

A scenic view of a college campus during cherry blossom season. Large trees with vibrant pink blossoms are in the foreground and middle ground. In the background, there are brick buildings with arched windows and doorways. A paved walkway runs through the scene, lined with black lampposts that have red banners hanging from them. The banners feature the word 'SIMPSON' vertically and a logo with the words 'SIMPSON COLLEGE' and a building illustration. A bicycle is parked near one of the buildings. The sky is clear and blue.

2014-2015  
GRADUATE CATALOG

**SIMPSON COLLEGE**

# Graduate Academic Policies and Programs

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## 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
<b>Admission-Full Time</b>	1-515-961-1624
Applications, Student Fees, Campus Visits	
E-mail:	<a href="mailto:admiss@simpson.edu">admiss@simpson.edu</a>
FAX Number:	1-515-961-1870
<b>Alumni</b>	1-800-610-6369
Office :	1-515-961-1544
E-mail:	<a href="mailto:alumni.office@simpson.edu">alumni.office@simpson.edu</a>
FAX Number:	1-515-961-1594
<b>Athletics</b>	1-515-961-1495
FAX Number	1-515-961-1279
E-mail:	<a href="mailto:judy.hutton@simpson.edu">judy.hutton@simpson.edu</a>
<b>Bookstore</b>	1-515-961-1635
<b>Business Office</b>	1-515-961-1655
Student Accounts or Financial Matters	
E-mail:	<a href="mailto:bus.office@simpson.edu">bus.office@simpson.edu</a>

**Financial Assistance Office**

1-515-961-1630

Financial Assistance Awards

Student Employment

FAX Number

1-515-961-1300

E-mail:

[finaid@simpson.edu](mailto:finaid@simpson.edu)**Continuing and Graduate Programs Division**

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

1-515-309-3099

West Des Moines Office FAX

1-515-961-1887

E-mail:

[adults.learn@simpson.edu](mailto:adults.learn@simpson.edu)**Mailing Address**

Simpson College  
701 North C Street  
Indianola, IA 50125

**President's Office**

1-515-961-1611

FAX Number

1-515-961-1623

**Student Development**

1-515-961-1592

FAX Number

1-515-961-1674

Housing

1-515-961-1562

## **Transcripts of Credits**

Registrar's Office	1-515-961-1642
FAX Number	1-515-961-1310

## **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

## 2014-2015

### Fall Semester 2014

#### August

- 23 Freshmen/Transfers Arrive
- 23 C & G Fall Classes Begin
- 24 Returning Students Arrive
- 25 C & G T1 Classes Begin
- 26 Classes Begin
- 27 All College Convocation

#### September

- 1 Labor Day/Holiday
- 2 Last Day to Add/Drop

#### October

- 13 Mid-Term
- 15 Mid-Term Grades Due
- 18 Family Weekend/Homecoming
- 21 C & G T2 Classes Begin
- 30-31 Fall Break, No Classes

#### November

- 4 Last Day to Withdraw
- 26-28 Thanksgiving Break

#### December

- 5 Classes End
- 8 College Reading Day
- 9-12 Finals Exam Week
- 13 December Commencement
- 13 Christmas Recess Begins
- 16 All Grades Due
- 18 C & G Classes End

### Spring Semester 2015

#### January

- 10 C & G Spring Classes Begin
- 12 C & G T3 Classes Begin
- 13 Classes Begin
- 19 Last Day to Add/Drop

#### February

- 27 Mid-Term

#### March

- 3 Mid-Term Grades Due
- 7-15 Spring Break
- 16 C & G T 4 Classes Begin
- 26 Last Day to Withdraw

#### April

- 1 Campus Day (No Class)
- 6 Easter Recess
- 23 Honors  
Convocation/Symposium
- 24 Classes End
- 27 College Reading Day
- 28-30 Final Exam Week

#### May

- 2 Spring Commencement
- 4 May Term Begins
- 5 Spring Grades Due
- 5 Last Day to Add/Drop
- 9 C & G Classes End
- 15 Last Day to Withdraw
- 22 May Term Ends
- 27 May Term Grades Due

# SIMPSON COLLEGE

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## MISSION STATEMENT

Simpson College is an independent, selective, church-related, comprehensive liberal arts college dedicated to excellence in higher education.

The Simpson College community is equally committed to:

- Promoting integrative learning that enables students of all ages to develop intellectual and practical skills
- Nurturing values which 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
- Drawing upon our relationship with the United Methodist Church and our religious traditions that guide us on issues of personal integrity, moral responsibility, social justice and global citizenship

*Approved by the Board of Trustees, May 16, 2008*





# **A Simpson Education**

## **150 Years of Excellence**

For more than 150 years, Simpson's highly regarded academic programs have been preparing students for coveted careers, competitive research programs and positions of professional leadership. Backed by a rich liberal arts tradition, today's Simpson experience at the graduate level is defined by the many exceptional opportunities for learning both in the classroom and in the community.

The Simpson experience gives students plentiful choices that encourage them to explore their passions, so when they graduate with their post baccalaureate degree or certificate, they will be ready to take responsibility to impact the world and their profession.

## **A Liberal Arts Tradition in a Graduate Setting**

The Graduate curriculum is guided by the expectation that students become "masters" in their field, leaders in their profession and experts in research.

Graduate classes integrate theory and practical issue areas and provide the student opportunity to become well versed in research methodologies and the evaluation of research outcomes. Classes develop an advanced capacity for critically analyzing issue areas within the discipline.

For parallel graduate and undergraduate courses, there are significant differences clearly articulated in areas such as course content, grading practices, learning outcomes, readings and assignments, exams and performance. Syllabi for courses that are cross-listed at the undergraduate and graduate levels clearly specify how the nature of the work expected of students and the criteria for evaluation are commensurate with degree level. The nature of work and work products may vary by quality and/or quantity. Graduate level work products are required to have a greater degree of analysis, synthesis, and evaluation of knowledge and be the result of greater independence than undergraduate-level work products.

