. Cornerstone 4B. Three hours.

### **360. Criminal Law and the Legal Process.**

An introduction to the American legal system, with emphasis placed on the major elements of the criminal process. Topics to be covered include the nature of criminal law, the rules of criminal procedure, and the roles of lawyers and judges in the system. Three hours.

### **365. Foundations of American Foreign Policy, 1776-1941.**

This course will trace the historical evolution of American foreign policy from the nation's founding down to its entrance into World War II. Emphasis will be placed on understanding the political processes by which foreign policy decisions are made. Same as History 365. Cornerstone 4B. Three hours.

### **366. American Foreign Policy, 1941-present.**

This course will provide a broad understanding of major developments in recent American foreign policy and a conceptual framework to use in analyzing current policy problems. Three hours.

**370. Public Policy Topics.**

An in-depth, focused study of a topic discussed in PoSc 260 or PoSc 270. The course provides a comprehensive review of the history and politics of a single policy problem. Students will explore an issue of public concern, evaluate the pros and cons of reform proposals, and prepare written and oral arguments on behalf of legislative proposals. Topics rotate from year to year. Three hours.

**380. Independent Study in Political Science.**

**385. Senior Seminar.**

A capstone seminar on the foundational issues in the study of politics, such as the meaning of justice, human rights, and the responsibilities of citizenship. Through reading, discussion, and action, students will integrate the knowledge and skills of the major. Students will engage a critical domestic or global problem in a research study or service project. Open only to seniors (or juniors with permission) whose major field is Political Science or International Relations.

**390. Special Topics in Political Science.**

**Psychology**

**Meyers, Evans, Halgren, Skow, Weinstein**

Department Mission Statement

*Students who study psychology will learn the different theoretical perspectives that underlie the core of knowledge regarding behavior and mental processes. In addition, students will learn the various methods of acquiring, evaluating, and applying psychological principles and understand the ethical principles that guide the professional conduct of psychologists. Within the discipline of Psychology are many diverse areas including mental health, social processes, learning and motivation, the relationship of the brain to behavior, psychological disorders, personality theory, and human development across the life span.*

The major in psychology is designed with four purposes in mind: (1) preparation for graduate study and a career in psychology; (2) preparation for vocations where extensive background in psychology is necessary, such as general counseling and some careers in human services; (3) general preparation for related vocations, such as business, education, law, advertising, or nursing; and (4) a broadening educational experience which will

contribute to the understanding of self and others and to the enjoyment of life.

**Psychology Major**

	Hours
<b>Introduction to the Field of Psychology</b>	
Psyc 101 Introduction to Psychology	3
<b>Methods Courses</b>	6
Psyc 210 Statistics for the Social Sciences	
Psyc 213 Experimental Methodology	
<b>One Foundation course from each group</b>	
<i>Group A</i>	3
Psyc 231 Animal Behavior	
Psyc 233 Biological Psychology	
<i>Group B</i>	3
Psyc 222 Social Psychology	
Psyc 237 Cognitive Psychology	
<i>Group C</i>	3
Psyc 201 Human Growth and Development	
Psyc 250 Abnormal Psychology	
<b>One Upper Level course from each group</b>	
<i>Biological and Behavioral Processes</i>	3
Psyc 329 Cognitive Neuroscience	
Psyc 331 Learning and Motivation	
Psyc 336 Sensation and Perception	
Psyc 338 Human Memory	
<i>Clinical and Social Processes</i>	3
Psyc 328 Psychometrics	
Psyc 339 Behavioral Medicine	
Psyc 342 Theories of Personality	
Psyc 347 Social Cognition	
<b>One Synthesis of Psychological Knowledge course</b>	3
Psyc 340 History of Psychology	
Psyc 351 Practicum in Psychology*	
Psyc 375 Advanced Research I	
Educ 388 Student Teaching for Psychology Endorsement	
<b>Electives</b>	9
Three additional psychology courses, at least one must be numbered 300 or above	
<b>Total</b>	<b>36</b>

\* - students who have taken Field Experience from another department (CJ 346, SOC 347, or SW 348) may petition to substitute another 300 level psychology course for this requirement.

## Psychology Minor

Required	Hours
Psyc 101 Introduction to Psychology	3
<b>Two Foundation courses</b>	6
Psyc 201 Human Growth and Development	
Psyc 222 Social Psychology	
Psyc 231 Animal Behavior	
Psyc 233 Biological Psychology	
Psyc 237 Cognitive Psychology	
Psyc 250 Abnormal Psychology	
<b>Two Upper Level courses</b>	6
Psyc 328 Psychometrics	
Psyc 329 Cognitive Neuroscience	
Psyc 336 Sensation and Perception	
Psyc 338 Human Memory	
Psyc 339 Behavioral Medicine	
Psyc 342 Theories of Personality	
Psyc 347 Social Cognition	
<b>Elective:</b> One additional Psychology course	3
Total	18

## Honors Program in Psychology

The Honors program in psychology requires completion and defense of a thesis that is proposed in Psychology 375: Advanced Research I and executed in Psychology 391: Honors Research in Psychology I. If the scope of the project warrants, the research project can be continued through Psychology 392: Honors Research in Psychology II. Grades in the A range are required for each course completed that is part of the Honors Program in Psychology. In addition, the thesis must be defended before a committee of faculty and must receive a grade of A in order for the student to receive the distinction of Honors in Psychology.

## Psychology Courses

### 101. Introduction to Psychology.

The basic concepts and methods of psychology are examined. The biological, behavioral, cognitive, humanistic and psychodynamic orientations are studied as they contribute to some areas of specialization within the field and to an understanding of human processes. Cornerstone 3. Three hours.

### 190. Special Topics in Psychology.

#### 201. Human Growth and Development.

Growth and development of the individual from conception through adulthood are examined emphasizing physical, cognitive, and social factors influencing personality formation and behavior. Attention is given to relevant research and theory concerning physical and social growth, cognitive and moral development, play, and parenting. (Not open to those who have received credit for Education 165). Same as Social Work 201. Prerequisite: Psychology 101. Three hours.

#### 210. Statistics for the Social Sciences.

An introduction to statistical techniques that are applicable to the disciplines of majors in the departments of Education, Psychology and Sociology and Criminal Justice. Topics include scales of measurement, measurement of central tendency and variability, parametric probability distributions (normal and “t”), hypothesis testing and confidence intervals, linear regression and correlation, non-parametric probability distributions (Chi square, Mann-Whitney, binomial sign test), and choosing the appropriate technique. (Not open to those who have received credit for Math/Economics 201). Same as Sociology 210. Prerequisites: One of the following: Math 105/105T, Math 130/130T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Cornerstone 2B. Three hours.

#### 213. Experimental Methodology.

An examination of psychological methods of research design, data collection and analysis that involves lectures as well as research projects. Prerequisite: Psychology/Sociology 210. Three hours.

#### 219. Employment Experience in Psychology.

#### 220. Psychology of Women.

This course introduces current topics in psychology that are particularly relevant to women, with an emphasis not only on gender differences, but also on similarities. Discussion will center on psychological issues related to the treatment, study, and roles of women. Topics such as language, sex-role socialization, achievement and motivation, and women’s health issues will be discussed within a developmental and experimental framework. Cornerstone 6. Three hours.

### **222. Social Psychology.**

Consideration of individuals in their social context. Attention is given to such topics as aggression, affiliation, attitudes, social influences, prejudice, social judgment, and the dynamics of small groups. Same as Sociology 222. Prerequisite: Psychology 101 and at least one other psychology or sociology course. Three hours.

### **231. Animal Behavior.**

This course will explore the behavioral diversity found throughout the animal kingdom. We will compare the adaptations of a variety of different species, examining topics ranging from honeybee communication via “dancing,” to the mysteries of mate preferences, to the evolution of parental favoritism. An interdisciplinary perspective is emphasized, and this course will cover research from the areas of psychology, biology, neuroscience, evolution, ecology, genetics, and sociobiology. Prerequisite: Sophomore status. Three hours.

### **233. Biological Psychology.**

This course will explore the biological basis of behavior, explaining how understanding biology helps us to better comprehend the psychological issues we encounter in everyday life. We will examine how behavior both influences and is influenced by our physiology, and how both have been shaped over the course of evolution. Students will leave this course with a deeper understanding of the brain’s inner workings and of the biological processes underlying such behaviors as drug addiction, aggression and altruism, sexual and parental behavior, consciousness and sleep, emotion and personality, learning and memory, and various psychological disorders. Prerequisite: Psychology 101 or Biology 110 or 111. Three hours.

### **237. Cognitive Psychology.**

An introduction to cognitive psychology, which investigates the processes involved in acquiring and utilizing knowledge. Topics include attention, memory, problem solving, language, concept formation and reasoning. Prerequisite: Psychology 101, or consent of instructor. Three hours.

### **250. Abnormal Psychology.**

A descriptive and explanatory survey of the major behavior disorders of adults and children. The DSM diagnosis, etiology, clinical pictures, and epidemiology are explored from various theoretical perspectives. Prerequisite: Psychology 101. Three hours.

### **290. Special Topics in Psychology.**

### **319. Internship in Psychology.**

### **328. Psychometrics.**

This course provides a survey of the concepts of psychological measurement that are consistently relied upon across the various disciplines of psychology. Discussion will center on concepts relating to various types of reliability and validity in all types of psychological testing. The role of psychological tests in different disciplines within psychology (e.g., intellectual assessment, ability testing, interest and career assessment, psychophysiological measures, personality testing, and measurement in industry) and related ethical and professional issues will be explored. Prerequisite: Psychology 101 and Psychology/Sociology 210. Three hours.

### **329. Cognitive Neuroscience.**

Every process that goes on in the mind has physiological underpinnings, and unlocking the secrets of learning, memory, and perception as they are supported by neurons and neural connections is a longstanding and elusive problem in psychology. Through this class students will gain a working understanding of brain processes and relevant contemporary theories that support such processing. The best understanding of any cognitive process or clinical disorder comes from approaching the issue from multiple perspectives. Therefore, we will seek understanding from the standpoint of normal functioning as measured via such physiological techniques as fMRI and PET as well as disrupted functioning as evidenced from deficits due to brain injury, stroke and congenital abnormalities. Prerequisite: Psychology 233 or Biology 111. Three hours.

### **331. Learning and Motivation.**

A survey of the general as well as uniquely human principles of learning and motivation. Consideration is given to the relationship between learning and motivation. Prerequisites: Psychology 101, 213, and Psychology 231 or 233, or consent of the instructor. Three hours.

### **335. Human Motivation.**

A survey of motivational concepts applicable to animal and human behavior. Psychological drives, learned incentives, brain mechanisms, and human social cognitive motivations are emphasized. The application of these concepts to human functioning is considered. Prerequisite: Psychology 101 and Biology 104, or 105, or consent of the instructor. Three hours.

**336. Sensation and Perception.**

How do we use our senses to obtain meaningful information about the world around us? How do we identify events by listening to sounds? How do we perceive the texture of objects via touch? How do smell and taste together provide information about flavor? In this course we will seek to understand the complex processes that underlie these questions by examining how sensory information is transformed, reduced, elaborated, stored, recovered, and used in meaningful perception. We will review both historical and contemporary theory and experimentation. We will examine behavior, anatomical structure of sensory systems, and neurophysiology. In addition, we will explore the applications of many of these topics as they pertain to life and, where applicable, examine what we can learn about normal function through impairment (brain damage). Prerequisite: Psychology 237 or 233 or Biology 111. Three hours.

**338. Human Memory.**

The taste of your grandmother's cookies, the best birthday gift you ever received, the capitals of all 50 states, what you had for breakfast this morning, the label "banana" linked with a yellow tubular object... these are the memories that make-up your ongoing life experience. Memory helps us to feel comfortable among familiar people and places, it defines our sense of self, and it gives us a framework for the future. Many people think that memory is a "thing" that they have, like blue eyes or large feet; instead, it is a constructive process that describes remembering. In this course we will explore the basic phenomena and theories of human memory (e.g. attention, working memory, long-term memory, false memory, emotion & memory). We will examine memory from a number of viewpoints, including behavioral, neuropsychological, and physiological. The material will be presented from an empirical perspective, emphasizing the relationship between data and theory in human memory research in order to illustrate the difference between conclusions based on scientific research and untested folk wisdom. Prerequisite: Psychology 237 or 233 or Biology 111. Three hours.

**339. Behavioral Medicine.**

A survey of the experimental basis and clinical application of psychological techniques used to treat human problems whose psychological basis largely has been overlooked in the past. Topics such as health appraisal, pain management, physiology

of stress, reduction of stress, biofeedback, and physiological measurement are considered. Prerequisite: Psychology 101. Biology 104, or 105, or 225 recommended. Three hours.

**340. History of Psychology.**

A survey of the philosophical origins of psychology as an independent scientific discipline, with emphasis upon developments in the nineteenth and twentieth centuries. Traditional and contemporary approaches to learning, behavior, and personality are examined. Prerequisite: Psychology 101, 213, plus one 300-level psychology or philosophy course. Three hours.

**342. Theories of Personality.**

A survey of classical and contemporary theories, including person-centered, psychodynamic, trait, and cognitive approaches. Attention is given to the historical roots, authors and philosophical implications of each theory. Prerequisites: Psychology 101 and at least one other course in psychology. Three hours.

**344. Theories of Psychotherapy.**

Theory and practice of selected contemporary or historically important approaches to psychotherapy, including the psychodynamic, existential-humanistic, group, person-centered, behavioral/cognitive, rational-emotive, and gestalt therapies. Attention given to relevant professional and personal ethical issues. Prerequisites: Psychology 101, 250, plus one other 200- or 300-level psychology course. Three hours.

**345. Philosophy of Science.**

This class will cover some of the fundamental questions in the philosophy of scientific inquiry, including the following: What precisely is the scientific method and does it gradually reveal the truth about the natural world (including human beings), does scientific method and reason involve value judgments in any way, what does it mean to construct a scientific theory, and how does scientific reasoning relate to other kinds of inquiry. Same as Phil 345. Cornerstone 4A. Three hours.

**347. Social Cognition.**

Social cognition is the study of how people think about others and themselves. This course will examine theory and research to answer questions such as the following: How do people identify the causes of others' behavior? How do people form and change their attitudes? How does persuasion work to change people's attitudes and behaviors?

How do stereotypes and prejudice influence people's thoughts and behaviors? To what extent can we control our own thinking and to what extent do stereotypes and persuasive messages influence us automatically, without our own conscious control? Prerequisite: Psychology 222 or 237. Three hours.

### 351. Practicum in Psychology.

A supervised experience in a clinical, counseling, educational, business, or research setting. Opportunity to develop skills such as interviewing, basic counseling techniques, personnel management, ethical decisions, psychological assessment and record keeping. Prerequisites: Psychology 101, 213 plus three 200- or 300-level psychology courses. Three hours.

### 360-361. Tutorial Internship.

Testing, tutoring, lecturing, and leading of discussion groups and supervised laboratory projects in selected psychology courses. Prerequisites: Junior or senior standing and invitation by the instructor. Three hours. Maximum of two semesters.

### 375. Advanced Research I.

A continued study of a variety of topics originally discussed in Psychology 210 and Psychology 213. This course provides students with the opportunity to learn about advanced techniques psychologists use in designing, conducting, and analyzing the results of empirical research (e.g., multiple regression, factor analysis). It is designed to meet the needs of students considering graduate study in psychology. Each student completes a research proposal. Prerequisites: Psychology 210, 213 plus three additional 200- or 300-level Psychology courses. Three hours.

### 376. Advanced Research II.

This course provides students with the opportunity to complete an empirical research project originally planned in Psychology 375 Advanced Research I. Each student gathers data, analyzes the results, and writes an APA format paper. In addition, students complete a poster presentation and an oral defense of their work. This course is designed to meet the needs of students considering graduate study in psychology. Prerequisite: Psychology 375. Three hours.

### 380. Independent Study in Psychology.

### 390. Special Topics in Psychology.

### 391. Honors Research in Psychology I.

Prerequisites: Eligibility for Honors Programs as established by the college, a grade of A- or better in Psychology 375, and a research proposal that has been approved by the department. Three hours.

### 392. Honors Research in Psychology II.

Prerequisites: Psychology 391 and consent of the department. One to three hours.

## Publications

Each year, students cooperate to produce three publications under the imprimatur of the College. Students earn credit for their work on these publications under three course headings:

- Journalism Practicum: *Sequel*
- Journalism Practicum: *Zenith*
- Communication Studies 130 and 230:  
*The Simpsonian*

#### Journalism Practicum: *Sequel* (Creative Writing)

Practical experience in putting together a magazine of literature and art. *Sequel* is issued once a year, usually in the spring. Students on the staff are responsible for all aspects of the compilation and publication of *Sequel* from start to finish. Staff solicit material, make selections from the submitted writings and artwork, then edit, proofread, and prepare the manuscript for printing.

Student staff also handle all publicity and budget responsibilities associated with *Sequel*. The faculty advisor is just that, and it is really the student staff who make all final decisions concerning content and format of *Sequel*. One hour of credit for each semester selected; eight hours maximum. Increased responsibility on staff, generally for the editor(s), will warrant an increase of credit to a maximum of three hours, more commonly two. In order to earn more than one credit per semester, a student must have participated in *Sequel* for at least one year. An increase of credit is available only upon the approval of the *Sequel's* faculty advisor. No prerequisites for first-time participants. Humanities 163-164 credit.

#### Journalism Practicum: *Zenith* (Yearbook)

Practical experience in the journalistic skills of writing, layout, advertising, and photography for the yearbook (*Zenith*). Emphasis will be placed upon active participation in achieving excellence in creative layout and journalism. Students may

take as many as eight semesters of the course, working on an editorial team with the opportunity to pursue progressively more demanding levels of journalistic and artistic involvement. No prerequisites for first-time participants. Increased responsibility on staff will warrant an increase of credit to a maximum of three hours per semester, upon approval of the instructor. No prerequisites. Humanities or Communication Studies 165-166 credit.

See Communication 130 and 230 for *The Simpsonian* (Newspaper).