Simpson's curriculum is guided by five principles that will help students develop the skills and mindset needed to succeed in the ever-changing work environment of the 21<sup>st</sup> 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. The five principles are:

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

***Intellectual and Practical Skills:*** Students acquire the tools necessary to face challenges in and out of the workplace. The 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:*** Students recognize their roles as citizens in a diverse world through the chances to discover and understand cultures and backgrounds different from their own, such as school-sponsored international courses and service-learning projects.

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

***Personal and Social Responsibility:*** Students are responsible and contributing members of society through the cultivation of character, citizenship and a commitment to social justice.

## **Quality Academics**

With a full time day student population of approximately 1,400 undergraduate (UG) and 600 adult learners at both the Undergraduate and Graduate levels, Simpson's quality liberal arts and professional education emphasizes academic excellence, community engagement, international experiences and success beyond the classroom. The college offers three graduate programs, 4 post baccalaureate certificates and more than 40 UG 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. 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.

## **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 Simpson students to learn together under the guidance of a Simpson faculty member. Although Graduate students do not often have the time for overseas study, all short-term courses are open to them and by petition, Simpson's semester-long programs may be available and are located in:

- London, England (Fall 2015)
- Schorndorf, Germany (Spring 2015)
- Chiang Mai, Thailand (Spring 2015)
- Tahiti, French Polynesia (Spring 2016)
- Rosario, Argentina (Spring 2016)
- Australia (Fall 2014)

Simpson students also have the option of participating in an affiliated study abroad program through other universities or institutions.

### **Partnerships**

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

*Iowa History Center:* The Iowa History Center connects the state’s historians, authors and students in an 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 challenges students to identify their vocation as global citizens and leaders through engagement, service, career development and career advancement. Among the services provided are vocational exploration through volunteer service, civic engagement, service-learning, career counseling, internships, job expos and fairs for job, graduate school, and volunteer opportunities. Simpson provides ongoing alumni networking and support, as well as an extensive resources library for students, alumni, faculty and staff. Encompassing many Simpson College offices, CVIL centralizes engagement, leadership development and career advancement.

### **Professional Development**

The Des Moines metro area provides countless internships for Simpson students. Des Moines—which was named the number one city 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.

Though many students chose to do internships independently or are already in the workplace, Simpson also offers courses that allow students to gain job experience while receiving college credit. This may particularly apply to students seeking a post baccalaureate certificate.

## **Academic Support**

*Hawley Academic Resource Center:* The center gives free academic support to all Simpson students 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.

## **Career Services**

Simpson College's Career Services provides resources to help students with career and graduate school planning from the moment they arrive on campus.

Services and programs offered by Career Services include:

- Workshops and class presentations which cover topics such as: resume and cover letter writing, interviewing techniques and attire, applying for internships, proper business etiquette and more
- Personalized career consultation to assist in determining possible fields of study and career goals
- Career-related fairs and events throughout the year, including the Simpson Career Fair in the spring and the Fall Futures Fair in the fall
- One-on-one appointments to critique résumés, cover letters and graduate school applications
- Simpson CareerPaths, a free online database of full-time and part-time jobs and internships

## **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. See the Simpson College website for a calendar of events.

### *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 college 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.

### *Participate in leadership forum*

The Simpson Speaker Series Insights on Leadership is held the last Tuesday of the month – September through November and February through April from 5.30pm at the West Des Moines campus. Local and national leaders speak to us about their experience, challenges and skills as leaders.

## **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 President John Byrd has signed an agreement with college and university presidents across the nation that 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, and participate in outreach projects on campus and in the community.

## **Best of Both Worlds**

Simpson's Indianola 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 movie theatres within walking distance of campus.

The historic campus is set in 74 acres, which is just 12 miles south of Iowa's capital city, Des Moines, and 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. The two branch campuses are also available to all students: West Des Moines campus is at 1415 28<sup>th</sup> Street, West Des Moines, IA 50266 and Ankeny campus is at 2501 SE Tones Drive, Ankeny, IA 50021.

# Welcome to Graduate Programs at Simpson College

## Admission to Graduate Programs

### Evaluation of Transfer Credit

Students may petition to their program director for transfer credit to apply to program requirements. The transfer of credit will be evaluated on an individual basis. Students will be asked to provide appropriate documentation regarding previous coursework, including but not limited to an official transcript, course description, and syllabus. In order to be considered for transfer, a course must be from a regionally accredited college or university and graded 3.0/B or better. Courses must have been taken at the graduate level and course content must be comparable to program requirements at Simpson.

### Stepping Out/Leave of Absence

Students who interrupt their program enrollment for longer than one semester or three terms must be readmitted to the College and program to resume their degree. For an absence of more than one month, the student should coordinate with their program director and the financial aid office prior to re-entry.

### Re-admission

Program schedules and cohort sequencing require that students meet with their advisor for planning and obtain approval from the Program Director before being re-admitted.

### Deferral of admission

Accepted students may meet with the Program Director to apply for deferral of admission in exceptional circumstances.

### Advanced Standing Program in Criminal Justice

Exceptional students enrolled in the Simpson undergraduate program for at least two years may complete up to three courses toward the MACJ in their senior year while simultaneously completing the requirements for the bachelor's degree. The courses eligible for completion for graduate credit are classes that are open to undergraduate and graduate students. These classes include

CJ 300/500 Juvenile and Family Law  
CJ 333/547 Sexual Violence  
CJ 334/534 Crime and Place  
CJ 335/535 Inequality and Justice  
SCJ 341/541 Crisis Intervention  
CJ 342/542 Juvenile Delinquency  
CJ 343/543 Criminology  
CJ 344/544 Correctional Practices  
CJ 360/560 Criminal Law and the Legal Process  
SW 301/501 Counseling Strategies.

Undergraduate students eligible for the Advanced Standing Program must have a 3.5 Simpson GPA and must submit the application and all other relevant documentation for consideration by the MACJ Admissions Committee by August 1<sup>st</sup> after completing their junior year. Students will register for the 300 level course for 4 credits and the CJ 600 level equivalent for 0 credit. The 600 level equivalent of the course includes requirements that must be satisfied to earn graduate credit. Students in the Advanced Standing Program will complete all requirements expected of graduate students and must earn a B or higher in the course to receive graduate credit, but will not be considered graduate students until requirements for the bachelor's degree are completed. After completion of the bachelor's degree, students complete the remaining core course and degree requirements for the MACJ. Students should be able to complete both programs in approximately five and a half years.

## Applying for Financial Aid

It is widely known that a college education is one of the most important investments a student may make. It's the reason why we would like you to be comfortable with the financial assistance process. At Simpson, we know the world of financial assistance well, and we help students navigate the process with confidence.

Affordability is certainly important, but equally so is value. You are looking for value in your choice of a college. That is why our efforts to keep our quality high and our cost affordable are among the many distinctions of which Simpson College is most proud.

### To apply for financial assistance:

1. Complete the FAFSA (Free Application for Federal Student Aid) to apply for federal, state and Simpson financial assistance. The FAFSA is filed electronically at [www.fafsa.gov](http://www.fafsa.gov). If you filed the 2012-2013 FAFSA electronically, you may do so again using your same PIN. If you do not have a PIN or have forgotten yours, you may go to the PIN website and request a new PIN at [www.pin.ed.gov](http://www.pin.ed.gov).
2. Students must be admitted to the College prior to being awarded financial assistance.
3. Prepare to submit your FAFSA as soon after January 1st as possible. Be aware of deadlines. Some funds are limited and are awarded on a first-come, first-served basis. Simpson's priority deadline is April 20th. Plan to prepare your federal tax return early. If you cannot complete your tax return in time to meet Simpson's priority deadline, it is recommended that you use estimated tax information.
4. You will receive a Student Aid Report (SAR) within 7 to 10 days after you submit your FAFSA. If you have not received your SAR within that time frame, you may wish to check your application status at [www.fafsa.gov](http://www.fafsa.gov). Review your SAR and if corrections need to be



made, contact the office of financial assistance at Simpson College. If there are no corrections to be made, keep the report for your records. SAR data is transmitted electronically to Simpson and is used to calculate your financial aid eligibility.

5. Simpson College may request additional information or forms. Make sure you respond promptly to avoid delays in receiving your financial aid. One out of three applications is selected for review in a process called "verification." If your application is selected, don't be alarmed. The process will require you to provide Simpson with a copy of your signed federal tax forms and a verification worksheet. Please comply with the request promptly. If you have questions concerning verification, contact the office of financial assistance.

6. After Simpson has processed your application, you will receive an award letter that outlines your financial aid package. Review your award letter carefully and make sure you understand the terms of the awards being offered. Please remember, we are only a phone call away if you need any assistance understanding the terms and conditions of your financial assistance award.

7. If you intend to take out loans, an additional application or promissory note may be needed. Your award letter will notify you of the loans for which you qualify and the amount you are eligible to borrow in addition to your next steps to securing your student loans.

## **Sources of Financial Aid**

Students enrolled in the post-baccalaureate programs of study at Simpson are eligible to borrow under the Federal Stafford Student Loan programs. Students enrolled in the post-baccalaureate certificate programs are eligible to borrow at the undergraduate loan limits. Students enrolled in the graduate programs may borrow at the graduate loan limits under the Stafford Loan Program, which is \$20,500 annually or up to the student's cost of attendance, which is usually significantly lower than the \$20,500 annual amount.

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

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

**Traditional Semester Day UG, Graduate or Night Classes** - A student may add and drop courses during the add/drop period of each term. The Business Office and Financial Assistance Office 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 charges and financial assistance will not be adjusted for courses dropped, except in the case of a complete withdrawal. Tuition adjustments for courses added will continue throughout the term.

**Non-traditional Module or Shorter Term Classes and Semester Saturday Classes** – A student who drops a course after the first class meeting will be eligible for a 100% refund. A

student who drops a course after attending 25% or less of class meetings will be eligible for a 75% refund. A student who drops a course after attending more than 25% of class meetings will not be eligible for a refund. Students are responsible for dropping their own courses.

### **Complete Withdrawal from the College:**

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.

The amount of the refund is based upon 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 percent of the term will be charged 20 percent of the applicable tuition and fees and would retain 20 percent 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 percent 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.

### **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. The estimated bill will be mailed in August for the fall term and in December for the spring term. All charges for tuition are due prior to the beginning of each term.

### **Acceptable forms of Payments**

Cash, Check, MasterCard, Discover or American Express, (a 2% convenience fee will apply to credit/debit card transactions), or online through your StormFront account (no fees for ACH payments). Monthly installment plans are available by contacting the Business Office.

### **Credit Balances**

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

### **Non Payment**

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, issuance of transcripts or diplomas.

Finance charges are assessed at a daily rate of 0.05% (18% A.P.R.) on the unpaid balance. Finance charges are calculated at the end of the month and added to the student's account.

## **Academic Policies**

### **Academic Integrity**

In all endeavors, Simpson College expects its students to adhere to the strictest standards of honesty and integrity. In keeping with the College's mission to develop the student's critical intellectual skills, while fostering personal integrity and moral responsibility, each student is expected to abide by the Simpson College rules for academic integrity. Academic dishonesty includes (but is not limited to) any form of cheating, plagiarism, unauthorized collaboration, fraud (falsifying documents, forging signatures, altering records, etc), misreporting any absence as college-sponsored or college-sanctioned, submitting a paper written in whole or in part by someone else, or submitting a paper that was previously submitted in whole or in substantial part for another class without prior permission. If the student has any questions about whether any action would constitute academic dishonesty, it is imperative that he or she consult the instructor before taking the action.

*All cases of substantiated academic dishonesty must be reported to the student's academic advisor and the Dean for Academic Affairs.*

### **Penalties for Dishonesty**

Academic Dishonesty within the Context of a Course:

The penalty for academic dishonesty that occurs within the context of a specific course and is 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.

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.

#### Academic Dishonesty outside the Context of a Course

If a student is suspected of committing academic dishonesty outside the context of a course (e.g., fraud involving college documents and/or records that do not involve a course), and it has been substantiated with evidence, the Academic Dean shall then decide whether to place the student on academic probation, academic suspension or academic dismissal depending upon the severity of the case. Records of the case and the subsequent punishment will be kept in the student's files as a permanent record.