## Religion

**Gammon, Bolen, Callan, Everhart, Hayes**

### Department Mission Statement

*Courses in religion offer students the possibility of obtaining a deeper understanding of the way the Judeo-Christian and other religious traditions envision the world. A study of both Biblical and contemporary periods enables the student to see how religion provides resources that empower persons and communities to respond creatively to life in the world today.*

A major in religion helps students develop as critical readers, writers, and thinkers, skills important to any of a number of careers. The major is, of course, excellent preparation for seminary or a variety of ministerial careers, including public service, missionary, and youth work. Religion majors also have gone on to careers in law, government, activism, journalism, public relations, sales, and academia.

Theological seminaries generally expect applicants to have a broad spectrum of general knowledge, which students may acquire through the Cornerstone program coupled with nearly any major, though at least a few basic courses in religion are recommended. Students interested in ministry are encouraged to use the many resources available to help them explore their career options, including the Religion Department faculty, the Center for Vocation and Integrative Learning, and the Religious Life Community.

## Religion Major

Required:	Hours
Rel 102 Introduction to Christian Thought	3
Rel 111 Introduction to the Old Testament	3
Rel 112 Introduction to the New Testament	3
Rel 120 Introduction to World Religions	3
Rel 385 Senior Seminar in Religion	3
<i>Three hours from the following</i>	3
Rel 201 Readings in the Tanakh	
Rel 212 Gospels	
Rel 217 Paul's Interpretation of Jesus	
Rel 260 Feminist Interpretation of the Bible	
Rel 280 New Testament Greek I	
Rel 281 New Testament Greek II	
<i>Three hours from the following</i>	3
Rel 222 Theologies of the Oppressed	
Rel 251 Introduction to Christian Ethics	
Rel 261 Christian Ethics, Wealth, and Property	
Rel 262 The Body in Christian Ethics	
Rel 263 Ethics, Religion, and Conflict	
Rel 301 Major Figures in Christian Ethics	
Rel 315 Readings in Contemporary Theology	
Rel 331 Theology and Social Theory	
<i>Three hours from the following</i>	3
Hum 101 Western Traditions	
Rel 103 Religious and Philosophical Foundations I	
Rel 104 Religious and Philosophical Foundations II	
Rel 221 American Religion	
Rel 225 Women and Religion in American Culture	
Rel 226 History of Christianity I	
Rel 227 History of Christianity II	
Religion Electives	9
Total:	33

*At least three hours in religion at the 300-level in addition to Rel 385 is required.*

*Phil 332 and PoSc 275 may count as electives in religion.*

## Religion Minor

<b>Required:</b>	<b>Hours</b>
Religion Electives (at least 3 hours at the 300-level)	18
<b>Total:</b>	<b>18</b>

## Religion Courses

### HUMANITIES 101. Western Traditions.

An interdisciplinary introduction to enduring ideas of the classical and Judeo-Christian traditions at the root of Western civilization. Through study of selected works of literature by Greek, Roman, Hebrew, early Christian, and Renaissance authors, students will explore issues surrounding citizenship, leadership, justice, honor, war, death, and friendship. This course may be substituted for Hist 101, Eng 116, or Rel 103. Cornerstone 1A. Three hours.

### 102. Introduction to Christian Thought.

An introduction to the major ideas, authorities, and themes of Christian theology, including interpretations of the trinity, creation, salvation, and church as understood through scripture, tradition, reason, and experience. Cornerstone 4A. Three hours.

### 103. Religious and Philosophical Foundations of the West I.

A study of the religious ideals, passions, and movements that decisively shaped Western thought and life from antiquity to the late middle ages. The interplay between Greek and Biblical categories and ideas, the meaning, impact and continuing significance of the great religious controversies, and the profoundly religious character of western thought will be explored. Enduring themes, questions and ideas will be clarified. Cornerstone 1A. Three hours.

### 104. Religious and Philosophical Foundations of the West II.

This course begins with an examination of the religious ideas and motivations of the Protestant Reformation. It will investigate the development of Western religious thought in interaction with the appearance of new forms of philosophy, the scientific revolution, social revolution and experiment, and the bewildering events and movements of the twentieth century. Cornerstone 1B. Three hours.

### 111. Introduction to the Old Testament.

Introduction to the history, literature, and religion of the Old Testament/Tanakh, with emphasis on the emergence of monotheism and the development of the religion that came to be known as Judaism. The course considers how Jews and Christians may read this literature differently, and emphasizes how interpretation of various texts from the Tanakh/Old Testament has influenced contemporary Western culture. Cornerstone 4A. Three hours.

### 112. Introduction to the New Testament.

This survey course introduces students to the literature and background of the New Testament. Students will become acquainted with the various literary forms (gospels, letters, apocalyptic literature, sayings, parables) in the New Testament. Students will be exposed to the formation of the community that later became the institutional church, and will explore the relation of the New Testament to the Hebrew Bible (Old Testament). Cornerstone 4A. Three hours.

### 120. Introduction to World Religions.

This course provides a basic introduction to several major world religions, including Buddhism, Hinduism, and Confucianism from the Eastern tradition and Judaism, Islam, and Christianity from the Western tradition. The course will acquaint students with foundational rituals, concepts and/or literature of each tradition, and will introduce the comparative study of religion. Students will become aware of global religious movements as well as the diversity of religious traditions currently practiced within the United States. Cornerstone 7. Three hours.

### 190. Special Topics in Religion.

#### 201. Readings in the Tanakh (Old Testament)

This course will rotate its specific content depending on the interest of students. Typically the class will concentrate on one portion of the Tanakh (Pentateuch, Prophets, or Writings). Students will become acquainted with the biblical literature itself, as well as with historic and recent interpretive methods related to the literature being studied. In every case, the class will connect the biblical material to the Christian New Testament since the older stories set the stage for the story of Jesus. The class will explore how the earlier texts influence modern concepts such as slavery and freedom, gender, and the relationship of

humans to the natural environment. Prerequisite: Rel 111 or permission of instructor. Cornerstone 4A. Three hours.

### **212. Gospels**

Students will explore the New Testament gospels (Matthew, Mark, Luke, and John), focusing on the portrayal of Jesus in each gospel and charting the development of the early church during the latter decades of the first century CE. To better understand the history and culture of the New Testament material, students will also read portions of Thomas and other non-canonical gospels. Prerequisite: Rel 112 or permission of instructor. Cornerstone 4A. Three hours.

### **217. Paul's Interpretation of Jesus.**

This course will explore the writings of the Apostle Paul. Attention will be given to the categories he used, the traditions he drew upon, and the structure of the arguments in his monumental effort to think through the meaning of Jesus. How Paul's teaching was understood later in the Christian tradition may be included as well. Prerequisite: Rel 112 or permission of instructor. Cornerstone 4A. Three hours.

### **219. Employment Experience in Religion.**

#### **221. American Religion.**

A survey of the major figures, events, and ideas in American Religion from the Puritans to today, including the Great Awakening, black religion, the Social Gospel, Christian realism, Catholicism, and Judaism. Emphasis on how the American context influenced theological development and the ongoing relationship between church and state. Cornerstone 4A. Three hours.

#### **222. Theologies of the Oppressed.**

An exploration of the ways theological traditions change in response to the experience of marginalized groups in American life. Through the study of black, feminist, gay, and liberation theologies, students will explore the importance of race, gender, sexual orientation, and class as moral and religious categories, coming to understand political marginalization as a theological category with unique relevance to specific communities. Prerequisite: Rel 102 or permission of the instructor. Cornerstone 6. Three Hours.

#### **225. Women and Religion in American Culture.**

An introduction to the life and thought of selected American religious women who have participated in the struggle for justice and equality in

religious institutions and society at large. Readings will include history, biography, autobiography and contemporary feminist perspectives. Cornerstone 6. Three hours.

### **226. History of Christianity I.**

A study of the major events, figures, and ideas in the history of Christianity from the time of the New Testament to the Reformation, including the Patristic and Medieval periods. Cornerstone 4A. Three hours.

### **227. History of Christianity II.**

A study of the major events, figures, and ideas in the history of Christianity from the Reformation to the present, emphasizing the work of the Reformers, the development of theological liberalism, and the reactions of the major figures of the modern period. Cornerstone 4A. Three hours.

### **233. Islam.**

A survey of the major texts, figures, events, and ideas of religious life and practice in the Islamic tradition. Through the study of the Qur'an, Islamic history, ritual practices, law, and ethics, students will explore the impact of the tradition on the contemporary world. Cornerstone 7. Three hours.

### **251. Introduction to Christian Ethics.**

An exploration of the relationship between faith and practice in the Christian tradition, emphasizing the importance of Christian community and identity. Students will learn the basics of ethical theory in relationship to Christian sources and norms, as well as applications of theory to a number of social-ethical issues, such as poverty, racism, capital punishment, marriage, sexuality, and crime. Prerequisite: Rel 102 or Rel 112, or permission of instructor. Cornerstone 4A. Three hours.

### **260. Feminist Interpretation of the Bible.**

This course explores feminist interpretation of the Bible, both as a theoretical orientation and as a feminist interpretive lens pertains to selected texts of the Hebrew Bible and New Testament. Students will be exposed to the work of Jewish and Christian feminist scholars from around the globe. The course introduces feminism as a hermeneutic for sacred texts, and also explores the history of textual interpretation from a feminist perspective. Most students enrolling in this course will want to have taken either Introduction to Women's Studies or any introductory biblical studies course. Cornerstone 7. Three hours.

### **261. Christian Ethics, Wealth and Property.**

An examination of basic economic themes drawing on biblical, classical, and modern theological resources. Students will explore the function of money in community, the moral dimensions of private property, and the relation of economic systems to theories of justice. Specific topics may include economics in the Torah and New Testament, the prophetic tradition, Aquinas, Luther, capitalism, Christian socialism, the Social Gospel, and American Evangelicalism. Prerequisite: Completion of Cornerstones 1A and 1B, or permission of instructor. Cornerstone 4A. Three hours.

### **262. The Body in Christian Ethics.**

An examination of issues in medical and sexual ethics, drawing on biblical, classical, and modern theological resources. Topics include extramarital sex, homosexuality, abortion, euthanasia, genetic screening, aging, cloning, and human research. Prerequisite: Rel 102 or Rel 112, or permission of instructor. Cornerstone 4A. Three hours.

### **263. Ethics, Religion, and Conflict.**

An exploration of the role religion plays in social and political conflict on the international stage. After an introduction to the traditions of holy war, just war, and pacifism, students will examine how political theories account for religion, as well as the role of religion in terrorism, ethnic religious conflict, and humanitarian intervention. Cornerstone 4A. Three hours.

### **280. New Testament Greek I.**

The course will introduce students to basic concepts of New Testament Greek, including an introduction to present active indicative verbs. All basic aspects of New Testament grammar except for the complete verb system will be covered. The course will emphasize inductive learning, with students reading New Testament texts as soon as possible. Three hours.

### **281. New Testament Greek II.**

This course is a continuation of REL 280. By the end of the semester, students will have enough familiarity with New Testament Greek to read, with a lexicon, New Testament passages. Students will be able to consult commentaries that work with the Greek text, will be introduced to issues related to the development and transmission of the New Testament in the ancient world, and will be exposed to software designed to aid in the research of the Greek New Testament. Prerequisite: Rel 280 or equivalent. Three hours.

### **290. Special Topics in Religion.**

#### **301. Major Figures in Christian Ethics.**

An advanced examination of major figures in Christian moral theology, including Augustine, Aquinas, the Anabaptists, Luther, Calvin, Niebuhr, and Barth. Students will learn how the classical expressions of systematic theology relate to morality, with particular attention to moral psychology and sanctification. A broad overview of each figure in historical context will give way to specific treatments of marriage, sexuality, and political theory. Prerequisite: Rel 102 or permission of instructor. Cornerstone 4A. Three hours.

#### **310. The Growth and Development of Judaism.**

In this course students will investigate the development of Judaism and Jewish life from the intertestamental to the modern periods. Students will grapple with central themes and ideas, practices and movements. Both classical and contemporary texts will be employed in order to give students as full an understanding as possible of the rich, fertile and diverse reality of Judaism. Figures as different as Philo, Akiba, Saadia Gaon, Maimonides, the Baal Shem Tov, Spinoza, Theodor Herzl, Hermann Cohen, Abraham Heschel, and Richard Rubenstein will be introduced. Time will also be spent examining Jewish life in America and the development of Jewish thought and life here. Cornerstone 4A. Three hours.

#### **315. Readings in Contemporary Theology.**

An advanced seminar in which students analyze the work of important contemporary figures in Christian theology, resulting in a significant exercise in independent research. Prerequisite: Rel 102 or permission of instructor. Cornerstone 4A. Three hours.

#### **319. Internship in Religion.**

#### **331. Theology and Social Theory.**

An advanced seminar treating significant movements in political theology, selected from classical and contemporary sources. Theological examination of nationality, ethnicity, race, and other social distinctions will be examined in conjunction with particular political contexts, leading to a significant exercise in student research. Prerequisite: Rel 102 or permission of instructor. Cornerstone 4A. Three hours.

#### **380. Independent Study in Religion.**

**385. Senior Seminar in Religion.**

This capstone course for majors in religion requires students to engage some of the important methodological questions in doing research in religion. Each student will prepare a major research paper and present it to the departmental faculty in a public forum, during the final weeks of the semester. Three hours.

**390. Special Topics in Religion.**

**Senior Colloquium (SRC)**

399. In the Senior Colloquium, students address a significant topic from more than one Cornerstone perspective. As a senior seminar, the Colloquium provides a structured opportunity for participants to continue the task of integrating their liberal arts education and addressing its contemporary relevance. A major part of the Colloquium experience is a substantial writing project in which students demonstrate an awareness of the value issues at stake in analysis of the topic. Three hours.

**Sociology and Criminal Justice**

**Freyberg, Bandy, Dallinger, Friedrich, Jones**

Department Mission Statement

*The social sciences study human social interaction in its many forms. The Department Sociology and Criminal Justice at Simpson provides students an opportunity to develop a keen awareness of the intersection of historical, personal, and social dimensions of life. In addition to studying social processes, social organization, and issues of social justice, most students in the Department engage in at least one Field Experience (an enhanced internship with a seminar component).*

*Departmental graduates should recognize the individuals’ responsibility to contribute to the larger community and should understand the role that individual ethics and social values play in that endeavor. Because knowledge of self and society nourishes both personal freedom and a sense of social responsibility, social science courses place students at the heart of a liberal arts education.*

The Department Sociology and Criminal Justice includes the majors in Criminal Justice and Sociology. Also offered is a Social Work

minor along with minors in Criminal Justice and Sociology. For purposes of evaluating transcripts, Criminal Justice, Sociology and Social Work are considered separate disciplines. In other words, students may take more than 42 hours in the department but no more than 42 hours in any one area, such as Criminal Justice or Sociology.

**Criminal Justice**

The major in Criminal Justice is concerned with the application of knowledge derived from a broad range of college subjects, especially the social sciences and humanities. Specifically, students completing the Criminal Justice major will be able to think in the abstract and apply theoretical orientations to the analysis of concrete situations. They will acquire an understanding of the operation of and interactions between components of the criminal justice system in the United States. In addition, students will be able to demonstrate statistical skills and be able to interpret and use quantitative data.

**Criminal Justice Major**

This major consists of 18 hours required “core” courses and the selection of one of three concentration areas. In order to complete the major in criminal justice, a concentration must be completed in addition to the required core courses. The concentrations are: Justice, Administration and Corrections.

**Criminal Justice Major with Justice Concentration**

Required Core:	Hours
Soc 210 Statistics for Social Science **	3
Soc 252 Standards for Professional Behavior in Human Services	3
CJ 220 Criminal Justice Systems	3
CJ 342 Juvenile Delinquency	3
CJ 343 Criminology	3
SCJ 340 Race and Ethnic Relations	3
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	18

\*\*requires Math Competency

In addition to the 18 hours of required core courses listed above, students completing a justice concentration must also take:

<b>Required Concentration:</b>		<b>Hours</b>
CJ 300	Juvenile and Family Law	3
CJ 360	Criminal Law and the Legal Process OR	3
PoSc 325	Supreme Court and Civil Liberties <i>(Either of these can be an elective if not selected as the required course.)</i>	3  6
<b>Electives: 2 of the following courses:</b> (1 of which needs to be in the SCJ Department)		
		<b>Hours</b>
Soc 204	Modern Social Problems	3
SW 342	Human Behavior in the Social Environment	3
Hist 358	Constitutional History of the U.S.	3
CJ 222	Criminal Investigation and Law Enforcement Intelligence Systems	3
CJ 223	Current Issues in Criminal Justice	3
CJ 270	Terrorism	3
CJ 290/390	Special Topics for Criminal Justice	3
CJ 333	Sexual Violence, Perpetrators and The Criminal Justice System	3
SCJ 341	Family Crisis Intervention	3
SCJ 347	Fieldwork Seminar	3
SCJ 380	Senior Project	3
SCJ 391/392	Honors Tutorial	3
	Required Core	18
	Required Concentration	6
	Electives	6
	<b>Total</b>	<b>30</b>

### **Criminal Justice Major with Administration Concentration**

<b>Required Core:</b>		<b>Hours</b>
Soc 210	Statistics for Social Sciences**	3
Soc 252	Standards for Professional Behavior in Human Services	3
CJ 220	Criminal Justice Systems	3
CJ 342	Juvenile Delinquency	3
CJ 343	Criminology	3
SCJ 340	Race and Ethnic Relations	3

\*\*Requires Math Competency

In addition to the 18 hours of required core courses listed above, students completing an administrative concentration must also take:

<b>Required Concentration:</b>		<b>Hours</b>
Acct 251	Principles of Accounting	3
Magt 131	Management Concepts	
Magt 323	Human Resource Management+	3
	OR	
Magt 333	Organization and Behavior	3
	OR	
Magt 340	Labor and Industrial Relations #	3
		<hr/>
		9

+ Requires Magt 231 Business Law

# Requires Econ 102 Microeconomic Principles

**Electives:** one of the following courses:

		<b>Hours</b>
Acct 252	Principles of Accounting II	3
Soc 320	Sociological Theory	3
Soc 321	Methods of Social Research	3
Soc 331	Complex Organizations	3
CJ 222	Criminal Investigation and Law Enforcement Intelligence Systems	3
CJ 223	Current Issues in Criminal Justice	3
CJ 290/390	Special Topics in Criminal Justice	3
CJ 333	Sexual Violence: Victims, Perpetrators and the Criminal Justice System	3
SCJ 347	Fieldwork and Seminar	3
SCJ 380	Senior Project	3
SCJ 391/392	Honors Tutorial	3

	Required Core	18
	Required Concentration	9
	Electives	3

**Total** 30

## Criminal Justice Major with Corrections Concentration

Required Core:	Hours
Soc 210 Statistics for Social Science **	3
Soc 252 Standards for Professional Behavior in Human Services	3
CJ 220 Criminal Justice Systems	3
CJ 342 Juvenile Delinquency	3
CJ 343 Criminology	3
SCJ 340 Race and Ethnic Relations	3
	<hr/>
	18

\*\*Requires Math Competency

In addition to the 18 hours of required core courses listed above, students completing a corrections concentration must also take:

Required Concentration:	Hours
CJ 300 Juvenile and Family Law	3
CJ 344 Correctional Practices in the U.S.	3
	<hr/>
	6

Electives: Two of the following courses

	Hours
Psyc 250 Abnormal Psychology*	3
Psyc 342 Theories of Personality*	3
Soc 321 Methods of Social Research	3
SW 201 Human Growth and Development	3
SW 301 Counseling and Problem Solving in the Human Services	3
CJ 223 Current Issues in Criminal Justice	3
CJ 290/390 Special Topics for Criminal Justice	3
CJ 333 Sexual Violence, Perpetrators and The Criminal Justice System	3
SCJ 341 Family Crisis Intervention	3
SCJ 347 Fieldwork Seminar	3
SCJ 380 Independent Study	3
SCJ 391/392 Honors Tutorial	3
Required Core	18
Required Concentration	6
Electives	6
	<hr/>
Total	30

\*Prerequisite: Psychology 101, Introduction to Psychology.