#### **Academic Evaluation and Status**

##### **Course credits**

A course usually generates 2 or 4 credits. Each course in the Graduate Program meets for a combination of contact hours plus hours logged in to the web-based course management system named "scholar" and this includes group study.

##### **Incompletes**

An incomplete grade may be awarded when the instructor grants permission after determining that a student emergency may delay completion of coursework. Students who receive an incomplete grade should be capable of passing the course if they satisfactorily complete outstanding course requirements. The instructor may define the terms and conditions that apply to course completion. The student must complete the outstanding work in time to allow evaluation of the work for entry of grade by the due date arranged with the instructor.

##### **Independent Study**

Independent Study is not permitted for core courses. In case of unusual circumstances, the student should discuss the course with the Program Director.

##### **Academic Probation**

Graduate students must maintain a 3.0 cumulative grade point average. If a student falls below a 3.0 average, the student will be placed on academic probation for the following term.

A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation.

### **Dismissal for Academic Performance**

A student whose GPA falls below the required GPA for his/her graduate program in two or more terms will be subject to probation or dismissal. A plan for the student to continue in the program may be worked out with the program director.

### **Dismissal for Non-Professional Behavior**

Students may be dismissed for violation of standards of behavior defined by the profession, their program discipline or the College: [www.simpson/studentguide](http://www.simpson/studentguide)

### **Attendance**

Class attendance is an essential part of the graduate program and constitutes both knowledge building and community engagement as an active learner. Students must notify the professor in advance of absence. In the case of emergency, when prior notification is not possible, students must notify the professor of an absence as soon as possible.

### **Continuation Policy for Thesis/Final Project/Comprehensive Exam**

Students enrolled in a thesis or final project or who are preparing for comprehensive exams are subject to a continuation fee schedule. These continuation fees maintain a student's library access, opportunity for faculty advising and online access while work on completing the degree is ongoing. During this time of research, writing and study, students pay the cost of one credit (currently \$415) per year. Students are expected to complete the degree requirements within 5 years of the first term of enrollment.

## **Graduation**

### **Time Limits**

Degree programs must be completed within five years of the beginning of the first course.

### **Graduation Requirements**

Students must complete all requirements as specified by the program, including:

1. Submitting an application for graduation by the posted deadline.
2. Completion of all required courses in the program.
3. Successful completion of final project, thesis, examinations or any combination of these items outlined by the program requirements.
4. Earned a 3.0 cumulative GPA.

### **Commencement**

Students will be invited to participate in a commencement ceremony in April or December providing all course work and program requirements are completed by the date of the ceremony.

**Transcript & Diploma**

Transcripts and diplomas will reflect the degree awarded and the term date during which all academic work was completed.

## **Student Rights**

The College has adopted a statement of student rights and responsibilities and has provided for due process in the matter of disciplinary action, grievances, and grade appeal, as outlined in the Student Guide, at [www.simpson.edu/student\\_guide](http://www.simpson.edu/student_guide).

Grievance: Students have a right to experience education without discrimination. The guide includes definitions, informal and formal process, and time limit.

## **FERPA- Family Educational Rights and Privacy Act**

### **Simpson College FERPA Policy**

Educational records include admission records, academic records, financial records, financial aid records, and disciplinary records. The college officials who keep these records are the Director of Admissions, the Registrar, the Controller, the Director of Financial Assistance, and the Dean of Students respectively.

FERPA grants to the student:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.

Students should submit to the appropriate college official written requests that identify the records they wish to inspect.

The college official will make arrangements for access and notify the student of the time and place where the record may be inspected. If the record requested is not maintained by the college official receiving the request, the official will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of a student's education records that the student believes are inaccurate or misleading.

Students may ask a college official to amend a record that they believe is inaccurate or misleading. They should write the official responsible for the record, clearly identify the part of the record they want to be amended, and specify why it is inaccurate or misleading.

If the college official decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational record, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing school tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

Another exception is directory information. Directory information at Simpson College is available to any person making inquiry. Directory information at Simpson includes the following:

- *name*
- *permanent address*
- *E-mail addresses*
- *date of birth*
- *campus box and campus phone (if current)*
- *class*
- *dates of enrollment*
- *major, minor or interest area*
- *date of graduation or lack of a graduation date*
- *honors and awards received (including Dean's List)*
- *weight and height (for members of athletic teams only)*

Release of any other information to a student or to any third party is subject to written request signed by the student, except in the case of properly executed legal summons or subpoena. In the case of a subpoena or summons, the student will be notified of the court order prior to the time of compliance with the order, unless such subpoena or summons prohibits notification to the student.

Students who do not wish to have directory information released may prevent such release by sending a written request to the Registrar's Office.

Under the following special circumstances, Simpson College may release student education records to parents or others without student consent:



A. In an emergency, federal law (FERPA) allows the University to contact parents and other appropriate persons and disclose the information necessary to protect the health or safety of the student or other persons;

B. FERPA allows the College to disclose to parents or legal guardians information about their students' violation of any federal, state or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance, if (1) the student is under the age of 21; and (2) Simpson determines that the student has committed a disciplinary violation with respect to such use or possession of alcohol or controlled substances;

C. The College may disclose to parents or guardians a student's education records or information there in to the extent necessary to process the student's financial aid request and for such related purposes as to:

1. Determine eligibility for the aid;
2. Determine the amount of the aid;
3. Determine the conditions for the aid; and/or
4. Enforce the terms and conditions of the aid; and

4. Finally, at Simpson College, consistent with FERPA, if the student decides not to grant permission, then parents will have access to their student's records if they can provide evidence that meets the "dependent for tax purposes" requirements.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Simpson College to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-4605

Questions regarding FERPA, Simpson College policy or parental access to student education records can be addressed to Jody Ragan, Registrar, at 515-961-1517 or [jody.ragan@simpson.edu](mailto:jody.ragan@simpson.edu).

# Graduate Program Curriculum

## Graduate Teacher Education Programs

### Education Department Mission Statement

*Simpson College nurtures and prepares highly effective teachers who are competent, caring, and reflective. 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 Teacher 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; and
- *Serve* the greater good of humanity.

Simpson College offers two graduate teacher education programs for candidates pursuing secondary licensure in the areas of business, world/foreign languages, English/language arts, math, natural sciences, and social sciences:

- *Master of Arts in Teaching (MAT)*, which results in both licensure and a master's degree.
- *Transition to Teaching (T-to-T)* program, which results in licensure.

Graduate candidates for the MAT or the T-to-T program must complete the requirements for Iowa Teacher licensure, which includes completion of:

- a major of at least 30 semester hours/credits;
- at least one of Simpson's endorsement programs;
- the Graduate Education Professional Core;
- the Iowa Board of Educational Examiner's (BOEE) liberal arts requirements for licensure;
- the Levels of Admission to the Graduate Education Program; and
- an electronic portfolio.

## **Admission Requirements for the Master of Arts in Teaching (MAT) and Transition to Teaching Program (TtoT):**

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 TtoT 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 in the college, and take courses in departments other than education, 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 as determined by the admissions committee.
- C) Earned a bachelor's degree within the past ten years. Students with degrees older than ten years may enter the program with the understanding that they will need to complete content area coursework in the endorsement area(s).
- D) Met with the Continuing and Graduate Programs advisor to complete an initial transcript analysis. The initial analysis may involve contact with the chairs of the education and content area departments or their designees.
- E) Approved by the Graduate Admissions Committee before enrollment in Educ 500 Graduate Foundations in Education which is the first education class taken by graduate students seeking secondary education licensure.
- F) Approved for Level 1 Admission to the Graduate Teacher Education Program (approval determined by the Graduate Admissions Committee and the Education Department Chair).
- G) Passed the Writing Skills Assessment, which is administered on site through Simpson's Continuing and Graduate Programs, and assessed by the Education Department.

H) Provided three letters of recommendation from approved 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.

### **Program Completion Requirements for Graduate Students**

- A. Passed the C-BASE test (scores of 250 or higher in math, English and writing) prior to taking any education courses beyond the Educ 500.
- B. MAT candidates must earn a B- or higher, in each education 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. Pass the PRAXIS II examination, for each endorsement area, prior to being accepted into student teaching. Required cutoff scores are listed on the Education Department's webpage.
- E. All students develop and maintain an electronic portfolio (e-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.
- G. All candidates must demonstrate professionalism, ethics, and dispositions that are characteristic of effective teachers.

Note: If a student allows more than two years to lapse in pursuing graduate coursework, the student must apply for re-admittance.

## **Levels of Admission for the Graduate Teacher Education Program**

Graduate 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 Graduate Levels of Admission may be found on the Education Web Page.

- Level 1: Admission to the Teacher Education Program  
(Must be admitted to the MAT or T to T Program and enrolled in  
in  
Educ 500)
- Level 2: Full Admission: Approval to Continue in the Teacher Education Program  
(During the term following the Educ 500 semester)
- Level 3: Provisional Admission to Student Teaching  
(Semester before student teaching)
- Level 4: Full Admission to Student Teaching  
(Immediately following the first methods course)
- Level 5: Recommendation to Licensure

## **Master of Arts in Teaching (MAT) Degree**

### **A. Professional Education Core:**

Educ 500 Foundations of Education

Educ 506 Adolescent Growth and Development

Educ 508 Assessment, Planning, and Teaching

Educ 512 Exceptional Students

Educ 516 Secondary Education and Practicum

Educ 521 Human Relations in Teaching

Choose one or more Content Specific Methods and Practicum

Students select from Educ 541, 542, 543, 544, 545, and/or 546 depending on their endorsement areas

(Educ 516 must be taken before or concurrently with one of the 540 classes)

### **A. Scholarly Capstone Experiences**

Educ 573 Master's Projects

Must be completed within three years after the student teaching semester.

### **C. Application Capstone Experiences**

Educ 588 Student Teaching (16 credits required)

Educ 589 Student Teaching Seminar (1 credit)

e-Portfolio (no credit)

### **D. State Mandated Liberal Arts Courses**

English Composition (2-4 credits required)

One Science Course (3-4 credits required)

Math Proficiency: (0-4 credits required)

Math 105 or higher level course, Math 105 or higher level CLEP exam, or the math proficiency exam available through Hawley Learning Center

Humanities and Social Sciences (History, English, Communications, Psychology, Sociology, Political Science, Religion, Philosophy, Economics): (15-20 credits required)

Minimum of five courses from four *different* departments. Educ 506 may be used as one of the courses.

Some candidates may be required to take additional content area courses.

### **Transition to Teaching (TtoT) Licensure Program**

Candidates seeking graduate level initial licensure, but not a master's degree, may complete the T toT Program. Candidates complete all of the course work and requirements for the MAT Degree Program with the exception of Educ 573 Master's Projects.

### **Graduate Endorsement Programs**

Simpson offers three endorsement programs, for previously licensed teachers, at the graduate level: early childhood, reading, and special education (Instructional Strategist I at the elementary and secondary levels). Candidates enrolled in the MAT or TtoT programs may seek an additional graduate level endorsement in special education (Instructional Strategist I) only.

## Graduate Education Coursework

### **EDUC 500: Graduate Foundations**

An introduction to public education and to the profession of teaching. By examining the historical, philosophical, and sociological aspects of American public education, the course leads graduate students through a reflective critique of our current educational system and its significance to our society. In addition, the course focuses on the needs and problems of pubescent and adolescent within the school setting. Students are introduced to the use of student data and professional research to guide instructional decision-making. There is a ten-hour field experience requirement. Orientations to the Teacher Education Program and the ePortfolio are included in this course. Candidates are required to pay for, and pass, a State DCI background check prior to beginning field experience in the schools. Candidates who plan to continue in the Graduate Teacher Education Program are required to apply for, and be admitted to Level II of the program before taking additional education coursework. Level II requires the purchase of a Chalk and Wire account (for the creation of the electronic portfolio), and they must take the C-BASE test (there is a fee for the C-BASE test). Please see the Graduate Teacher Education Program page on the Education Department's website for a complete list of requirements for Level II admission. Four credits.