## Criminal Justice Minor

A total of 15 hours is required for a minor in Criminal Justice:

Required:	Hours
CJ 220 Criminal Justice Systems	3
CJ 342 Juvenile Delinquency	3
CJ 343 Criminology	3
	<hr/>
	9
Electives: Any two Courses in criminal justice	6
	<hr/>
	15

## Criminal Justice Courses

Note: courses designated "SCJ" have interdisciplinary content and can often apply to more than one program of study.

### 190. Special Topics in Criminal Justice.

### 219. Employment Experience in Criminal Justice.

### 220. Criminal Justice Systems.

Examines and compares the philosophies and operations of the three principal branches of the criminal justice system: police, courts, and corrections. Of particular concern will be the handling of conflict resulting from misunderstanding and confusion regarding the nature and intent of our criminal justice system's functioning in dealing with certain types of problems. American and British comparisons in dealing with selected issue areas will be analyzed. Three hours.

### 222. Criminal Investigations and Law Enforcement Intelligence Systems.

The essential elements of criminal investigation and other law enforcement functions will be examined. In addition to the traditional investigative issues that local law enforcement investigators face, the impact of global changes on the role of law enforcement functions and the use of intelligence systems in planning and executing law enforcement policies will be examined. Prerequisite: Criminal Justice 220. Three hours. Alternate years.

### 223. Current Issues in Criminal Justice.

A course designed to focus on current criminal justice issues such as victimology, substantive and procedural law issues, enforcement and judicial discretion, capital punishment, gang violence, etc. and the theoretical and policy issues associated with them.

### **240. Conservation Law.**

This course will provide an in-depth look into the history, the current status and future conservation laws and natural resource protection. The purpose, function and socio-economic impact of various fish and wildlife laws, and how they are enforced will be examined. Conservation careers will also be explored. Three hours.

### **270. Terrorism.**

The course focuses on the causes and evolution of the terrorist response in the support of social causes. Primary concerns of the course include but are not limited to the trap of “tribal” reactions to social issues, the demoralization of the adversary, historical development of the terrorist response, terrorism in the current social environment and the response to the terrorist challenge.

### **290. Special Topics in Criminal Justice.**

#### **300/500. Juvenile and Family Law.**

This course addresses the legal understandings and issues surrounding juveniles and families in the United States. The links between the criminal justice system and human service agencies will be investigated. Graduate standing required for 500-level enrollment. Prerequisite: Criminal Justice 220. Three hours.

### **319. Internship in Criminal Justice.**

#### **333/533. Sexual Violence: Victims, Perpetrators and the CJ System.**

This course is an extensive introduction to the sociological study of sexual violence. In this course, students can expect to explore the causes of, theories about, and statistics on sexual violence in U.S. society. Additionally, this course will survey the various components of the criminal justice system involved with victims and/or perpetrators of sexual violence. Graduate standing required for 500-level enrollment. Three hours.

### **SCJ 340. Race and Ethnic Relations.**

This course explores the dynamics and results of inter-group relations. Prejudice and discrimination are examined in both historical and international perspective. Among the concrete topics discussed are affirmative action, multiculturalism, institutional discrimination, and the interrelationship of sex, class, and ethnicity. No prerequisite. Cornerstone 6. Three hours.

### **SCJ 341/541. Family Crisis Intervention.**

This course is designed to present conceptual framework and useful methods of intervention to

help us understand and address a variety of crises confronting people in families. We will examine numerous situations, which may be family crises, and the behavioral manifestations of family members in crisis. Such topics as family violence, divorce/separation/desertion, sexual abuse of children in families, loss of family members through death, chemical abuse, criminal victimization, and suicide will be examined within the family context. Three hours.

### **342/542. Juvenile Delinquency.**

The extent and cause of criminal behavior of children, adolescents, and young adults. Development and operation of juvenile courts and theories and methods of juvenile treatment and rehabilitation are examined. Graduate standing required for 500-level enrollment. Cornerstone 3. Three hours.

### **343/543. Criminology.**

The extent and cause of adult criminal behavior, adjudication procedures, penal theories and practices, rehabilitation programs, and crime prevention. Graduate standing required for 500-level enrollment. Cornerstone 3. Three hours.

### **344. Correctional Practices in the U.S.**

An examination and comparison of past, present, and future rehabilitative and correctional procedures for juvenile delinquents and criminals is undertaken. Various community-based and institutional settings will be analyzed in terms of different measures of success or failure in dealing with clients. Prerequisite: Criminal Justice 342 or 343. Three hours.

### **SCJ 347. Field Experience and Seminar.**

Placement in a court, planning agency, or other criminal justice agency for a minimum of 120 hours of supervised fieldwork. Open to majors with Junior or Senior standing. Three hours.

### **360/560. Criminal Law and the Legal Process.**

An introduction to the American legal system, with emphasis placed on the major elements of the criminal process. Topics to be covered include the nature of criminal law, the rules of criminal procedure, and the roles of lawyers and judges in the system. Graduate standing required for 500-level enrollment. Three hours.

### **SCJ 380. Independent Study.**

### **390. Special Topics in Criminal Justice.**

### **SCJ 391-392. Honors Tutorial Program.**

## Simpson College Master of Arts in Criminal Justice

Simpson College's 36 semester hour Master of Arts in Criminal Justice (MACJ) addresses the educational needs of both professionals seeking criminal justice employment and those who are currently employed in the criminal justice system. Simpson's MACJ degree program will help students gain a greater understanding of the criminal and juvenile justice process, the causes of crime, law enforcement issues, administrative challenges, adjudication, and the correctional system. Social justice and integrity in our personal responses to others are key emphases of the educational process at Simpson College and will be consistent themes evident in all MACJ coursework.

The program consists of a core of eight courses and an elective set of four courses chosen through consultation with a faculty advisor and based on one's professional interests.

### I. Requirements for Entry into the Program.

Prospective students must:

- A) Have earned a bachelor's degree from a regionally accredited institution with a major in criminal justice, sociology, social work, political science, or economics. For other majors, remedial coursework may be required in order to satisfy program prerequisites.
- B) Have earned a cumulative undergraduate GPA of 3.0 and a minimum GPA of 3.0 within their major. An applicant who fails to meet the minimum GPA requirements may be accepted conditionally with the understanding that the applicant must complete the Graduate Record Examination (GRE) and report his/her scores to Simpson College before becoming eligible for full admission.
- C) Complete the graduate application for admission.
- D) Submit official transcripts from the college or university where undergraduate degree was awarded.
- E) Meet with a MACJ academic advisor to review initial transcript analysis.
- F) Provide two letters of recommendation from current and/or past supervisors.

### II. The MACJ Academic Program

**A. Core Courses.** MACJ students are required to complete the following eight core courses:

CJ 502	Seminar in Justice Issues
CJ 503	Seminar in Criminal and Juvenile Justice Theory
CJ 504	Seminar in Justice System Decision Making and Policy Implementation
CJ 505	Standards of Professional Behavior
CJ 506	Justice System Statistics
CJ 507	Research Methodologies
CJ 540	Social Justice and Human Rights Issues
CJ 595	Portfolio or Examination Study

**B. Elective Courses.** MACJ students will chose four of the following elective course options to complete their program of study.

CJ 300/500	Juvenile and Family Law
CJ 333/533	Sexual Violence: Victims, Perpetrators and the CJ System
CJ 342/542	Juvenile Delinquency
CJ 343/543	Criminology
CJ 344/544	Correctional Practices in the U.S.
CJ 360/560	Criminal Law and the Legal Process
CJ 501	Victimology
CJ 508	Legal Issues for Justice Professionals
CJ 539	Budget Building and Resource Allocation for CJ System Agencies
CJ 545	Police Effectiveness
CJ 546	Strategic Policing
CJ 580	Independent Study
CJ 590	Special Topics
Magt 323/523	Human Resource Management
Magt 333/533	Organization and Behavior
Magt 340/540	Labor & Industrial Relations
SW 301/501	Counseling Strategies I
SW 302/502	Counseling Strategies II
SW 341/541	Family Crisis Intervention
SW 342/542	Human Behavior in the Social Environment

### III. Course Descriptions for Graduate-Only Courses in Criminal Justice\*

\* Course descriptions of additional elective options appear as cross-listed 300/500-level courses in the undergraduate listing of course descriptions for criminal justice, management and social work.

#### 501. Victimology.

This course will examine the relationship of the victim, the offender, and the society. Students will examine sociological theories as they relate to crime victims, as well as qualitative and quantitative research issues involving crime victims, the impact of victimization, and legal system responses to victims. In addition, students will examine the history of victimization, the impact of criminal trauma on victims and their families, and the current issues facing victims and victim advocates in the criminal justice system. Graduate standing required. Three hours.

#### 502. Seminar in Justice Issues.

This course is designed to provide experience in critical analysis of current and emerging justice policies and practices. Graduate students will analyze published evaluation research, assess the value of quantitative and qualitative analyses, and learn how to implement systematic evaluation techniques. Graduate standing required. Three hours.

#### 503. Seminar in Criminal and Juvenile Justice Theory.

This advanced criminal justice theory class focuses on theory application. Students will be given information about crime, court, corrections, and security or prevention issues and asked to apply particular theoretical schemes in the attempt to understand and create a basis for dealing with issue areas. Graduate standing required. Prerequisite CJ 342/542 or CJ 343/543 or permission of instructor. Three hours.

#### 504. Seminar in Justice System Decision Making and Policy Implementation.

This course focuses on discretionary decision making throughout the criminal justice system. Students will examine how to identify and define discretionary decisions in the justice system, how to structure discretionary responses, and how to establish methods for checking discretion. The course will include assessment of policy decisions and the impact of policy on daily functioning of the justice system, as well as systemic effects of decision making. Goals of fairness, justice and

equality in criminal justice policy will be critically analyzed. Graduate standing required. Three hours.

#### 505. Standards of Professional Behavior.

Ethical concerns for justice system professionals will be examined. Dilemmas involving confidentiality and privacy, conflicts of interest, deception, coercion and control, and human subjects review will be explored within the broader context of the concepts of justice, fairness and respect. In addition to theoretical constructs of ethical issues that arise in social science disciplines, various written codes of conduct (such as National Association of Social Workers, American Corrections Association, International Association of Chiefs of Police, American Bar Association, and American Psychological Association) will be examined and analyzed from a justice system policy perspective. Graduate students will read original research and provide in-depth analysis of ethical issues. Graduate standing required. Prerequisite: Undergraduate ethics survey course. Three hours.

#### 506. Justice Systems Statistics.

This required course will examine the basic principles of statistical techniques that are commonly used in criminal justice and public policy research, which techniques are appropriately used for various research purposes, and how to interpret statistics and communicate the results meaningfully. Graduate standing required. Prerequisite: Math 201, Soc 210 or equivalent. Three hours.

#### 507. Research Methodologies.

This course provides an overview of scientific procedures in criminal justice research. We will examine the boundaries of scientific inquiry, the nature of causal explanation, the relationship between theory and observation, and the differences between positivist and interpretive models of study. Surveys, experiments, fieldwork and archival methods will be studied with a critical emphasis on development of research designs that are appropriate to particular empirical goals. Graduate standing required. Prerequisite Soc 321, Psc 299 or equivalent or permission of instructor. Three hours.

#### 508. Legal Issues for Justice Professionals.

The course examines criminal, administrative and civil law issues that commonly arise among justice agencies, including civil remedies for violations of individuals' constitutional rights;

investigative powers and limitations; legal relationships between crime victims and public agencies; public corruption prosecution; and administrative policies and procedures. Graduate standing required. Three hours.

#### **540. Social Justice and Human Rights Issues.**

This course is designed to examine social justice and human rights issues reflected in the U.S. Constitution and the United Nation's Universal Declaration of Human Rights as they interplay in various aspects of the criminal justice system including corrections, juvenile justice, enforcement, administration and legal action. Issues will include, but not be limited to, the influence of sexism, racism, ethnicity, homophobia, ageism, disability and other discrimination in the form of harassment, inappropriate action, group conflict, prejudice and discrimination in the United States and in the world community. Graduate standing required. Three hours.

#### **539 Budget Building and Resource Allocation for Criminal Justice System Agencies.**

Introduces basic concepts in public finance, basics of public financial statement analysis, process and formats of budgetary systems, budgetary politics and strategies, and other issues of public financial management. Prerequisites: Acct 251 and 252 or permission of instructor. Graduate standing required. Three hours.

#### **545. Police Effectiveness.**

The course examines the origins of policing; traditional and innovative policing methods within police organizations and by individual officers; and the relationship between police, the public and society. It includes critical analysis of empirical research on policing efforts and programmatic evaluation. Graduate standing required. Three hours.

#### **546. Strategic Policing.**

The course focuses on maximizing the use of technology to implement problem-oriented policing strategies in modern police agencies. In addition, it examines the changing reliance on intelligence information, the methods used to gather the information, the development of analytical skills to identify and synthesize relevant data, and the standard practices of intelligence analysis. The course will examine problem-solving by individual police officers and the use of intelligence information to assist in strategic planning by police departments. Graduate standing required. Three hours.

#### **580. Independent Study.**

Independent study is limited to those who have completed a minimum of 24 semester hours of graduate level course work and have accumulated a minimum GPA of 3.2. Independent study is intended for those who have a special interest in an area of study and/or research not usually available as a regular offering of the college. Enrollment in independent study is by petition. Graduate standing required for 500-level enrollment. Independent study carries one to four hours of credit.

#### **590. Special Topics in Criminal Justice.**

There may be periodic graduate offerings on special topics designed to investigate a detailed area of study within criminal justice or a related field. Graduate standing required. Three hours.

#### **595. Portfolio or Examination Study.**

A portfolio that will play an important part in assessing student outcomes must be completed by all students. Papers written by the student over their course of study will be included to help evaluate whether graduates become more focused on issues of social justice, ethics and service delivery as they progress through their degree program. Criminal justice system employees, with approval from the student's advisor and work supervisor, will write a capstone paper focusing on an issue within their work environment. Students that are not employed in a criminal justice system agency will complete a comprehensive examination in lieu of the final paper. Graduate standing required. Three hours.

## **Sociology**

Sociology is concerned with the nature and workings of human group life. Courses are built around selected group functions, social institutions, and social problems with the objective of providing: 1) an understanding of the concepts of the major sociological paradigms; 2) the ability to apply theories derived from these paradigms in concrete situations; 3) comprehension of the variety and complexity of human social interaction in both large and small social contexts; 4) development of methodological and statistical skills in the acquisition, organization, analysis, and interpretation of quantitative data. Students may complete courses of study for a number of purposes, including: 1) general education; 2) subject matter specialization for teaching at the secondary level; 3) employment in public or private service; and

4) preparation for graduate study in sociology, anthropology, social work, theology, law, and other disciplines.

Students majoring in Sociology may choose a generalized major emphasizing breadth in elective course work; or students may choose to complete the required “core” courses and select a concentration in Social Justice or Social Work.

### Sociology Major (General)

Required Core:		Hours
Soc 101	Introduction to Sociology	3
Soc 210	Statistics for Social Science**	3
Soc 320	Sociological Theory	3
Soc 321	Methods of Social Research	3
Soc 323	Methods of Social Research II	3

\*\* Requires Math Competency

Electives: Any five Sociology or Anthropology courses

Required Core	15
Electives	15
<b>Total</b>	<b>30</b>

Students choosing a sociology major with a concentration will take the same 5 core courses above and will add 5 more courses, including both concentration requirements and concentration electives.