### **EDUC 506: Adolescent Development and Learning**

Explores typical and atypical growth of pubescent and adolescent youth. Relevant research and learning theory are examined and especially as they relate to a teacher's ability to provided learning opportunities that support the physical, cognitive, emotional and social development of adolescents. An emphasis is placed on individual and group behavior and motivation, active engagement in learning, and self-motivation. Educ 506 must be taken after, or concurrent with, Educ 500. Two credits.

### **EDUC 508: Assessment, Planning, and Teaching**

Candidates gain knowledge about the assessment, planning, teaching, evaluation sequence for teaching; there is an emphasis on understanding the "whys" of the process. A wide variety of teaching models and instructional strategies are presented as a means to encourage student's critical and creative thinking, problem-solving abilities, and the application of knowledge and skills. The goal is for candidates to be able to create an environment that encourages positive social interaction and engaged student learning. Requires a minimum of ten hours of clinical field experience in a middle/high school setting. Prerequisites: Educ 144, 188 or Educ 500 and 506. Two credits.

### **EDUC 512: Exceptional Learners**

An introduction to the wide range of abilities and needs of exceptional learners, including but not limited to talented and gifted students, those challenged in the areas of physical, emotional, social, cognitive, and career; English language learners, students who are at-risk, mobile students and families. The goal is to identify educational strategies that will provide optimal learning experiences for all students. The legal bases for special education are presented, and the models of collaborative problem solving, differentiated instruction and co-teaching are emphasized. Prerequisites: Educ 114, 118, 222 or Educ 500, 506, 508. Four credits.

### **EDUC 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, 118 or Educ 500, 506, Four credits.

**EDUC 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. Includes a minimum of four hours of field experience. Prerequisites: Educ 114, 118, 222 or Educ 500, 506, 508 Must be taken after or concurrent with Educ 300. Four credits.

**EDUC 516: Secondary Education**

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 that 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 540 series. Prerequisite: Educ 114, 118, and 222, or 500, 506, and 508. Four credits.

**EDUC 517: Corrective and Remedial Reading Education**

An in-depth study of research-based, remedial methods and materials appropriate for dealing with variabilities in the development of elementary aged students' reading and writing processes. A clinical and supervised field experience will provide opportunities for identification and remediation of students' proficiencies and needs in reading and writing. Prerequisites: Educ 114, 118, 222, 300 and 315 or 300, 500, 506, 508, and 515. Educ 237/537 is recommended but not required pre-requisite. Four credits.

**EDUC 518: Assessment, Diagnosis, and Programming for 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 assessment and instructional planning for students with mild and moderate disabilities in levels K to Grade 12. Prerequisites: Educ 114, 118, 222, or Educ 500, 506, 513 and 508. Two credits.

**EDUC 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 (including reading, writing, speaking, listening) 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 there is a significant component of oral interpretation of the written word. Prerequisites: Educ 114, 118, 222, and 237 or Educ 500, 506, 508 and Educ 537 or Eng 220. Educ 300 or

by permission of the instructor. Is required for elementary education candidates. Two credits.

**EDUC 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, 118, and 222 or Educ 500, 506 and 508. Four credits.

**EDUC 524: Elementary Special Education (Instructional Strategist I) Methods and Practicum (K-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 and moderate 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 the individual needs of children. A practicum is included. Prerequisites: Educ 233 and 318 or Educ 513, and 518 (or concurrently with Educ 318 or 518 with permission of the Special Education Coordinator). Four credits.

**Educ 525/525P Early Childhood Education and Advanced Practicum II**

Course work plus a practicum in local early childhood programs. Requires a minimum of 35 hours of practicum. Prerequisites: Educ 118, 222, 234, or 323; or Educ 500, 506, 508, 514, 532 and 536. Offered May term. Four credits.

**EDUC 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, 118 or Educ 500, 506. Four credits.

**EDUC 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, 118, 222, 233, and 318 or Educ 500, 506, 508, 513, and 518 and concurrent with Educ 327/527P. Offered every spring. Four credits.

**Educ 527P Secondary Special Education Advanced Practicum**

This secondary special education practicum, which is taken concurrently with Educ 327/527, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 118, 222, 233, or Educ 500, 506, 508, 513, 518 and concurrent with

Educ 327/527. Offered every spring. Zero credit.

**EDUC 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, 118, and 222 or 500, 506 and 508. Four credits.

**Educ 532 Early Childhood Curricula and Methodology**

A focus on the characteristics of young children ages (birth through the age of eight), 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. A practicum is required. Candidates are encouraged to take Educ 323 or 532 before Educ 334 or 538 . Prerequisites: Educ 114, 118, 222, and 234 and concurrent with Educ 323P or Educ 500, 506, 508, and 534 and concurrent with 532P. Offered every spring. Four credits.

**Educ 532P Early Childhood Curriculum Advanced Practicum**

This early childhood practicum, which is taken concurrently with Educ 323, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Includes a minimum of 20 hours of clinical practice. Prerequisites: Educ 118, 222, 234, or Educ 500, 506, 508, 534 and concurrent with Educ 323/532. Offered every spring. Zero credit.

**EDUC 533: Classroom Management for Special Education**

Focuses on managing student behavior and social interaction skills for students with exceptional learning needs in grades K-12. Preparation includes individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques. Content includes theories of behavior problems in individuals with disabilities, behavioral analysis, positive behavioral supports, 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, 118, and 222 or 500, 506 and 508. Four credits.

**EDUC 534: Foundations of Early Childhood**

Historical, philosophical, and social foundations of early childhood education and an introduction to the profession including professional standards. Family systems, cultural diversity, and factors which place families at risk are included as well as home/school/community relationships, and interactions designed to promote and support parent, family, and community involvement, and interagency collaboration. Student and parent conferencing strategies are introduced. A field experience component is included. Pre-requisites: Educ 114, 118 or Educ 500 and 506. Four credits.