### Sociology Major with Social Justice Concentration

Required Core:		Hours
Soc 101	Introduction to Sociology	3
Soc 210	Statistics for Social Sciences**	3
Soc 320	Sociological Theory	3
Soc 321	Methods of Social Research I	3
Soc 323	Methods of Social Research II	3
		<b>15</b>

\*\*Requires Math Competency

In addition to the 15 hours of required core courses listed above, students completing the social justice concentration must also take:

Required Concentration:		Hours
SCJ 340	Race and Ethnic Relation	3
Soc 311	Women: The Struggle for Equality	3
Soc 360	Social Movement	3
		<b>9</b>

Electives: Two of the following courses

			Hours
Anth 310	Indians of the Americas		3
Hist 211	African American History		3
PoSc 265	Latino Politics in the U.S.		3
SCJ 347	Field Experience and Seminar		3
Rel 222	Theories of the Oppressed		3
Eng 236	American Minority Literature & Culture		3
SW 343	Social Welfare Policy		3
Phil 211	Feminist Ethics		3
	Required Core		15
	Required Concentration		9
	Electives		6
	<b>Total</b>		<b>30</b>

### Sociology Major with Social Work Concentration

Required Core:		Hours
Soc 101	Introduction to Sociology	3
Soc 210	Statistics for Social Sciences**	3
Soc 320	Sociological Theory	3
Soc 321	Methods of Social Research I	3
SCJ 347	Field Experience and Seminar	3
		<b>15</b>

\*\*Requires Math Competency

In addition to the 15 hours of required core courses listed above, students completing the social work concentration must also take:

Required Concentration:		Hours
Soc 252	Standards of Professional Behavior	3
SW 343	Social Welfare Policy	3
		<b>6</b>

Electives: Any three of the following courses:

			Hours
SW 201	Human Growth and Development		3
SW 301	Counseling and Problem Solving		3
SW 342	Human Behavior in the Social Environment		3
SCJ 341	Family Crisis Intervention		3
	Required Core		15
	Required Concentration		9
	Electives		6
	<b>Total</b>		<b>30</b>

## Sociology Minor

A total of 15 hours is required for a minor in Sociology.

<b>Required:</b>	<b>Hours</b>
Soc 101 Introduction to Sociology	3
Soc 204 Modern Social Problems	3
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
	6
<b>Electives:</b> Any three in courses Sociology, Anthropology or Social Work	9
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
Total	15

## Sociology Courses

*Note: courses designated “SCJ” have interdisciplinary content and can often be applied in more than one program of study.*

### 101. Introduction to Sociology.

An introduction to the ways that group relations affect human behavior. Considers interactions between individuals, institutions, communities, and culture. Examines ongoing processes that shape society. Cornerstone 3. Three hours.

### 190. Special Topics in Sociology.

#### 204. Modern Social Problems.

An overview of the nature and meaning of selected social problems from an interdisciplinary social science perspective. Topics normally examined include such problems as racism, sexism, poverty, crime, and environmental pollution. This course includes an analysis of proposed solutions to such problems. Cornerstone 3. Three hours.

#### 210. Statistics for the Social Sciences.

An introduction to statistical techniques that is applicable to the disciplines of majors in the departments of Education, Psychology and Sociology and Criminal Justice. Topics include scales of measurement, measurement of central tendency and variability, parametric probability distributions (normal and “t”), hypothesis testing and confidence intervals, linear regression and correlation, nonparametric probability distributions (Chi square, Mann-Whitney, binomial sign test), and choosing the appropriate technique. Prerequisite: : One of the following: Math 105/105T, Math 130/130T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Not open to those who have received credit for Mathematics/Economics 201. Same as Psychology 210. Cornerstone 2B. Three hours.

### 211. Sociology of the Family.

An examination of historical and contemporary lifestyles ranging from single adulthood through polygamous unions, unmarried cohabitation, blended parent, utopian communities, and traditional monogamous marriages with a view toward families of the future and the student’s adoption of an intentional personal lifestyle. Cornerstone 3. Three hours.

### 219. Employment Experience in Sociology.

### 222. Social Psychology.

Consideration of individuals in their social context. Attention is given to such topics as aggression, affiliation, attitudes, social influences, prejudice, social judgment, and the dynamics of small groups. Same as Psyc 222. Prerequisite: Psychology 101 and at least one other psychology or sociology course. Three hours.

### 252. Standards for Professional Behavior in the Human Services.

Ethical concerns in human services professions will be examined. Dilemmas involving confidentiality and privacy, conflicts of interest, deception, coercion and control, and human subjects review will be explored within the broader context of the concepts of justice, fairness and respect. In addition to theoretical constructs of ethical issues that arise in social science disciplines, various written codes of conduct (such as National Association of Workers, American Corrections Association, International Association of Chiefs of Police, American Bar Association and American Psychological Association) will be explored. Alternate years. Three hours.

### 290. Special Topics in Sociology.

#### 311. Women: The Struggle for Equality.

This course explores women’s struggle for equality in the United States. The minority/subordinate status of women will be addressed through such perspectives as conservatism, liberalism, traditional Marxism, radical feminism, and socialist feminism. Cornerstone 6. Three hours.

### 319. Internship in Sociology.

### 320. Sociological Theory.

A survey of the form and substance of both classical and contemporary sociological theory. Emphasis is given to the construction and critique of theory, and to the place of theory in everyday life. The course will examine such topics as

Marxism, feminism, postmodernism and social change theories. Prerequisite: Junior standing or six hours of 300-level sociology courses. Three hours.

### **321. Methods of Social Research I.**

Contemporary methods are employed in assembling, analyzing, and interpreting social data. Data base management and statistical software packages are used to evaluate research findings. Individual research assignments and class projects introduce the student to techniques for dealing with specific types of theoretical and social research problems. Prerequisites: Sociology 210 and Sociology 320. Three hours.

### **323. Methods of Social Research II.**

Methods of Social Research II asks students to work in teams designing and executing an original class research project of either quantitative or qualitative design. The course emphasizes data analysis techniques, including both content analysis and the use of the Statistical Package for the Social Sciences (SPSS). Depending on enrollment, different teams of students will pursue both quantitative and qualitative projects, and a seminar format will allow the teams to share experiences in solving problems of data collection, analysis, and interpretation. Prerequisite: Sociology 321. Three hours.

### **331. Complex Organizations.**

We live out much of our lives interacting with organizations. This course aims for both a theoretical and concrete understanding of several types of social organizations, such as government, business, medical, and media organizations. We emphasize organizations' "internal" relationships with their members and "external" relationships with their clients and other organizations. Cornerstone 3. Three hours.

### **SCJ 340. Race and Ethnic Relations.**

This course explores the dynamics and results of inter-group relations. Prejudice and discrimination are examined in both historical and international perspective. Among the concrete topics discussed are affirmative action, multiculturalism, institutional discrimination, and the interrelationship of sex, class, and ethnicity. Cornerstone 6. Three hours.

### **SCJ 341/541. Family Crisis Intervention.**

This course is designed to present conceptual frameworks and useful methods of intervention to help us understand and address a variety of crises confronting people in families. We will examine numerous situations, which may be family crises, and the behavioral manifestations of family members in crisis. Such topics as family violence, divorce/separation/desertion, sexual abuse of children in families, loss of family members through death, chemical abuse, criminal victimization, and suicide will be examined within the family context. Three hours.

### **SCJ 347. Field Experience and Seminar.**

Fieldwork in selected community agencies relative to survey or evaluation research, community organization, social action or other topics as approved by the instructor. Approximately 120 hours of field placement plus meetings with the instructor and other practicum students. Open to majors only. Prerequisite: Senior standing or permission of instructor. Three hours.

### **350. Environmental Sociology.**

This course examines how people affect places. Some topics covered include the population size and distribution on life quality with respect to health, nutrition, housing, air and water, economic opportunity, political stability, and other issues in a global context. Cornerstone 3. Three hours.

### **360. Social Movements.**

This course examines the history and theory of social movements such as the American women's and civil rights movements, the international "Green" movement, revolutionary movements, and conservative movements. The course will focus on movement organization, strategy, use of media and interactions with government. Among the questions to be explored are: What kinds of experiences turn everyday people into "activists"? Why do some social movements succeed while others fail? How have social movements altered American culture, economy, and politics? Prerequisites: One course in sociology. Three hours.

### **SCJ 380. Independent Study.**

### **390. Special Topics in Sociology.**

### **SCJ 391-392. Honors Tutorial Program.**

## Social Work Minor

The Social Work Minor is designed to augment a related major such as criminal justice, Spanish, religion, psychology, etc. Students who plan on either a career in human service or graduate study in social work are urged to consider the sociology major with concentration in social work. Students majoring in sociology with a concentration in social work may not add the social work minor.

Students will: demonstrate workable understanding of major elements of the human service systems in the United States; demonstrate beginning level counseling skills and strategies for problem-solving; and will know and be able to use a multi-layered understanding of human behavior in the social environment.

*A total of 15 hours is required for a minor in Social Work as follows:*

<b>Required:</b>			<b>Hours</b>
SW 201	Human Growth and Development	3	
SW 342	Human Behavior in the Social Environment	3	
Soc 252	Standards for Professional Behavior in the Human Services	3	
<b>Electives: Any two of the following courses:</b>			<b>Hours</b>
SW 301	Counseling and Problem Solving in the Human Services	3	
SW 343	Social Welfare Policy	3	
SCJ 341	Family Crisis Intervention	3	
SCJ 347	Field Experience in Social Work	3	
<b>Total</b>			<b>15</b>

## Social Work Courses

*Note: courses designated "SCJ" have interdisciplinary content and can often be applied in more than one program of study.*

### 190. Special Topics in Social Work.

### 201. Human Growth and Development.

Growth and development of the individual from conception through adulthood are examined emphasizing physical, cognitive, and social factors influencing personality formation and behavior. Attention is given to relevant research and theory concerning physical and social growth, cognitive and moral development, play, and parenting. (Not open to those who have received credit

for Education 165). Same as Psychology 201. Prerequisite: Psychology 101. Three hours.

### 219. Work Experience in Social Work.

### 290. Special Topics in Social Work.

### 301/501. Counseling Strategies I.

The goal of this course is to provide information about the theories and practice skills used in counseling, especially with non-voluntary clients or consumers. Emphasis will be placed on short-term therapy, reality therapy, mediation, cognitive therapy and counseling skill-building. Graduate standing required for 500-level enrollment. Three hours.

### 302/502. Counseling Strategies II.

The goal of this course is to provide information about the theories and practice skills used with Cognitive Behavior Therapy. Students will take-up the process of assessment, conceptualizing the case plan and treatment plan, learning the core techniques, managing the noncompliant client and terminating the process. The therapies to be studied include self management, problem-solving and rational emotive, all of which are commonly being used in criminal justice corrections settings. Prerequisite: SW 301/501 or equivalent or instructor's permission. Graduate standing required for 500-level enrollment. Three hours.

### 319. Internship in Social Work.

### 340. Race and Ethnic Relations.

This course explores the dynamics and results of inter-group relations. Prejudice and discrimination are examined in both historical and international perspective. Among the concrete topics discussed affirmative action, multiculturalism, institutional discrimination, and the interrelationship of sex, class, and ethnicity. No prerequisite. Same as Criminal Justice 340 and Social Work 340. Cornerstone 6. Three hours.

### SCJ 341/541. Family Crisis Intervention.

This course is designed to present conceptual frameworks and useful methods of intervention to help us understand and address a variety of crises confronting people in families. We will examine numerous situations, which may be family crises, and the behavioral manifestations of family members in crisis. Such topics as family violence, divorce/separation/desertion, sexual abuse of children in families, loss of family members through death, chemical abuse, criminal victimization, and suicide will be examined within the family context. Three hours.

**342/542. Human Behavior in the Social Environment.**

Survey course designed to introduce the student to various theoretical conceptualizations of the levels of human behavior (societal/cultural, community, organization, group, family, and individual). Students will examine issues related to social, cognitive and environmental factors that contribute to personal choice and decision-making. Graduate standing required for 500-level enrollment. Three hours.

**343. Social Welfare Policy.**

An examination of the response of American society to people in need from the colonial period to the present. Social welfare programs in the United States will be studied within the contextual framework of social, economic, political and ideological influences. Prerequisite: Sociology 102. Three hours.

**348. Field Experience and Seminar in Social Work.**

Supervised experience in selected social welfare agencies and organizations; requires a minimum of 120 hours in agency participation. Prerequisites: The Field Experience in Social Work is available only to those students who are completing a minor in social work and who have completed all the social work course work. Open to juniors and seniors only. Three hours.

**SCJ 380. Independent Study.**

**390. Special Topics in Social Work.**

**SCJ 391-392. Honors Tutorial Program.**

**Anthropology Courses**

**110. Cultural Anthropology.**

A comparative approach to the study of a wide range of contemporary human societies and cultures. Special emphasis will be given to institutional analysis, cultural change, theories of cultural anthropology, the problems of cross-cultural research, and ethics. Cornerstone 3. Three hours.

**190. Special Topics in Anthropology.**

**219. Employment Experience in Anthropology.**

**240. Native America Cosmology.**

The objective of this course is a comparison of the Native American and Western views of the natural and supernatural worlds. Mythology will be used to understand Native American world views

with special attention paid to the oral traditions of the Lakota (Sioux), Dine (Navajo) and Ojibwa (Chippewa) peoples. The role of fossils, landforms and other geological features in Native American world views will be studied. Students will write myths and historical tales that incorporate the local geology. Three hours.

**290. Special Topics in Anthropology.**

**310. Indians of the Americas.**

An overview of the history and cultures of Native American peoples. The course will emphasize the diversity of aboriginal cultures, the effects of Europeans' westward settlement and government policies, and Indians' long struggle for justice and cultural integrity in the face of military, economic, and cultural assault. Cornerstone 6. Three hours.

**319. Internship in Anthropology.**

**390. Special Topics in Anthropology.**

**Sport Science and Health Education**

**Nutgrass, Hadden, Whalen, Wilson**

Department Mission Statement

*The Sport Science and Health Education Department has as its mission the educational development of the student major for a productive, professional career in the fields of education, sports medicine, wellness, recreation or athletics. In addition, we seek to provide, for all students, the information necessary to implement life long living patterns which will enhance the quality of responsible lives through the development of critical thinking, productive work ethic and citizenship with wholesome, healthful and personal fitness habits.*

The Sport Science and Health Education Department offers basic and advanced courses designed to prepare students in the fields of physical education, athletic training, exercise science recreation and athletics. Course work may lead to a teaching certification or position in coaching, exercise science or athletic training. Through additional work at the graduate level, positions in physical or occupational therapy or sports administration may be obtained.

The department requires a grade of C- or better in each physical education course required for the major and the minor. Teacher education programs require a 2.75 minimum cumulative grade point average.

Student teaching must be completed to be eligible for teacher licensure. However, the Major with Education Concentration degree may be obtained if the student teaching is not successfully completed.

### Physical Education Teaching Education Major K-8 (State Endorsement #146)

	Hours
Bio 104 Human Biology	4
Bio 110 Principles of Biology I	4
SpSc 101 Four different activity courses, one of which must be a swimming course	2
SpSc 116 Movement Education	3
SpSc 151 Foundations of PE	3
SpSc 201 Basic Athletic Training	3
SpSc 205 Theory of Individual and Team Sport	3
SpSc 208 Elementary Methods of Physical Education	3
SpSc 240 Kinesiology	3
SpSc 241 Health/PE Practicum	3
SpSc 320 Organization and Administration of Physical Education, Sport and Recreation	3
SpSc 325 PE for Students with Special Needs	3
Total	37

### Physical Education Teaching Education Major 5-12 (State Endorsement #147)

	Hours
Bio 104 Human Biology	4
Bio 110 Principles of Biology I	4
SpSc 101 Four different activity courses, one of which must be a swimming course	2
SpSc 116 Movement Education	3
SpSc 151 Foundations of PE	3
SpSc 201 Basic Athletic Training	3
SpSc 205 Theory of Individual and Team Sport	3
SpSc 240 Kinesiology	3

SpSc 241 Health/PE Practicum	3
SpSc 320 Organization and Administration of Physical Education, Sport and Recreation	3
SpSc 321 Secondary Methods of PE	3
SpSc 325 PE for Students with Special Needs	3
Total	37

#### Also required for teacher licensure:

Educ 114 Foundations of Education	3
Educ 165 Human Growth and Development	3
Educ 229 The Learning Process	3
Educ 241 Field Experience in Education (Freshman/Sophomore – May)	3
Educ 312 Education and Collaboration or Students with Special Needs	3
Educ 321 Human Relations in Teaching	3
Educ 388 PL Student Teaching: Elementary PE*	7-14
Educ 388 PS Student Teaching: Secondary PE*	7-14
Educ 389 D/C Student Teaching Seminar	1
Total	33

\*Student Teaching component may consist of 2 or more assignments, totaling 14 weeks. Each week equates to one credit hour.

Education students must also complete a Physical Science course to meet Iowa Licensure requirements and the Math licensure requirement.

### Exercise Science Major

	Hours
SpSc 151 Foundations of PE	3
SpSc 239 Exercise Prescription for Special Populations	3
SpSc 240 Kinesiology	3
SpSc 251 Contemporary Health	3
SpSc 255 Exercise Techniques/Weight Training	3
SpSc 312 Public Community Health and Safety	3
SpSc 340 Program Design and Exercise Prescription	3
SpSc 310 Exercise Physiology	3
NaSc 107 Nutrition	3
Bio 104 Human Biology with lab	4

Chem 150	Consumer Chemistry with lab	4		(for K-12)	3
SpSc 319	2 Internships (one on and one off campus)	6	SpSc 312	Public/Community Health and Safety	3
		<hr/>			
	Total	41		Total	25/26

(Bio 225, Human Physiology and Soc 210, Stats for Social Sciences, are recommended for students wanting to pursue graduate studies in Exercise Science)

\*All prerequisites must be taken to fulfill requirements. This may be more than the listed total hours. Education 388 PH, student teaching in Physical Education with health must be completed to be eligible for the health endorsement.