**EDUC 537: 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, 118, or Educ 500, 506. Two credits.

**Educ 538 Early Childhood Classroom Environment, Relationships and Management**

Classroom organization and individual interactions that create a sense of community and a positive learning environment. Information and skills necessary to classroom/program management include: strategic thinking and planning, collaboration, administration, supervision and the identification of key resources and materials. National and state legislation are reviewed and opportunities for advocacy are presented. Pre-requisites: Educ 114, 118, 222 or Educ 500, 506, 508, and 534. Four credits.

**EDUC 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 standards in the discipline and the need and use of long range planning. An extensive practicum is included during 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 of all students seeking secondary level endorsements in English, speech/theatre, or journalism. Prerequisites: Educ 114, 118 and 222 or Educ 500, 506 and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

**EDUC 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 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 preschool through high school endorsements in foreign languages. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506, and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

**EDUC 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 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 the social sciences, history, and government. Students seeking an endorsement in economics may take this course or Educ 546. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506, and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

**EDUC 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 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 of all students seeking secondary level endorsements in the natural sciences. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506 and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

**EDUC 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 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 of all students seeking secondary level endorsement in mathematics. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506 and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

**EDUC 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 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. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506 and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

**EDUC 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, 118, 222, 233, 318 or 500, 506, 508, 513, 518. Two credits.

**EDUC 573: Master's Project**

In addition to the e-Portfolio, a full semester of student teaching and a student teaching seminar, graduate candidates complete two additional scholarly projects that must be approved by the MAT Coordinator. Examples of scholarly projects include: comprehensive examination, thesis, analysis of an action research study that was conducted during the student teaching semester, an oral examination based on the candidate's oral presentation of the portfolio, etc. Prerequisites: Educ 500, 506, 508, 512, 516, 521, 54X, 588, 589, and any required content area course work. For MAT candidates only. Four credits.

**EDUC 574: Master's Project-Continuation**

Candidates who do not complete the scholarly project during enrollment in Educ 573 will register for

Educ 574 Master's Project Continuation each semester (fall and spring) until the project is successfully completed or until five academic years have passed. Prerequisites: Educ 500 and 506. Zero credits.

**EDUC 588: Student Teaching**

Student teaching is the capstone experience for licensure candidates. It provides an opportunity for students to apply, practice and demonstrate their knowledge, skills, and dispositions. All initial licensure candidates must complete a minimum of one full semester (15 weeks) of student teaching. Specific sections are designated for the various endorsement programs. A full semester of student teaching is 15 credits. Each section ranges from 1 – 25 credits. Must be taken concurrently with Educ 589 Student Teaching Seminar. Prerequisite: Admission to Level IV.

**EDUC 589: Student Teaching Seminar**

The student teaching seminar provides support for current student teachers and includes information on ethics, professionalism, and teaching resources. Must be taken concurrently with a full semester of Educ 388/588 Student Teaching. Prerequisite: Admission to Level IV. One credit.

# Master of Arts in Criminal Justice

## Introduction to the Master of Arts in Criminal Justice (MACJ)

### **Mission of the Program**

Simpson College's Master of Arts degree in Criminal Justice (MACJ) is designed to meet the educational needs of professionals currently employed in the criminal justice system as well as those seeking to gain entry to a criminal justice career. Students enrolled in Simpson's MACJ program will develop a greater understanding of the criminal and juvenile justice process, the causes and conditions that contribute to criminal behavior, the relevant issues in law enforcement, administrative challenges, the adjudication process, and the correctional system. Social justice, fairness, and integrity in one's professional responses to others are integral to the overall mission of Simpson College and will be consistent themes evident in MACJ course work.

In pursuit of the mission of the program, the MACJ learning objectives are:

- To apply criminological and criminal justice theory to concrete situations.

Rationale: development of effective policy requires theoretical application to constructively deal which enables us to deal with problematic situations.

- To analyze and interpret criminological and criminal justice system data.

Rationale: good policy decisions are dependent of critical thought and evidence-based evaluations based on the best available information.

- To formulate ethical responses to professional situations.

Rationale: ethical behavior in relationships with colleagues and the public as well as ethical decision making practices are necessary to help ensure a just and fair criminal justice system.

### **The Curriculum: Core Courses**

Most of the core courses will be taught in a hybrid format (combination of class time and on-line instruction) at either Simpson's Ankeny or West Des Moines campus. Core courses are only open to graduate students.

#### **7 Required Courses**

Course	Title
CJ 502	Seminar in Justice Issues
CJ 503	Seminar in Theories of Criminal Justice and Crime
CJ 505	Standards of Professional Behavior
CJ 506	Justice Systems Statistics
CJ 507	Research Methodologies
CJ 540	Social Justice and Human Rights Issues
CJ 595	Comprehensive Examination Study (zero credit)

### **The Curriculum: Elective Courses**

- In-service MACJ students complete three electives
- MACJ students without previous criminal justice experience must take CJ 509 Graduate Student Internship and two electives.

Course	Title
CJ 300/500	Juvenile and Family Law
CJ 501	Victimology
CJ 504	Justice System Decision Making
CJ508	Legal Issues for Justice Professionals
CJ 539	Budget Building and Resource Allocation for CJ Agencies
CJ 342/542	Juvenile Delinquency
CJ343/543	Criminology
CJ 335/535	Inequality & Justice
CJ 334/534	Crime and Place



CJ 344/544	Correctional Practices in the U.S.
CJ 360/560	Criminal Law and the Legal Process
CJ 580	Independent Study
CJ 590	Special Topics
CJ 545	Police Effectiveness
CJ 546	Strategic Policing
CJ 333/547	Sexual Violence: Victims, Perpetrators and the CJ System
SW 301/501	Counseling Strategies I
SCJ 341/541	Crisis Intervention
SW 342/542	Human Behavior/Social Environment
Magt 323/523	Human Resource Management
Magt 333/533	Organization and Behavior
Magt 340/540	Labor and Industrial Relations