### Exercise Science Minor

Required:		Hours
SpSc 239*	Exercise Prescription for Special Populations	3
SpSc 255	Exercise Techniques/Weight Training	3
SpSc 340	Program Design & Exercise Prescription	3
NaSc 107	Nutrition	3
SpSc 240	Kinesiology	3
SpSc 310	Exercise Physiology	3
SpSc 319	Strength & Conditioning Internship	3
	Minor Total	<hr/> 21*

\*For a stronger background in the sciences, the Department strongly recommends these additional courses:

- Human Physiology
- Contemporary Health
- Public and Community Health & Safety

### Health Certification

The department of Physical Education and Athletics offers an approval area for students interested in teaching health. *The student must complete education courses and the following:*

#### Health, Additional Teaching Area K-6 or 7-12

Endorsement #137 or #138

Required:		Hours
NaSc 107	Nutrition	3
Biol 110	Principles of Biology I	4
Biol 104/105	Human Biology	4/3
SpSc 151	Foundations of Physical Education	3
SpSc 240	Kinesiology and Body Mechanics	3
SpSc 251	Contemporary Health	3
SpSc 308	Health Methods and Curriculum	

### Athletic Training Major

A certified athletic trainer or ATC is a highly educated and skilled member of the allied health care profession that specializes in the prevention, recognition, evaluation, care, and rehabilitation of athletes. As the profession moves into the 21st century, athletic trainers have the opportunity to impact the health care of the physically active more than ever by providing preventative measures to injury and cost-effective, quality health care.

Simpson College offers an Athletic Training Major that allows students to be eligible for the National Athletic Trainers' Association Board of Certification Examination. The program is a three-year program that combines coursework and clinical education. Students learn the NATA Educational Competencies as part of the content within the classroom arena while the Clinical Proficiencies are essentially the performance-related skills needed for their clinical education. **Note:** Students interested in this area should contact the Program Director of Athletic Training for specific information and recommendations.

Required:		Hours
SpSc 122	Practicum In Athletic Training I	1
Biol 165	Medical Terminology and Pharmacology	3*
SpSc 201	Basic Athletic Training	3
SpSc 221	Practicum in Athletic Training II	1
SpSc 222	Practicum in Athletic Training III	1
SpSc 240	Kinesiology and Body Mechanics	3
SpSc 251	Contemporary Health	3
SpSc 260	Therapeutic Modalities	3
SpSc 271	Recognition of Athletic Injuries I	3
SpSc 272	Recognition of Athletic Injuries II	3

SpSc 275	Admin. of Athletic Training/Sports Law	3
SpSc 310	Exercise Physiology	3
SpSc 317	Therapeutic Exercise I	3
SpSc 318	Therapeutic Exercise II	3
SpSc 322	Practicum in Athletic Training IV	1
SpSc 323	Practicum in Athletic Training V	1
SpSc 351	Practicum In Athletic Training VI	1
SpSc 352	Practicum In Athletic Training VII	1
SpSc 370	Screening Assessment For Health Conditions (40 Hrs. Phys. Ed./3Hrs. Biology )	3
	Total	43
<b>Additional Requirements</b>		
Biol 104	Human Biology With Lab (Cornerstone 2A)	4
Biol 225	Human Physiology with Lab	4
Biol 322	Human Anatomy With Lab	4
		12
NaSc 107	Nutrition	3
Psyc 101	Introduction To Psychology (Cornerstone 3)	3
	Total Credit Hours	61

\*Medical Terminology/Pharmacology will be offered as a May Term Course every year.

\*\*7 hours also carry over from cornerstone studies. (Recommended Cornerstone 2:Chem 150)

All the courses in the major have been designated with competencies being taught. SpSc 122, 221, 222, 322, 323, 351, 352, 190, 240, 260, 271, 272, 275, 310, 317, 318, 330, and 390 are all courses where clinical proficiencies are taught. Students are given a copy of the competencies and proficiencies in a matrix format for easy reference and documentation. SpSc 122,221, 222, 322, 323, 351, 352, & 390 are associated with clinical education requirements.

## Athletic Training Education Program Admission Requirements\*

- 1) Successfully complete entrance requirements in good academic standing with Simpson College.
- 2) Completed application on file.
- 3) Apply to the ATEP by 4/1.
- 4) Submit signed recommendation forms by 4/1.
- 5) Interview with Program Director by 4/15.
- 6) Successfully complete Module X1 (50 Observation hours)
- 7) Complete a vision statement.
- 8) Athletic Training Examination (transfers only: the minimum passing score is 70% for the examination. The score represents the amount of knowledge that Simpson College has determined to be appropriate to designate competency on the examination. The ability to pass the examination depends upon the candidate's own knowledge, not the performance on other candidate's taking the test. In the event a student does not pass the examination, they are allowed to re-take the exam only once).
- 9) Submit a completed Style of Learning Assessment Form.
- 10) Copy of Physical, Medical History, and Immunization Form.
- 11) Signed Technical Standards.

\*Admission materials can be retrieved in the Student Handbook, website, or Program Director.

**Entry into the Athletic Training Education Program is extremely competitive and meeting these requirements does not guarantee acceptance.** Applicants will be evaluated by a selection committee with the admission requirements as the criteria for acceptance. The selection committee consists of the Athletic Training Staff. Students who do not complete the admission requirements will not be considered for acceptance. Students who aspire to become a certified athletic trainer, regardless of setting, will have precedence.

An Athletic Trainer's duties encompass a wide array of skills that are needed to perform the many tasks associated with the field of Athletic Training. Admission is based on academic and personal qualifications deemed necessary for successful, competent practice of Athletic Training. In order to preserve the quality of the Athletic Training Education Program, matriculation is dependent upon the number of students currently enrolled in the program. To ensure that every student is given

a fair opportunity to compete for admission, these admission requirements have been established.

**ALL APPLICATION MATERIALS  
MUST BE SUBMITTED BY APRIL 1.  
ADMISSION DECISIONS ARE MADE AND  
APPLICANTS ARE INFORMED OF THEIR  
STATUS ON OR ABOUT MAY 1.**

**Typical Academic Progression:**

Freshman Year		First Year (Level I-Sophomore)	
*SpSc	122	Biol	104 (2)
SpSc	201	*SpSc	221
Biol	104 (2)	*SpSc	222
SpSc	240	SpSc	271
Biol	165	SpSc	272
Psyc	101 (3)	**SpSc	251
		SpSc	260

Second Year (Level II-Junior)		Third Year (Level III-Senior)	
SpSc	317	SpSc	275
SpSc	318	*SpSc	351
*SpSc	322	*SpSc	352
*SpSc	323	Biol	322
*SpSc	370		
*Biol	325		
NaSc	107		
SpSc	310		

**Bold** indicates courses highly recommended for freshman year.

Numbers in ( ) indicate Cornerstones.

\* Indicates Clinical Education Requirement

\*\* Offered every other year.

Biol 165 is offered as a May Term course.

Biol 104 can be taken Freshman or Sophomore year.

Each student is required to be certified in CPR/AED and First Aid.

Students needing English 101 or 102, Math 105, or a Foreign Language may enroll in SpSc 201 and SpSc 122 during their second semester.

## Clinical Education

The clinical education of the athletic training student takes place outside of the classroom. This is where the student has the opportunity to apply the information learned in the classroom. Students advance in their clinical education by performing well on their clinical evaluations from their Clinical Instructor, or CI. Level II and III students assist CIs and offer feedback of Level I students. Course credit is involved with SpSc 122, 221, 222, 322, 323, 351, 352, and 370.

The clinical experiences involve being assigned to and directly supervised by a CI. Clinical experiences include: football, soccer, volleyball, basketball, wrestling, baseball, softball, track & field, and a sports medicine clinic. These assignments allow the student to integrate knowledge from the classroom setting and facilitate the decision-making process in addition to professional and personal growth.

Once a student is accepted (Level I), each student is required to complete rotations through a series of modules that involves three of the four exposure requirements for Athletic Training. These exposures are equipment-intensive (football) at an area high school {60 hours}, upper-extremity (volleyball, wrestling, softball, baseball), and lower extremity (basketball, soccer, and track & field) {50 hours}.

A fourth exposure requirement involves general medical experience through an observation with the team physician, completed in the junior year, as part of SpSc 370. Each student is required to complete each of these exposure requirements through three clinical experience assignments. Level I students must complete these rotations in succession without interruption. These students will be working very closely with Level II – Level IV ATS (Athletic Training Students), who will assist ACI' (Approved Clinical Instructor) in the evaluation of their rotations.

Once a student has advanced to a Level II-IV athletic training student, they are then prepared to take on team athletic training student duties. This involves being assigned to a CI and another Level II-IV athletic training student. Students begin to utilize their knowledge learned thus far and assist the CI in the healthcare to the athletes. Students have the opportunity to share in the team athletic training student duties with another student which will develop interpersonal communication and the documentation process that is so critical in the allied-health professions.

The Athletic Training Education Program here at Simpson utilizes a modular approach to learning Athletic Training. These modules serve to document the demonstration of clinical proficiencies or skills needed for Athletic Trainers. It also permits students to utilize a “peer” approach, which facilitates the learning over time concept. As a student develops, they become teachers to lower level students by observing their performance with the clinical proficiencies. Each student then completes an exit evaluation with the Program Director, which includes an interview, final ACI evaluation, and student self-evaluation. Students are also given an opportunity to evaluate the quality of their education; both classroom and clinical.

### **Retention Policies:**

- Successfully advancing in their clinical education.
- Good academic standing with Simpson College.
- Conforming to SC policy by receiving at least a C- in major courses.
- Completing the graduation requirements mandated by Simpson College and the Athletic Training Education Program.

### **Transfers:**

Accreditation guidelines dictate that a minimum of two years of clinical experience is required and because the ATEP is competency and proficiency driven, transfers must realize completion of graduation requirements will take three years (see Academic policies and services).

### **Graduation Requirements:**

To satisfy the requirements for graduation from the ATEP and Simpson College, students must complete all courses in the ATEP and Cornerstone Studies. Students must have 128 hours to graduate with a maximum of 42 from the Sport Science & Health Education Department and maintain good academic standing with Simpson College. Students must complete their exit evaluation and in an effort to seek programmatic quality assurance, completion of all course evaluations and the program evaluation is required to graduate (see graduation requirements).

### **Program Goals:**

- 1) To prepare students to pass the NATABOC Certification Exam.
- 2) Educate our students in accordance with the Simpson College and Athletic Training Education Program mission statements.
- 3) Educate our students of the NATA Educational Competencies and Clinical Proficiencies associated with the Domains of Athletic Training.
- 4) To produce high quality athletic trainers for entry-level employment in educational, clinical, and professional settings.
- 5) To promote professional behavior and ethical conduct at all times in accordance with the NATA Code of Ethics, Simpson College, Athletic Department, and the Athletic Training Education Program.
- 6) To provide students the opportunity to develop their athletic training skills and enhance their communication abilities through classroom instruction and a variety of clinical settings.
- 7) To continually update curricular offerings and clinical experiences to provide students the current knowledge and techniques in the field of Athletic Training.
- 8) To provide high quality instruction in the classroom and clinical settings by effectively challenging our students to evoke critical thinking through a sound, systematic decision-making approach.
- 9) To promote the concept of establishing professional contact by attending professional and student meetings.
- 10) To foster an appreciation of Athletic Training and other allied healthcare professions as a contribution to sports medicine.
- 11) Administer the highest quality healthcare to Simpson College athletes.
- 12) Prepare our students to make a positive contribution to society.

### **Scholarship Information**

Athletic Training scholarships are available through the National Athletic Trainers’ Association Research & Education Foundation and the Mid-America Athletic Trainers’ Association. Students should contact the Program Director for additional information.

### Student Organizations

The Simpson Athletic Training Society provides students with further involvement outside of the traditional classroom and clinical settings. It is highly recommended students become members of the National Athletic Trainers' Association, or NATA and the Iowa Athletic Trainers' Society, or IATS. To receive more information, please contact the Program Director.

### Athletic Training Education Program

#### Mission Statement:

Our mission of the Simpson College Athletic Training Education Program is a commitment to the values associated with becoming a certified athletic trainer through a didactic and versatile clinical experience. The integration of both approaches will provide students with the necessary knowledge to contribute positively to society and perform as a competent, reliable, healthcare provider. We strive to use innovative teaching techniques and procedures as well as utilize skills through clinical experiences as it pertains to the domains of athletic training. We desire to establish a solid foundation of health knowledge that applies to physical well-being and leads to a healthier quality of life.

### Sports Administration Major or Minor

The Sports Administration major or minor is designed to serve the interests and occupational opportunities for students pursuing the business side of sport and physical education. Courses in a Sports Administration major or minor cannot be combined with other majors or minors within the department.

The major is designed around a core of physical education courses and the Department recommends students study an established minor in Management, Communication Studies, Accounting or other area in the Business Administration Department.

The Sports Administration major features the use of internships instead of teacher preparation courses. Internships provide experiential learning, a vital ingredient in any Sports Administration program.

Also included in the major and minor programs are the courses necessary for a coaching authorization in the State of Iowa.

*NOTE: Students may not student teach with the Sports Administration major; the Iowa Department of Education requires a Physical Education major for*

*teaching. Courses in a Sports Administration major or minor cannot be combined with other majors or minors within the department.*

### Sports Administration Major

Required:			Hours
Psyc	201	Human Growth and Development	3
SpSc	151	Foundations of Physical Education	3
SpSc	201	Basic Athletic Training	3
SpSc	212	Foundations of Coaching	3
SpSc	214	Recreation and Park Program Mgmt.	3
SpSc	240	Kinesiology and Body Mechanics	3
SpSc	301-307	Theory of Coaching Class (1 class)	3
SpSc	319	Internship: Two required, at least one off campus	6
SpSc	320	Organization and Administration of PE, Athletics and Recreation	3
Magt	131	Management Concepts	3
Comm	222	(Or Higher)	
Acct	251	Principles of Accounting I	3
			Total 39

The Sports Administration major and minor are highly encouraged to also include for Communication Studies or a Management major or minor, to provide a more complete Sports Administration Program.

### Sports Administration Minor

Required:			Hours
Psyc	201	Human Growth and Development	3
SpSc	201	Basic Athletic Training	3
SpSc	212	Foundations of Coaching	3
SpSc	240	Kinesiology and Body Mechanics	3
SpSc	320	*Organization and Administration of Physical Education, Athletics and Recreation	3
SpSc	319	Internship	3

Magt	131	Management Concepts OR	
Acct	251	Principles of Accounting I OR	
Comm	222	*Intro to Integrated Marketing Communication	3
		Total	21

\* - All prerequisites must be taken to fulfill requirements. This may require more than the listed total hours. Communications course requirement: Students may take a higher numbered Communication course than 204 or 205 that will meet the individual need of the student in fulfilling the major. Prerequisites must be met if this plan is followed.

### Coaching Minor

	Hours
Psyc 201/ Educ 165	Human Growth and Development 3
SpSc 201	Basic Athletic Training 3
SpSc 212	Foundations of Coaching 3
SpSc 240	Kinesiology 3
SpSc 301-307	One Theory of Coaching course 3
	Total 15
SpSc 319	Coaching internship (recommended) (3)

Students in Education may add coaching as an endorsement area, if certified to teach in Iowa.

The coaching endorsement acquired through this course of study does not necessarily qualify participants to immediately become head coaches of all varsity sports. Students seeking licensure in teaching must take Education 165. Sports Administration majors must take Psychology 201. SpSc 319, Coaching Internship, is not required, but recommended. Students are encouraged to pursue a coaching opportunity for credit after coaching authorization courses are completed.

## Sport Science and Health Education Courses

### 101. Physical Education Activity.

Students select from a broad range of activities. These individual, dual, and team activities are designed to further physical fitness, to increase knowledge and recreational resourcefulness, and to provide instruction in and practice of skills and techniques. A maximum of two hours of credit in physical education activity may be applied toward graduation. One-half hour for each activity.

### 101J. Physical Education Activity: Water Safety Instruction.

Successful completion leads to Red Cross Water Safety Instructor's certification. Prerequisite: Level VI Swimming Proficiency. Note: course meets entire semester. One hour.

### 108. Sport in Society.

An introduction to athletics, sport, and physical education as it affects human behavior and social structure and the contribution from this discipline to the social science perspective. Attention given to relevant research and theory concerning cultural and societal issues. Emphasis also placed on knowledge of physical activity and sport values in relationships to the individual and society. Cornerstone 3. Three hours.

### 116. Movement Education.

Concepts of movement, dance, use of manipulatives, rhythms, gymnastics, and large apparatus will be examined. Emphasis on individual skill development and preparation of students for teaching in the school setting. Three hours.

### 122. Practicum in Athletic Training I.

This course is designed to acquaint the incoming student athletic trainer with the beginning skills associated with athletic training and an introduction to training room procedure. The class is task-oriented and the student must complete a series of modules and competencies and proficiencies. It is designed specifically for athletic training majors. One hour.

### 151. Foundations of Physical Education.

This course examines the history, philosophy, and principles of physical education as a profession and its relationship to modern education. Three hours.

### **165. Medical Terminology and Pharmacology.**

This course is designed for students pursuing any health-related field. The students will become familiar with common medical prefixes, suffixes and root words and combine these skills to build medical words. Students will also be introduced to basic pharmacology; including common prescription and over-the-counter (OTC) drugs, drug interactions, how drugs are administered, and how they are absorbed and metabolized in the human body. Following the course, students will be able to recognize medical terms and apply them to real-life situations and communicate with other allied-health care professionals. Same as Biology 165. Three hours.

### **190. Special Topics in Physical Education.**

#### **201. Basic Athletic Training.**

Methods of athletic training and conditioning and the prevention and care of athletic injuries are studied. Practical experience in taping and wrapping techniques are included. There is a minimum charge to each student for tape fees. Three hours.

#### **205. Theory of Individual and Team Sports.**

This course is designed to develop knowledge of sport rules and allow opportunities for the students to acquire skills and strategies of competition. Designed for the physical education major or minor, it will prepare the student to teach activities in the school setting. Three hours.

#### **208. Elementary Methods of Physical Education.**

Curricula, administration, activities, and methods of teaching and supervising physical education in the elementary school. Emphasis is on the teaching of activities which contribute to the total development of the elementary school child. Prerequisites: SpSc 151 and either Educ 114 or Educ 165. Three hours.

#### **212. Foundations of Coaching.**

The organization, administration, financing, legal responsibilities, and ethics of athletic programs for both men and women. The philosophy, psychology, and scientific principles of coaching with emphasis on experiences and problems related to high school athletics. Prerequisite: Education 165. Three hours.

#### **214. Recreation and Park Program Management.**

This course will be a study of leisure and recreation in their sociological aspects with regard to present day needs. Public, private and commercial areas within recreation and

philosophical differences between them will be explored. Fundamentals of organizing and administering programs within park and recreation settings will be addressed. Three hours.

#### **215. Officiating.**

Designed to provide practical experience in officiating football, basketball, volleyball, baseball, and softball. Three hours.

#### **219. Employment Experience in Physical Education.**

#### **221. Practicum in Athletic Training II.**

This course is task-oriented where each student will continue to complete modules and competencies and proficiencies. Students are required to complete designated clinical education modules which involves rotating to different clinical instructors through various sports (see clinical education, student handbook, or website). Students will be routinely evaluated by their clinical instructor as well as their peers. Prerequisite: Formal acceptance into Athletic Training Education Program, SpSc 122. One hour.

#### **222. Practicum in Athletic Training III.**

This is a continuation course in the Athletic Training room where the student continues to complete more advanced modules and competencies and proficiencies. Prerequisite: SpSc 221. One hour.

#### **239. Exercise Prescription for Special Populations.**

Based on Principles from American College of Sports Medicine (ACSM), this course will assist in the certification process for fitness professionals. It is designed for individuals looking to design and prescribe exercise programs for special populations in a healthcare setting. It will examine exercise principles including indications and contraindications for cardiac and pulmonary patients' pregnant women, elderly clients and children. Special topics will include obesity, diabetes, and hypertension. Offered as a May Term course only. Prerequisite: SpSc 201 and 240. Three hours.

#### **240. Kinesiology and Body Mechanics.**

Anatomy and its application in movement, mechanics, and muscular exercise in relation to sports, posture, corrective exercise, and everyday living. Three hours.

### **251. Contemporary Health.**

This course will examine the major health concerns being experienced in our country. The materials to be studied include: drugs, alcohol, tobacco, human sexuality, communicable diseases, physical fitness, and family life issues. Also, such problems as cancer, heart disease, aging, and weight control will be investigated. Prerequisite: Biology is recommended. Three hours. (Offered every other year).

### **255. Exercise Techniques/Weight Training.**

Students will learn a better understanding of the many varied exercise techniques associated in the field of exercise science. Emphasis will be placed on performing resistance training exercises with correct technique and spotting protocols. Also studied will be the different stretching techniques and programs such as static, ballistic, and PNF. Students will utilize many different pieces of equipment within an athletic setting. Prerequisites: SpSc 240. Three hours.

### **260. Therapeutic Modalities in Sport Medicine.**

This course will teach students the scientific theories, clinical application, indication, and contraindications for therapeutic modalities used in the sports medicine arena. Specific areas will include ultrasound, electrical stimulation and massage techniques, with an overview of pain and mechanisms of pain relief and basic principles of electricity. Prerequisite: SpSc 201, 240, and any Biology course or permission of instructor. Three hours.

### **271. Recognition and Evaluation of Athletic Injuries I.**

This course introduces students to athletic injury evaluation techniques. Through didactic and clinical classroom experiences, students will acquire the knowledge and skills necessary to evaluate and assess athletic injuries, with a focus on the lower extremity. This course will also help students prepare for the National Athletic Trainers' Association Board of Certification Examination. Prerequisite: SpSc 201 or permission of instructor. Also highly recommended: SpSc 272. Three hours.

### **272. Recognition and Evaluation of Athletic Injuries II.**

This course is a continuation of SPSC 272. Students will acquire the knowledge and skills necessary to evaluate and assess athletic injuries, with a focus on the upper extremity, head and spine. This course will also help students prepare

for the National Athletic Trainers' Association Board of Certification Examination. Prerequisite: SpSc 271. Three hours.

### **275. Administration of Athletic Training and Sport Law.**

This course will present the fundamentals of administration aspects of athletic training including; inventory, bidding, program evaluation and development, quality control, organizational structure, insurance claims, and staff supervision. In addition, the student will be introduced to the legal principles that apply to the athletic trainer such as liability, negligence, standard of care, malpractice, and risk management. It will also offer in-depth analysis of documentation and record keeping. Prerequisite: SpSc 201, 271, 272. Three hours.

### **290. Special Topics in Physical Education.**

#### **301. Theory of Coaching Football.**

Rules, offensive and defensive systems, strategies, and techniques of football. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 300. Three hours.

#### **302. Theory of Coaching Basketball.**

Rules, strategies, and techniques of basketball. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics are also included. Prerequisite: SpSc 300. Three hours.

#### **303. Theory of Coaching Wrestling.**

Rules, strategies, and techniques of wrestling. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 300. Three hours.

#### **304. Theory of Coaching Track and Field.**

Rules and techniques of track and field. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 300. Three hours.

#### **305. Theory of Coaching Baseball and Softball.**

Rules, strategies, and techniques of baseball and softball. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 300. Three hours.

### **306. Theory of Coaching Volleyball.**

Rules, offensive, and defensive systems, strategies, and techniques of volleyball. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 300. Three hours.

### **307. Theory of Coaching Soccer.**

Rules, offensive and defensive strategies, and analysis of philosophy of techniques and practices. Designed for the preparation of physical education majors and the Coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 300. Three hours.

### **308. Health Methods and Curriculum.**

A course designed to prepare goals, content, material, teaching strategies and evaluation procedures. Students will learn planning and implementing strategies and lessons for a health education program. Topics will include first aid, sex education, drug education, family life issues, health social problems and various others mandated by state guidelines. Prerequisites: Education 114 or SpSc 151. Three hours.

### **310. Exercise Physiology.**

The study of how the human body responds to exercise and physical activity. A course designed to acquaint students with the functional responses and adaptations which accompany single and repeated prescribed exercises. Prerequisites: Jr. or Sr. Status, SpSc 240, Biology 104. Three hours.

### **312. Public/Community Health and Safety.**

This course will introduce to the student the issues relating to consumer health, safety and emergency care; and the relationship of personal health maintenance and the general condition of the environment and the community as a whole. The major subject areas are safety and emergency care, consumer health, and environmental health. For juniors and seniors. Three hours.

### **317. Therapeutic Exercise I.**

This course will teach the athletic training student considerations in designing and implementing rehabilitation programs for athletic injuries. Content will include, but not limited to, goals in rehabilitation, tissue healing review, psychological aspects of rehabilitation and tools of rehabilitation. Prerequisite: SpSc 240, 272 or permission from of instructor. Three hours.

### **318. Therapeutic Exercise II.**

This course is a continuation of SpSc 317 and will focus on rehabilitation protocols for specific body parts/injuries. This course will help prepare you for the National Athletic Trainers' Association board of Certification Examination. Prerequisite: SpSc 317. Three hours.

### **319. Internships in Physical Education Cooperative Education:**

#### **Coaching Internship**

Internship in the public schools is designed to give students practical "hands-on" coaching experience. The student will serve as an assistant coach working under the supervision of the head coach. Prerequisites: SpSc 201, 240, 300, Education 165. Student must also have approval from the SpSc Department Chairperson. One to three hours.

#### **Athletic Training Internship**

Internship with the Simpson College athletic trainer designed to give students practical "hands-on" experience in the prevention and care of athletic injuries. The student will work under the supervision of the Simpson College athletic trainer. Prerequisites: Biology 110 and either 111 or 225, SpSc 240 and 310. The student must also obtain approval from SpSc Department Chairperson. One-four hours.

#### **Health Club/Physical Fitness Internship**

Designed to give students practical "hands-on" experience in one of the related areas for employment of physical educators, i.e., health clubs, wellness centers, racquetball clubs, YMCA-YMCA. Students will work under the supervision of the director. Prerequisites: Biology 110 and either 111 or 225. Candidate must also obtain approval from SpSc Department Chairperson. One-four hours.

#### **Exercise Science Internship**

Designed to give students practical "hands on" experience in one of the related areas for employment in physical education, fitness clubs, personal training, wellness or health centers, etc. Students will work under certified strength and conditioning or other approved professionals. Candidate must also obtain approval from SpSc Department Chairperson. One-four hours.

**320. Organization and Administration of Physical Education, Athletics and Recreation.**

The course will include discussion of policy formation and organizational tasks; programs in physical education, intramural, recreation, interscholastic, and intercollegiate athletics; evaluation; supervision; public relations; legal questions; and management of financial resources, equipment, supplies and facilities. Prerequisite: SpSc 151. Three hours.

**321. Secondary Methods of Physical Education.**

A course designed for those planning to teach in the secondary school. Curriculum, evaluation, organization, and administration of secondary school physical education. Emphasis on the method and technique of teaching physical education activities. Prerequisites: SpSc 151 and either Education 114 or Education 165. Three hours.

**322. Practicum in Athletic Training IV.**

This course is a continuation of SpSc 222. The student continues to complete advanced modules and specific competencies in the Athletic Training room. Students will be routinely evaluated during their clinical education by their clinical instructor. This class also requires a sports medicine clinical experience. Prerequisite: SpSc 222, 271 and 272. One hour.

**323. Practicum in Athletic Training V.**

This is a continuation course of SpSc 322. The student continues to complete advanced modules and specified competencies. Students are required to complete designated clinical education modules which involve team athletic training student duties and being assigned to a clinical instructor (see clinical education, student handbook, or website). Students will be routinely evaluated during their clinical education by their clinical instructor. This class also requires a sports medicine clinical experience. Prerequisites: SpSc 271, 272, and 322. One hour.

**325. Physical Education for Students with Special Needs.**

The course will be an introduction to physical education programming for students with special needs. Course will include the role of physical education for the disabled; understanding of specific disabilities; motor development and fundamental patterns; evaluation and identification of students' physical education needs; adapted activities, sports and games; curriculum planning; class organization; and special facilities and equipment. Course

will also include a practical experience in which students will have the opportunity to observe and work with those with special needs in physical education and recreation programs. Prerequisite: SpSc 151. Three hours.

**340. Program Design, Exercise Prescription & Testing.**

This course is designed to teach the student how to construct and implement the principles and exercise techniques into a consolidated exercise program customized to athletes as well as the general population. Students will also learn how to measure and test clients as well as interpret these results. Prerequisites: SpSc 240 and 310 recommended. Three hours.

**351. Practicum in Athletic Training VI.**

This course is taken by Level III Athletic Training Students where students take part in a senior seminar that involves 30 hours under the supervision of an approved clinical instructor to evaluate clinical proficiency teaching objectives. Students must complete the two XII modules and the X12 module. Students will be routinely evaluated during their clinical education by their clinical instructor. The student also learns how to prepare for the NATABOC Certification Exam. Prerequisites: SpSc 271, 272, 322 and 323. One hour.

**352. Practicum in Athletic Training VII.**

This is the last in a series of continuation courses that deal with the most advanced competencies and proficiencies in the Athletic Training room. The student also learns how to prepare for the NATABOC certification exam. Prerequisite: SpSc 271, 272, 351. One hour.

**370. Screening Assessment of Health Conditions.**

This course is designed for students who wish to pursue a career in health-related fields. It will focus on examination strategies and techniques outside of the traditional musculo-skeletal area, and prepare the student to perform assessments for diseases such as cancer, AIDS, muscular dystrophy, asthma and many others. Prerequisites: SpSc 271, 272, 322 or permission of instructor. Three hours.

**380. Independent Study in Physical Education.**

**390. Special Topics in Physical Education.**

## Natural Science Course

### 102. Introduction to Meteorology.

This course provides an introduction to basic concepts in meteorology such as forecasting, atmospheric measurements, radiation, stability, precipitation, winds, fronts, and severe weather. Applied topics include but not limited to: precipitation formation, the effect of clouds, soils and snow on temperatures, global warming and its effects on biodiversity, and other topics related to the weather. Students will also have the opportunity to forecast the weather and upon successful completion of the course will be able to fully understand and demonstrate their proficiency in the scientific art of forecasting. Laboratory exercises that center on weather forecasting are interwoven throughout the course and students will use real-time data to analyze the current and future states of the atmosphere. Cornerstone 2A. Four hours w/lab.

### 102L. Laboratory: Meteorology.

### 107. General Nutrition.

A study of the nutrients, where they are found, and how they are chemically used by the human body; special emphasis on nutritional strategies for improved health, weight management, and athletic performance. Topics of substance abuse, mental and emotional health are also included. Three hours.

## Theatre Arts

### Woldt, McLean, Nostrala

#### Department Mission Statement

*The department views theatre as an avenue within a liberal arts education for personal discovery, self-discipline, creative expression and artistic excellence. Based on these principles, Theatre Simpson is a dynamic community that embraces the mission of the college and encourages students to participate in a wide range of experiences.*

*Departmental courses and projects provide students with cultural and artistic experiences and develop their abilities to observe, reflect, think critically and express themselves. Theatre students have the opportunity to apply these skills to coursework, departmental productions and experiences off-campus and are encouraged to take responsibility for their education and to develop their leadership skills.*

*In an atmosphere of cooperation and respect for the individual, students are challenged to achieve academic, aesthetic, and production standards of quality. Through innovative processes that embrace the notion of collaboration, the department encourages students to aspire to excellence.*

In order for each student's progress to be adequately and regularly assessed, the following requirements must be met by theatre majors and minors over the course of their study at Simpson:

Year One – Presentation of Resume, First-year Interview with Faculty (end of second semester).

Year Two – Successful completion of all departmental screening activities, culminating in participation at one or more audition and/or interview events such as Kennedy Center American College Theatre Festival, Midwest Theatre Auditions/Interviews, University Resident Theatre Auditions, or others as approved by department faculty.

Year Three – Submission of "Goals and Plans" document as an articulation of Long- and Short-term goals for the future, and of tactics to be undertaken to achieve stated goals, including the remainder of Simpson career (due by end of fifth semester). Successful completion of all departmental screening activities and external audition/interview events, as described above under "Year Two."

Year Four – Demonstration of satisfactory execution of activities articulated in "Goals and Plans" document. Final Interview with faculty (end of final semester).

Transfer students will integrate their activities accordingly.

To further aid in the assessment of student progress, pertinent materials such as resumes, written response forms and other items will be kept in an assessment portfolio for each student in the department office.

- Auditions for Theatre Simpson productions are open to all students.
- Departmental scholarships are available. Prospective scholarship students must audition and/or be interviewed.
- Work-study positions are available in the scene shop, properties, lighting, sound, costumes, box office/house management, and publicity.

## Theatre Arts Major

Required departmental core:	Hours
Thtr 112 Discovering Theatre	3
Thtr 120 Production and Stagecraft (w/lab)	4
Thtr 130 Acting I	3
Thtr 205 Stage Make-up	1
Thtr 232 Directing I	3
Thtr 385 Theatre Seminar	3
Total	17

### Theatre History/Literature core (choose at least two):

Thtr 255 Theatre and Drama in America	
Thtr 371 Plays and Performance in Ancient, Medieval, and Early Renaissance Cultures	
Thtr 375 Plays and Performance in 17th, 18th, and 19th Century Cultures	
Thtr 377 Plays and Performance in the Modern World	6

### Theatre Design and Technical core (choose at least two)

Thtr 210 Stage and Theatre Management	
Thtr 220 Stage Lighting and Sound	
Thtr 224 Costume History And Design	
Thtr 225 Scene Design	6

### Acting and Directing core (choose at least two)

Thtr 216 Oral Interpretation	
Thtr 230 Acting II	
Thtr 240 Production Styles	
Thtr 332 Directing II	6
Theatre Electives	6-7
Total	41-42

*All full-time degree-seeking students progressing toward a theatre major must be enrolled in Theatre 001 each semester of on-campus attendance.*

*All full-time students progressing toward a theatre minor or toward a teaching endorsement in Speech/Communication/Theatre must enroll in Theatre 001 at least once.*

## Theatre Arts Minor

Required departmental core	Hours
Thtr 112 Discovering Theatre	3
Thtr 120 Production and Stagecraft (w/lab)	4

Thtr 130 Acting I	3
Thtr 205 Stage Make-up	1
Thtr 232 Directing I	3
Total	14

### Theatre History/Literature core (choose one)

Thtr 255 Theatre and Drama in America	
Thtr 371 Plays and Performance in Ancient, Medieval, and Early Renaissance Cultures	
Thtr 375 Plays and Performance in 17th, 18th, and 19th Century Cultures	
Thtr 377 Plays and Performance in the Modern World	3

### Theatre Design and Technical core (choose one)

Thtr 210 Stage and Theatre Management	
Thtr 220 Stage Lighting and Sound	
Thtr 224 Costume History And Design	
Thtr 225 Scene Design	3
Total	20

## Theatre Courses

### 001. Theatre Participation.

In keeping with the department's commitment to active, process-oriented learning, this course requires participation in each departmental production. Required activities include auditions, cast and/or crew, work calls, box office management, company meetings, strike and other production-related events. Specific assignments will be made by departmental faculty. Successful completion of departmental screening process is also required. 0 hours.

### 112. Discovering Theatre.

An introduction to the many activities involved in theatre production from script to performance arts. Students will read, discuss, work-on, and read about plays and live productions as a means to heighten their understanding of theatre in today's society. Required of all majors but open to non-majors. Cornerstone 5. Three hours.

### 120. Theatre Production and Stagecraft.

A lecture-laboratory course covering the process of producing a play. Emphasis on technically organizing and producing for performance. Offered every spring semester. Four hours. (Requires Lab.)

### **120L. Theatre Production and Stagecraft Lab.**

Laboratory for Theatre Production and Stagecraft. Requires participation in current college productions.

### **122. Theatre Practicum.**

This course is a guided execution of a major responsibility in some facet of rehearsal, technical production, or management for a Theatre Simpson production. For example the student could propose to act as scenic artist, costume design or stage manage a production. A proposal must be submitted and accepted by the instructor. Prerequisite: Theatre 120. One hour. Can be repeated up to three times.