## Course Descriptions

### *Core Courses*

<b>CJ 502: Seminar in Justice Issues</b>
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. Four credits. <i>Offered every fall.</i>
<b>CJ 503: Seminar in Theories of Criminal Justice and Crime</b>
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. Four credits.
<b>CJ 504: Seminar in Justice System Decision Making</b>
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

<p>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. Four credits.</p>
<p><b>CJ 505: Standards of Professional Behavior</b></p>
<p>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. Four credits.</p>
<p><b>CJ 506: Justice Systems Statistics</b></p>
<p>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. Pre-requisite: Math 201, SOC 210 or equivalent. Four credits.</p>
<p><b>CJ 507: Research Methodologies</b></p>
<p>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. Four credits.</p>
<p><b>CJ 540: Social Justice and Human Rights Issues</b></p>
<p>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. Four credits.</p>

## Course Descriptions

### *Elective Courses*

<b>CJ 500: Juvenile and Family Law</b>
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. Prerequisite: Criminal Justice 220 and Junior or Senior standing. Graduate standing required for 500-level enrollment. Four credits.
<b>CJ 501: Victimology</b>
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. Four credits.
<b>CJ 508: Legal Issues for Justice Professionals</b>
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. Four credits.
<b>CJ 542: Juvenile Delinquency</b>
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. Four credits. Graduate standing required.
<b>CJ 543: Criminology</b>
The extent and cause of adult criminal behavior, adjudication procedures, penal theories and practices, rehabilitation programs, and crime prevention. Graduate standing required. Four credits.
<b>CJ 544: Correctional Practices in the U.S.</b>
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. Or 542 or 543. Graduate standing required. Four credits.
<b>CJ 545: Police Effectiveness</b>
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. Four credits.
<b>CJ 546: Strategic Policing</b>
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

<p>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. Four credits.</p>
<p><b>CJ 547: Sexual Violence: Victims, Perpetrators and the CJ System</b></p>
<p>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. Prerequisite: Criminal Justice 220 or Criminal Justice 343. Graduate standing required for 547. Four credits.</p>
<p><b>SW 501: Counseling Strategies I</b></p>
<p>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. Four credits.</p>
<p><b>SW 541: Crisis Intervention</b></p>
<p>The 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. The course examines 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 are examined within the family context.</p>
<p><b>SW 542: Human Behavior/Social Environment</b></p>
<p>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. Four credits.</p>
<p><b>Magt 523: Human Resource Management</b></p>
<p><b>Magt 533: Organization and Behavior</b></p>
<p><b>Magt 540: Labor and Industrial Relations</b></p>

## Post Baccalaureate Certificates

### Certificate in Accounting

The post baccalaureate certificate requires an individual to complete 28 credits 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 Continuing and Graduate Programs.

#### Required:

Acct	341	Intermediate Accounting I
Acct	342	Intermediate Accounting II
Acct	345	Advanced Accounting
Acct	353	Cost Accounting
Acct	354	Individual Income Tax
Acct	358	Auditing

#### Choose One:

Acct	355	Taxation of Business Entities
Acct	359	Governmental and Nonprofit Accounting

### Certificate in Healthcare Administration

The post baccalaureate certificate requires an individual to complete 28 credit credits in healthcare administration (7 courses at 4 credits each). Those students interested in entering an MBA program or MA in Healthcare Administration are encouraged to investigate the prerequisites for the program.

#### Required:

Magt	131	Management Concepts
Acct	201	Introduction to Accounting
Econ	100	Principles of Economics
Mktg	234	Marketing
Phil	235	Healthcare Ethics
Magt	310	Introduction to Health Care Systems in the U.S.
Magt	350	Management and Administration of Health Care Organizations

## **Certificate in Management**

The post graduate certificate in management requires an individual to complete 28 credits 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:**

Acct	201	Introduction to Accounting
Econ	100	Principles of Economics
Econ	339	Corporation Finance
Magt	131	Management Concepts
Magt	231	Business Law and Business Ethics I
Magt	333	Organization and Behavior
Mktg	234	Marketing

## **Certificate in Computer Science**

The post baccalaureate certificate requires an individual to complete 28 credits 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 in science and related areas. Persons interested in this program must meet with either an academic advisor for the Continuing and Graduate Programs or the chairperson of the Department of Computer Science.

### **Required:**

CmSc	150	Introduction to Programming
CmSc	155	Data Structures and Object-Oriented Programming
CmSc	255	Introduction to Database Systems

### **Elective Courses:**

Student must take 16 elective credits in CIS or CmSC 260 and above.

## **Areas of Specialization**

Areas of specializations are offered in database systems, web development, and object-oriented programming. Each specialization 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 Area of Specialization**

*Students will complete three and a half courses as follows:*

**Prerequisite:** CmSc 150 or equivalent experience.

**Required:**

CIS 255 Database Systems and SQL  
CIS 355 Advanced Database Systems  
CIS/CmSc 260+ Elective  
CIS 390 Database Systems Portfolio (half course)

**Web Development Programming Area of Specialization**

*Students will complete two full courses and two half courses as follows:*

**Prerequisite:** CmSc 150 or equivalent experience.

**Required:**

CIS 255 Database Systems and SQL  
CIS 260 Java, Visual Basic, or C# (half course)  
CIS 305 Web Development  
CmSc 390 Web Development Portfolio (half course)

**Object-Oriented Programming Area of Specialization**

This specialization requires competence in three object-oriented programming languages, chosen from C++, C#, Java, and Visual Basic. Students in this area of specialization will choose classes in consultation with their advisor. This specialization is satisfied by completing the CmSc 150, 155 sequence and completing two CIS 260 programming language courses.

*Students will complete two full courses and three half courses as follows:*

**Prerequisite:** CmSc 150 or equivalent relational database experience.

**Required:**

CmSc 155 Data Structures and Object-Oriented Programming  
CIS 260 Programming Language: Java, C#, VB (half course)  
CIS 260 Second Programming Language: Java, C#, VB (half course)  
CmSc 375 Software Engineering  
CmSc 390 Object-Oriented Programming Portfolio (half course)

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