### **130. Acting I.**

This beginning acting course is designed to acquaint the actor with the importance of action based work. Emphasis will be placed on finding the action of a scene, working toward objectives and utilizing circumstances to flesh out a performance. Beginning scene analysis will be combined with exercises to develop the actor's focus, relaxation, awareness and communicative abilities. By the end of the course the student should feel more comfortable performing in front of an audience. Three hours. Offered every spring semester.

### **190. Special Topics in Theatre.**

### **205. Stage Make-up.**

Laboratory experience in the techniques of stage make-up. Several character make-ups will be developed, including problems with aging the face, with animals and with fantasy. Students are required to purchase their own make-up kit. One hour.

### **210. Stage and Theatre Management.**

A study of the principles and techniques of stage and theatre management. The relationship between aesthetic product and management structure as well as audience development will be emphasized. Three hours.

### **216. Oral Interpretation.**

The study of methods of interpretive reading. Emphasis will be placed on criteria for the selection of literature appropriate for oral reading and on developing skills in individual and group reading. Three hours.

### **219. Work Experience in Theatre.**

### **220. Stage Lighting and Sound.**

A study of the theory and practice of stage lighting and sound. Electricity will be explored in relation to both topics. Lighting and sound will be examined as components in a production. Three hours.

### **224. Costume History and Design.**

A study of styles in clothing from Egyptian to Art Deco and an introduction to costume design for the stage. Three hours.

### **225. Scene Design.**

A lecture and laboratory course covering the basic principles of scenic design. The course includes script analysis, mechanical drawing, perspectives, rendering, and model-building. Three hours.

### **230. Acting II.**

This course continues the study of basic techniques explored in Acting I. More emphasis will be placed on imaging and character development. The actor will be required to prepare a number of scenes working toward a personal process that incorporates textual analysis, script scores, and rehearsal work. Prerequisite: Theatre 130. Three hours.

### **232. Directing I.**

This course will focus on the theories, practices and techniques of directing for the stage. The course will help students develop an understanding of the fundamentals of directing, including text analysis, conceptualization, staging and rehearsal techniques. Prerequisites: Theatre 120 and 130 or permission of instructor. Three hours.

### **235. Women and Theatre.**

This course will investigate contemporary theatrical material created and performed by women in America. Students will examine the work of women theatre artists, generally focusing on the work of playwrights and directors, as a way to investigate contemporary social conditions. This course will also examine the ways that meaning is constructed in theatrical writing and performance. Same as English 235. Cornerstone 6. Three hours.

### **240. Production Styles.**

This course focuses on the concept of style as it relates to the creation of a world on stage. The course begins from the premise that all theatrical productions, from the highly naturalistic to the abstract, have a style. In this course the student

will explore the creation of style by investigating various production modes and conventions through the examination and performance of different texts. Prerequisite: Theatre 130. Three hours.

**255. Theatre and Drama in America.**

This course will survey the history of theatrical practice and drama in America from the 17th Century European settlements to the present. Students will gain an understanding of the complexities of the development of American theatre as both entertainment and as a reflection of cultural history. By surveying the work of men and women who both fostered and reacted against the “mainstream,” and by reading plays which represent a wide range of voices, the student will have a sense of the unique characteristics of American theatrical practice. Same as English 255. Cornerstone 5. Three hours.

**290. Special Topics in Theatre.**

**319. Internship in Theatre.**

**330. Workshop in Theatre.**

A participatory course offered periodically and differently each time, dealing with specialized areas of theatrical activity, such as management, publicity, promotion, children’s theatre, creative dramatics, dialects, stage voice and movement. Prerequisite: Permission of instructor. Three hours.

**332. Directing II.**

This advanced directing course will help extend the student’s understanding of directing theory while synthesizing that understanding through practical projects. The course will combine further study of textual analysis with analysis of how to construct a performance text and the examination of the directing techniques and styles of contemporary directors. Prerequisite: Theatre 232. Three hours.

**371. Plays and Performance in Ancient, Medieval, and Early Renaissance Cultures.**

This course will survey the history of theatrical practice and literature from what are presently known as their beginnings through the 17th Century “Renaissance.” In addition to major epochs of the Western experience, such as the Greek, Roman, Medieval, and Renaissance periods, students will also survey non-Western classical forms such as Indian Sanskrit, Japanese Noh, and Chinese theatrical practice. Same as English 371. Cornerstone 5. Three hours.

**375. Plays and Performance in 17th, 18th, and 19th Century Cultures.**

This course will survey the history of theatrical practice and literature from the late “Renaissance” period to the latter part of the 1800’s. In addition to major epochs of the Western experience, such as the English Restoration, Romanticism, and the beginning of theatre in North America, students will also survey non-Western theatrical forms which flourished during this period, such as the Kabuki and Bunraku Puppet theatre of Japan and the Chinese Opera. Same as English 375. Cornerstone 5. Three hours.

**377. Plays and Performance in the Modern World.**

This course will survey the history of theatrical practice and literature from the late 1800’s to the present. In addition to such major movements in Western practice as “Realism,” the numerous reactions “against “Realism,” the “Avant-Garde” in its numerous forms, and contemporary aesthetics, students will also survey non-Western theatrical forms from twentieth century Africa, South America and Asia. Same as English 377. Cornerstone 5. Three hours.

**380. Independent Study in Theatre.**

**385. Theatre Seminar.**

A capstone course that synthesizes research, reading, and production techniques. Topic area may be defined by a genre, an historical period, the works of an individual or group of artists, or other similar limits. Within the parameters of the topic area, students will undertake a series of research activities and projects. The course culminates in the production of a group of one act plays and a public presentation of research findings, projects, or papers. Course instructor and department faculty will determine the student’s production area assignment, based in part on the “Goals and Plans” document submitted by each student in the Junior year. Prerequisites: Completion of all other courses in “Required Departmental Core” for Theatre Arts Major and senior standing, or permission of instructor. Three hours.

**390. Special Topics in Theatre.**

Designed for the major or non-major in an area of general interest. Different each time. One to three hours.

## Women’s Studies

**Nostrala, Bandy, Brittingham, Carrasquillo, Everhart, Livingston, Meyers, Proctor, St. Clair, Wolf**

### Department Mission Statement

*The study of women is central to the intellectual inquiry of a variety of disciplines.*

*Consequently, the Women’s Studies minor is a multidisciplinary program, which provides an important perspective on various social institutions and processes, historical developments, scientific methodologies, psychological developments, and creative achievements of women.*

*Sex and gender are social constructions that historically have disadvantaged women. Consequently, the Women’s Studies minor focuses on the social construction of gender and sex as well as the consequences of these constructions for women, men, and society at-large.*

*Sex and gender are enmeshed in a matrix that includes race, class, sexual identity, and ethnicity. The Women’s Studies minor explores the experiences of women who have been marginalized within their cultures.*

*Finally, by emphasizing the connections between theory and practice, the Women’s Studies faculty encourages applied learning through internships, community projects, research, and service learning.*

Students wanting to complete a minor in Women’s Studies must complete 18 credit hours. The minor is compatible with a number of majors. The following courses are required for the minor:

<b>Required:</b>		<b>Hours</b>
WmSt	202	Introduction to Women’s Studies 3
WmSt	399WS	Portfolio in Women’s Studies 0
<i>Five of the following: * †</i>		
Phil	211	Feminist Ethics 3
Phil	311	Feminist Philosophy 3
Psyc	220	Psychology of Women 3
Hist	222	American Women’s History 3
Rel	225	Women and Religion in Am. Culture 3
Rel	260	Feminist Interpretation of the Bible 3
Eng	234	Women’s Literature, Women’s Lives 3

Thtr/Eng	235	Women and Theatre	3
Comm	275	Gender, Race, Class and Media	3
Soc	311	Women: The Struggle for Equality	3
SRC	399WS	Women in Society	3
			Total 18

\* No more than two courses may be taken from the same department.

Note: Certain courses offered in May Term may be accepted, pending administrative approval, for credit.

## Senior Portfolios in Women’s Studies

Each student earning a Women’s Studies minor is expected to maintain and submit a portfolio by the end of the first semester of their final semester containing a reflective essay addressing the goals of the Women’s Studies minor and three significant writing samples from different courses in the program.

## Women’s Studies Courses

### **202. Introduction to Women’s Studies.**

This course will provide students with an interdisciplinary examination of the conditions and circumstances affecting the lives of women in the United States. We will discuss sex-based inequities and their impact on women of all classes, races, sexual and ethnic identifications. We will explore the extent to which gender affects access to opportunity, power and resources. Students will learn strategies for critiquing and changing the existing status of women. Furthermore, they will learn to formulate and support their own independent viewpoints of the issues covered. Cornerstone 6. Three hours.

### **211. Feminist Ethics.**

This course is an investigation into feminist ethical theory and its application. In the first half of the class we will explore the major tenets and trends within the two major movements of feminist ethics: the care approach and the power approach. In the second half of the course we will examine applications of these approaches to various issues of concern for feminists, for example, issues about the ethical approach toward creating and conceptualizing ethical relationships with others, domestic violence, and reproductive freedom. Cornerstone 6. Three hours.

### **220. Psychology of Women.**

This course introduces current topics in psychology that are particularly relevant to women, with an emphasis not only on gender differences, but also on similarities. Discussion will center on psychological issues related to the treatment, study, and roles of women. Topics such as language, sex-role socialization, achievement and motivation, and women’s health issues will be discussed within a developmental and experimental framework. Cornerstone 6. Three hours.

### **222. American Women’s History.**

This course treats women’s history as both an integral element of American history and as a unique subject of historical investigation. Students will learn to think critically about how the category of gender interacts with class, race, ethnicity, and sexuality. Cornerstone 6. Three hours.

### **225. Women and Religion in American Culture.**

An introduction to the life and thought of selected American religious women who have participated in the struggle for justice and equality in religious institutions and society at large. Readings will include history, biography, autobiography and contemporary feminist perspectives. Cornerstone 6. Three hours.

### **234. Women’s Literature, Women’s Lives.**

This course introduces students to literature written by women from the fourteenth century to the present and to feminist analysis as a tool for understanding that literature. Students will examine and analyze the cultural conditions which shaped both the authors’ lives and the literature they produced, then apply this analysis to understanding the experience of women in American culture. Cornerstone 6. Three hours.

### **235. Women and Theatre.**

This course will investigate contemporary theatrical material created and performed by women in America. Students will examine the work of women theatre artists, generally focusing on the work of playwrights and directors, as a way to investigate contemporary social conditions. This course will also examine the ways that meaning is constructed in theatrical writing and performance. Same as English 235. Cornerstone 6. Three hours.

### **260. Feminist Interpretation of the Bible.**

This course explores feminist interpretation of the Bible, both as a theoretical orientation and as a feminist interpretive lens pertains to selected

texts of the Hebrew Bible and New Testament. Students will be exposed to the work of Jewish and Christian feminist scholars. The course introduces feminism as a hermeneutic for sacred texts, and also explores the history of textual interpretation from a feminist perspective. Most students enrolling in this course will want to have taken either Introduction to Women’s Studies or any introductory biblical studies course. Cornerstone 7. Three hours.

### **275. Gender, Race, Class & Media.**

An exploration from the perspectives of marginalized groups in the United States of the ways that popular media represent our diverse and dynamic culture. The course focuses on images of race, class and gender in television, film and popular culture. Cornerstone 6. Offered every other year. Three hours.

### **Phil 311. Feminist Philosophy.**

This class will be a detailed examination of topics in feminist philosophy. While specific topics will vary, possible topics include: feminist ethics and social/political philosophy, feminist metaphysics and feminist epistemology. In addition, we will expressly focus on applying feminist theories through service learning and campus activist projects. Cornerstone 6. Three hours.

### **Soc 311. Women: The Struggle for Equality.**

This course explores women’s struggle for equality in the United States. The minority/subordinate status of women will be addressed through such perspectives as conservatism, liberalism, traditional Marxism, radical feminism, and socialist feminism. Cornerstone 6. Three hours.

### **360. Senior Project in Women’s Studies.**

In collaboration with a member of the Women’s Studies faculty, the student develops an individualized program of reading and writing, culminating in the presentation of a substantial paper, followed by an oral examination over the project involving at least three Women’s Studies faculty members. Students might also fulfill this requirement by completing a field experience (120 hours) at an agency that primarily serves the needs of girls and women. This experience must be supervised by a member of the Women’s Studies faculty. Contact the Director of the Women’s Studies minor for the current list of Women’s Studies faculty members. Prerequisite: open only to senior Women’s Studies minors. Three hours.

**399. Senior Colloquium.**

In the Senior Colloquium, students address a significant topic from more than one Cornerstone perspective. As a senior seminar, the Colloquium provides a structured opportunity for participants to continue the task of integrating their liberal arts education and addressing its contemporary relevance. A major part of the Colloquium experience is a substantial writing project in which students demonstrate an awareness of the value issues at stake in analysis of the topic. Three hours.

**399WS. Senior Portfolio in Women's Studies.**

## World Language and Culture Studies

**Bates, Calkins, Corni-Benson,  
Dinesen, Wilkinson**

### Department Mission Statement

*The Department of World Language and Culture Studies aims to develop students' communication skills in a language other than English and to expand and deepen their understanding of cultures different from their own. Through course work, immersion experiences, and co-curricular activities, students use language to engage with the world by interacting with other speakers and cultural products.*

**Program overview.** Simpson College offers both majors and minors in French, German, and Spanish, as well as an interdisciplinary minor in Latin American Studies. Course offerings in all three language areas are organized into a series of three basic-level courses, one "Gateway to Advanced Language" course, and two thematic menus of upper-level electives. The three majors each consist of 31 hours of course work at the 200-level and above, which includes an approved immersion experience and a one-credit post-immersion capstone course, allowing students to reflect on their experiences. Minors require 18 hours at the 200-level and above, including an approved 3-credit immersion experience. Students majoring or minoring in a world language must complete at least 6 hours of their program within the department.

In addition to its majors and minors, the Department of World Language and Culture Studies also offers a series of culture courses designed to help students increase their global awareness and intercultural understanding.

**Study abroad.** Simpson College offers both May Term travel courses and semester-long study abroad programs in French-, German-, and Spanish-speaking areas of the world. Language students at all levels are strongly encouraged to take advantage of Simpson's immersion opportunities, particularly the Simpson Experience Abroad programs in Tahiti, French Polynesia; Schorndorf, Germany; and Rosario, Argentina. More information about study abroad can be obtained from World Language faculty, as well as from the Office of International Education.

**Double-majoring.** World Language programs can be combined with another major or minor, enhancing both programs of study. Commonly chosen complementary fields include, but are not limited to, international management, international relations, history, art, theater, music, biology, sociology, criminal justice, communications, and education. Students who intend to double-major are encouraged to plan ahead in order to include a semester-long immersion experience into their programs of study.

**Placement.** Students entering Simpson with a background in French, German, or Spanish are strongly encouraged to continue their studies at the appropriate level. In general, students who have taken two or more years of the same language in high school must enroll at the 102 level or higher. Faculty in World Language and Culture Studies can advise students on appropriate placement.

**CLEP.** Students with extensive prior background in language study may earn up to 12 credits in a world language through the CLEP examination. A minimum passing score for the 101-102 level will be compensated with 6 hours of credit toward graduation. A minimum passing score for the 201-202 level will allow the student to earn an additional 6 credits toward graduation if he or she completes an approved course beyond the 202 level in that same language with a grade of C- or better. In order for a CLEP score to count for credit, the exam must be taken *prior* to the completion of any course at Simpson in that language. For more information about CLEP tests, contact the Hawley Academic Resource Center.

**Language Competency Requirement.** Students entering Simpson having taken three or more years of the same language in high school with final grades of C- or better have already completed the language competency requirement. Those with less background must complete the 102 level of a language at Simpson with a final grade of C- or better.

## French

### French Major

**Required:** (a total of 31 hours required)

**Core Courses:** **Hours**

Fren	201	French for Proficiency 3	3
Fren	202	Gateway to Advanced French	3
WLCS	330	Study Abroad Capstone	1

**Electives:** 12-18

At least 6 credits from among the following language-focused courses:

Fren	210	Pronunciation Workshop*	1.5
Fren	211	Vocabulary Workshop*	1.5
Fren	307	Issues in Language: Advanced Stylistics A	3
Fren	307	Issues in Language: Advanced Stylistics B	3
Fren	307	Issues in Language: Oral/Written Narratives	3
Fren	307	Issues in Language: Spoken Language in Film	3
Fren	307	Issues in Language: French for Professional Purposes	3

\*- May be taken twice.

At least 6 credits from among the following culture-focused courses:

Fren	308	Issues in Culture: Movements in Art/Lit.	3
Fren	308	Issues in Culture: Comparative Cinema	3
Fren	308	Issues in Culture: Rise/Fall of Colonialism	3
Fren	308	Issues in Culture: French-language Press	3
Fren	308	Issues in Culture: Paris through History	3

Approved travel courses to French-speaking countries

**Study Abroad** 6-12

6-12 credits of approved course work taught in French.

### French Minor

**Required:** (a total of 18 hours required)

**Core Courses:** **Hours**

Fren	201	French for Proficiency 3	3
Fren	202	Gateway to Advanced French	3

**Electives:** 6

At least 3 credits from among the following language-focused courses:

Fren	210	Pronunciation Workshop*	1.5
Fren	211	Vocabulary Workshop*	1.5
Fren	307	Issues in Language: Advanced Stylistics A	3
Fren	307	Issues in Language: Advanced Stylistics B	3
Fren	307	Issues in Language: Oral/Written Narratives	3
Fren	307	Issues in Language: Spoken Language in Film	3
Fren	307	Issues in Language: French for Professional Use	3

\*- May be taken twice.

At least 3 credits from among the following culture-focused courses:

Fren	308	Issues in Culture: Movements in Art/Lit.	3
Fren	308	Issues in Culture: Comparative Cinema	3
Fren	308	Issues in Culture: Rise/Fall of Colonialism	3
Fren	308	Issues in Culture: French-language Press	3
Fren	308	Issues in Culture: Paris through History	3

3 additional credits from either group 3

**French immersion travel course** 3

### Simpson Experience Abroad: French Polynesia

Simpson sponsors a semester-abroad program at the University of French Polynesia (UPF) on the island of Tahiti in the South Pacific. The UPF program operates during the spring semester of even-numbered years and is open to all Simpson students, regardless of major. Completion of FREN 101 is required prior to departure. Student entering the program at the 100 level can expect to complete 6 hours of course work in French (applicable toward the French major or minor) with the remainder of courses taught in English.

Students entering the program at the 200 and 300 levels will be eligible to take classes in French at UPF. More complete information about the UPF semester is available from the Department of World Language and Culture Studies, as well as from the Office of International Education.

## French Courses

### 101-102, 201. French for Proficiency 1, 2 and 3.

Introductory skills in listening comprehension, speaking, reading, and writing in French within the context of contemporary French culture. Courses taught in French. (102 has a prerequisite of 101 or 1-2 years in high school; 201 has a prerequisite of 102 or equivalent.) Three hours each semester.

### 190. Special Topics.

### 202. Gateway to Advanced French.

A thematically focused course designed to solidify communication skills through the study of a cultural topic with the aim of preparing students for advanced course work. Recently chosen course topics have included Life in World War II France and the Rise and Fall of Colonialism. Course taught in French. Prerequisite: French 201 or equivalent. Three hours.

### 210. Pronunciation Workshop.

A study of French pronunciation patterns through authentic speech samples and ample practice. Students set their own learning goals for accent reduction and design a plan to reach them. May be repeated once for credit with permission of instructor. No prerequisite. 1.5 hours.

### 211. Vocabulary Workshop.

A French vocabulary building with an emphasis on practice. Students set their own learning goals for vocabulary expansion and design a plan to reach them. May be repeated once for credit with permission of instructor. No prerequisite. 1.5 hours.

### 290. Special Topics.

### 307. Issues in Language.

A series of courses designed to hone advanced language skills, such as accuracy in past-time narration, complex sentence structures, language register, and precise word choice. Topics in a four-year rotation include: Advanced Stylistics, Oral and Written Narration, Spoken Language through Film, French for Professional Purposes. Taught in French. May be repeated for credit under a different syllabus. Prerequisite: FREN 202 or permission of instructor. Three hours.

### 308. Issues in Culture.

A series of courses designed to examine issues in culture from around the French-speaking world, including historical and contemporary topics in social sciences, literature, and fine arts. Topics in the four-year rotation include: Movements in Art and Literature, Comparative Cinema, Rise and Fall of Colonialism, France during WWII, Paris through History, and French Language Press. Taught in French. May be repeated for credit under a different syllabus. Prerequisite: FREN 202 or permission of instructor. Three hours.

### 360. Tutorial Internship.

Testing, tutoring, lecturing and leading of discussion groups in selected French courses. Prerequisites: Junior or senior standing and invitation by the instructor. Does not count toward the French major. One to three hours.

### 390. Special Topics.

## German

### German Major

**Required:** (a total of 31 hours required)

Core Courses:	Hours
Ger 201 German for Proficiency 3	3
Ger 202 Gateway to Advanced German	3
WLCS 330 Study Abroad Capstone	1

**Electives:** 12

At least 6 credits from among the following language-focused courses:

Ger 102 German for Proficiency 2	3
Ger 205 Oral Practice in German*	.5
Ger 210 Reading Workshop*	1
Ger 212 Vocabulary Workshop*	1
Ger 213 Writing Workshop*	1
Ger 307 Issues in Language: Advanced Stylistics A	3
Ger 307 Issues in Language: Advanced Stylistics B	3
Ger 307 Issues in Language: Understanding Narratives	3
Ger 307 Issues in Language: Spoken Language in Film	3
Ger 307 Issues in Language: German for Professional Use	3
Ger 325 Contemporary German (Language Focus)	3

\*-May be taken twice.

At least 6 credits from among the following culture-focused courses:

Ger 215 German Culture Project	3
Ger 308 Issues in Culture: German Media	3
Ger 308 Issues in Culture: German Democratic Republic	3
Ger 308 Issues in Culture: Regional German	3
Ger 310 German Lifelines	3
Ger 325 Contemporary German (Cultural Focus)	3

**Semester Abroad:** 12

## German Minor

**Required:** (a total of 18 hours required)

<b>Core Courses:</b>	<b>Hours</b>
Ger 201 German for Proficiency 3	3
Ger 202 Gateway to Advanced German	3

**Electives:** 6

At least 3 credits from among the following language-focused courses:

Ger 102 German for Proficiency 2	3
Ger 205 Oral Practice in German*	.5
Ger 210 Reading Workshop*	1
Ger 212 Vocabulary Workshop*	1
Ger 213 Writing Workshop*	1
Ger 307 Issues in Language: Advanced Stylistics A	3
Ger 307 Issues in Language: Advanced Stylistics B	3
Ger 307 Issues in Language: Understanding Narratives	3
Ger 307 Issues in Language: Spoken Language in Film	3
Ger 307 Issues in Language: German for Professional Use	3
Ger 325 Contemporary German (Language Focus)	3

\*- May be taken twice.

At least 3 credits from among the following culture-focused courses:

Ger 215 German Culture Project	3
Ger 308 Issues in Culture: German Media	3
Ger 308 Issues in Culture: German Democratic Republic	3
Ger 308 Issues in Culture: Regional German	3
Ger 310 German Lifelines	3

Ger 325 Contemporary German (Cultural Focus)	3
3 additional credits from either group	3
<b>German immersion travel course</b>	3

## Simpson Experience Abroad: Schorndorf, Germany

Simpson has sponsored a semester-abroad program in Schorndorf, Germany since 1985. The German Semester in Schorndorf operates during the spring semester of every odd-numbered year and is open to all Simpson students, regardless of major. Completion of GER 201 is required prior to departure. Students live with host families while completing 12 hours of coursework in German at the 200 and 300 level. The semester features an extensive travel and cultural program, including week-long trips to Munich and Berlin. More complete information about the German Semester in Schorndorf is available from the Department of World Language and Culture Studies, as well as from the Office of International Education.

## German Courses

### 101-102, 201. German for Proficiency 1, 2 and 3.

Introductory skills in listening comprehension, speaking, reading, and writing in German within the context of contemporary German culture. A lab is required. (102 has a prerequisite of 101 or 1-2 years in high school, 201 has a prerequisite of 102 or equivalent.) Three hours each semester.

### 190. Special Topics.

### 202. Gateway to Advanced German.

Composition, conversation, reading, phonetics, and grammar review through the living language and culture. Prerequisite: German 201 or equivalent. Three hours.

### 205. Oral Practice in German.

Practice in spoken German based on language functions, e.g. asking questions for information, narrating past events, or expressing wishes. This course may be repeated. Up to one semester hour credit may be applied to the major. Course is taught in German. One half credit hour.

### 210. Reading Workshop.

A course focused on acquiring increasingly advanced reading skills in German. Students set their own learning goals and design a plan to reach

them. May be repeated once for credit with permission of instructor. No prerequisite. One hour.

**211. Orientation: Life and Study in Schorndorf.**

A pre-departure course required of all students participating in the Schorndorf German Semester Abroad Program. Prerequisite: German 102 or permission of instructor. One hour.

**212. Vocabulary Workshop.**

German vocabulary building with an emphasis on practice. Students set their own learning goals for vocabulary expansion and design a plan to reach them. May be repeated once for credit with permission of instructor. No prerequisite. One hour.

**213. Writing Workshop.**

A study of writing in German for various purposes. Students set their own learning goals and design a plan to reach them. May be repeated once for credit with permission of instructor. No prerequisite. One hour.

**215. German Culture Project.**

A project-based learning course focusing on cultural topics. Student teams initiate, plan, execute, present, and evaluate their projects on topics of mutual interest. Offered only in Schorndorf.

**290. Special Topics.**

**305. Survey of German Literature.**

A survey of representative works of major literary movements in German literature. Course taught in German. Prerequisite: German 302 or permission of instructor. Cornerstone 4B. Three hours.

**307. Issues in Language.**

A series of courses designed to hone advanced language skills, such as accuracy in past-time narration, complex sentence structures, language register, and precise word choice. Topics in a four-year rotation include: Advanced Stylistics, Spoken Language through Film, German for Professional Purposes, and Understanding Narratives. Taught in German. May be repeated for credit under a different syllabus. Prerequisite: GER 202 or permission of instructor. Three hours.

**308. Issues in Culture.**

A series of courses designed to examine issues in culture from the German-speaking world, including historical and contemporary topics in social sciences and literature. Topics in the four-

year rotation include: German Media, Regional German and German Democratic Republic. Taught in German. May be repeated for credit under a different syllabus. Prerequisite: GER 202 or permission of instructor. Three hours.

**310. German Lifelines, 1945-Present.**

A course that integrates the reading of literary, autobiographical, biographical and historical writing with interviews of host family members in Schorndorf. Offered only in Schorndorf. Prerequisite: Participation in the Schorndorf German Semester Abroad Program. Cornerstone 4B. Three hours.

**325. Contemporary Germany.**

Prerequisite: concurrent or previous participation in the Simpson German Semester in Schorndorf and permission of the instructor. In collaboration with the German instructor, the student will develop an individual plan to research and write about an important issue in contemporary German culture. A substantial essay in German on this topic will be the final product of the course. Course is taught in German. Three hours.

**360. Tutorial Internship.**

Testing, tutoring, lecturing and leading of discussion groups in selected German courses. Prerequisites: Junior or senior standing and invitation by the instructor. Does not count toward the German major. One to three hours.

**390. Special Topics.**

**Latin American Studies Minor**

The Latin American Studies Minor is an interdisciplinary minor offered through the Department of World Languages and Culture Studies in conjunction with the Department of Political Science and Department of History. The minor gives the students the opportunity to study issues and characteristics unique to Latin America.

**Required:** (*a total of 18 hours required*)

<b>Core Courses:</b>	<b>Hours</b>
Port 105 Beginning Portuguese	3
Span 213 Ideas and Cultures:	
Latin America	3
Span 215 Latin American Studies	3

*One of the following:* 3

PoSc 233 Latin American Politics	
PoSc 265 Latino Politics in the U.S.	
Hist 376 History of Latin America	

One of the following: 3  
 Span 305 Introduction to Literature  
 Span 310 Topics in Latin American Literature  
 -OR-  
 Any literature/film course on Latin America

One of the following: 3  
 PoSc 197 Politics of the New Democracy; Brazil\*  
 Hum 197 Ethics of Globalization in Costa Rica\*  
 -OR-  
 Any study abroad experience in Latin America

\*-May Term course.

## Portuguese Courses

### 105. Beginning Portuguese.

An intensive introduction to Brazilian Portuguese emphasizing vocabulary, structures and speaking skills. This course cannot be used to complete the World Language requirement. Prerequisite: Spanish or French 102 or equivalent. Offered every other academic year. Three hours.

## Spanish

### Spanish Major

Required: (a total of 31 hours required)

**Core Courses:** Hours

Span 201 Spanish for Proficiency 3  
 Span 202 Gateway to Advanced Spanish 3  
 WLCS 330 Capstone Seminar 1

**Electives:** 12

At least 6 credits from among the following language-focused courses:

Span 305 Introduction to Literature in Spanish  
 -AND-  
 Span 205 Phonetics and Dialectology 3  
 Span 210 Spanish Vocabulary in Context 3  
 Span 304 Advanced Composition and Creative Writing 3

At least 6 credits from among the following culture-focused courses:

Span 209 Film in Spanish 3

Span 213 Ideas and Cultures: Latin America 3  
 Span 214 Ideas and Cultures: Spain 3  
 Span 307 Cultural Topics in the Hispanic World 3  
 Span 310 Topics in Latin American Literature 3  
 Span 311 Topics in Spanish Literature 3

**Semester Abroad:** 12

At least two electives must be numbered higher than 300. Spanish majors must complete at least 12 hours of credit in a study abroad experience. Fulfillment of the major program by study abroad is required, and can be achieved through a Semester abroad program including the semester in Rosario Argentina. Knowledge of Spanish is especially recommended for those majoring in social work, education, medicine, criminal justice, international relations, and international marketing.

### Spanish Minor

Required: (a total of 18 hours required)

**Core Courses:** Hours

Span 201 Spanish for Proficiency 3  
 Span 202 Gateway to Advanced Spanish 3  
 Span 305 Introduction to Literature in Spanish 3

**Electives:** 6

At least 3 credits from among the following language-focused courses:

Span 205 Phonetics and Dialectology 3  
 Span 210 Spanish Vocabulary in Context 3  
 Span 304 Advanced Composition and Creative Writing 3

At least 3 credits from among the following culture-focused courses:

Span 209 Film in Spanish 3  
 Span 213 Ideas and Cultures: Latin America 3  
 Span 214 Ideas and Cultures: Spain 3  
 Span 307 Cultural Topics in the Hispanic World 3  
 Span 310 Topics in Latin American Literature 3  
 Span 311 Topics in Spanish Literature 3

3 hours study abroad or an approved internship 3

## **Simpson Experience Abroad: Argentina**

Simpson sponsors a semester abroad program in Rosario, Argentina at UCEL. The semester runs during the spring semester of every even-numbered year and is open to all Simpson College students, regardless of major. Completion of Spanish 102 is required prior to departure. Students will be eligible to take courses in Spanish offered at UCEL. More information about the UCEL semester is available from the Department of World Language and Culture Studies as well as from the Office of International Education.

## **Spanish Courses**

### **101-102, 201. Spanish for Proficiency 1, 2 and 3.**

Introductory skills in listening comprehension, speaking, reading, and writing Spanish within the context of contemporary Spanish speaking cultures. A lab is required. (102 has a prerequisite of 101 or 1-2 years in high school, 201 has a prerequisite of 102 or equivalent.) Three hours each semester.

### **190. Special Topics.**

### **202. Gateway to Advanced Spanish.**

Composition, conversation, reading, phonetics, and grammar review through the living language and culture. Prerequisite: Spanish 201 or equivalent. Three hours.

### **205. Phonetics and Dialectology.**

A study of sound production, phonetic transcription, and dialectal features of the Spanish language. Emphasis on improving pronunciation through class and laboratory work. Prerequisite: Spanish 102. Three hours.

### **209. Film in Spanish.**

A study of culture, history, and language through film. Emphasis on listening, speaking, and cultural awareness. Course taught in Spanish. Prerequisite: Spanish 202 or permission of instructor. Three hours.

### **210. Spanish Vocabulary in Context.**

This course features comprehensive review and vocabulary building through creative student input, role plays, and other contextual uses of vocabulary designed to improve elementary and intermediate proficiency levels. Course taught in Spanish. Prerequisite: Spanish 102. Three hours.

### **213. Ideas and Cultures: Latin America.**

A study of the major historical, social, and geographical factors which shape contemporary Latin American culture. Course taught in Spanish. Prerequisite: Spanish 202 or permission of instructor. Three hours.

### **214. Ideas and Cultures: Spain.**

A study of the major historical, social, and geographical factors which shape contemporary Spanish culture. Course taught in Spanish. Prerequisite: Spanish 202 or permission of instructor. Three hours.

### **215. Latin American Studies.**

An overview of the political and social movements in Latin America emphasizing Central America. Course is taught in English. Prerequisite: None. Three hours.

### **216. Contemporary Spain.**

A study of culture, history and language through native sources readily available during study abroad. Emphasis on self-reflection and cultural awareness. Course taught in English. Three hours.

### **304. Advanced Composition and Creative Writing.**

Emphasis on all stages of writing from brainstorming to research methods including creative writing and writing for personal use. Course taught in Spanish. Prerequisite: Spanish 302. Three hours.

### **305. Introduction to Literature in Spanish.**

This course prepares students for more advanced courses in literature by studying different genres, literary periods and movements, including essays and poetry. Readings and discussions in Spanish. Three hours.

### **307. Cultural Topics in the Hispanic World.**

Theme-based courses which include readings, personal research, and media. Emphasis on discussions, student-centered projects and exploration of cultural ideology. Course taught in Spanish. Prerequisite: Spanish 302. Three hours.

### **310. Topics in Latin American Literature.**

Topical readings in Latin American literature may include Revolution, Poverty, Social Justice, and Structure of society, among others. Course may be repeated as content changes. Course taught in Spanish. Three hours.

**311. Topics in Spanish Literature.**

Topical readings from Spanish literature may include the Spanish Civil War, Contemporary Spanish Society, Detective Fiction, among others. Course may be repeated as content changes. Course taught in Spanish. Three hours.

**360. Tutorial Internship.**

Testing, tutoring, lecturing and leading of discussion groups in selected Spanish courses. Prerequisites: Junior or senior standing and invitation by the instructor. Does not count toward the Spanish major. One to three hours.

**390. Special Topics.**

**World Language and Culture Studies (WLCS) Courses**

**101/102. Elementary Language for proficiency I and II**

These courses cover basic language skills (reading, writing, listening, and speaking) as well as cultural information pertinent to the world language taught. They may be used to complete the language competency requirement. Three hrs.

**120. Analyzing Cultural Perspectives.**

An introduction to studying culture through examples from the French-, German-, and Spanish-speaking world. Emphasis on analyzing different world views, other cultures' perspectives of the U.S., the relationship between language and culture, subculture characteristics, and cultural stereotypes. Taught in English. Cornerstone 7. Three hours.

**122. Culture Studies through Film.**

An analysis of cultural meaning in international and domestic films. Emphasis on examining stereotypes, cross-cultural misunderstandings, underlying cultural values, surface vs. deep culture, the relationship between language and culture, and the characteristics of one's home culture in relation to those of other cultures around the world. Taught in English. Cornerstone 7. Three hours.

**330. Study Abroad Capstone.**

A retrospective analysis of study abroad experiences, particularly as they relate to cultural learning. Students complete and present a study-abroad portfolio documenting their learning overseas. Taught in English. Prerequisite: 6 hours of study abroad credit in a French-, German-, or Spanish-speaking country. One hour.

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B.A., Simpson College, 1981;  
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B.S., Iowa State University, 1973;  
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## REGISTER/FACULTY

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