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

Simpson College
701 North C Street, Indianola, IA  50125
Toll-free 1-800-362-2454
Local 1-515-961-6251
How to Contact Us

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

**TOLL -FREE NUMBER**

<table>
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<tr>
<th>Service</th>
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</thead>
<tbody>
<tr>
<td>TOLL -FREE NUMBER</td>
<td>1-800-362-2454</td>
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<tr>
<td>College Number</td>
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</tr>
<tr>
<td>General FAX Number</td>
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**Academic Programs**

1-515-961-1720

**Admission-Full Time**

Applications, Student Fees, Campus Visits

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</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:admisss@simpson.edu">admisss@simpson.edu</a></td>
</tr>
<tr>
<td>FAX Number:</td>
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**Alumni**

1-800-610-6369

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<tr>
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<td>1-515-961-1544</td>
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<tr>
<td>Office :</td>
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</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:alumni.office@simpson.edu">alumni.office@simpson.edu</a></td>
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<td>FAX Number:</td>
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**Athletics**

1-515-961-1495

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<tr>
<td>FAX Number:</td>
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</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:judy.hutton@simpson.edu">judy.hutton@simpson.edu</a></td>
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**Bookstore**

1-515-961-1635

**Business Office**

1-515-961-1655

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<tr>
<td>Business Office</td>
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<tr>
<td>Student Accounts or Financial Matters</td>
<td><a href="mailto:bus.office@simpson.edu">bus.office@simpson.edu</a></td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:bus.office@simpson.edu">bus.office@simpson.edu</a></td>
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**Financial Assistance Office**

1-515-961-1630

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<td>Financial Assistance Office</td>
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<td>FAX Number:</td>
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<tr>
<td>E-mail:</td>
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**Evening, Weekend & Graduate Program**

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<td>Part-Time, Summer Session</td>
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<tr>
<td>Indianola Office</td>
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<td>Ankeny Office</td>
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<td>Ankeny FAX</td>
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<tr>
<td>West Des Moines Office</td>
<td>1-515-309-3099</td>
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<tr>
<td>West Des Moines Office FAX</td>
<td>1-515-961-1887</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:adults.learn@simpson.edu">adults.learn@simpson.edu</a></td>
</tr>
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**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

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 2012-2013

<table>
<thead>
<tr>
<th>August</th>
<th>January</th>
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<tbody>
<tr>
<td>25 Freshmen/Transfers Arrive</td>
<td>07 Classes Begin</td>
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<tr>
<td>26 Returning Students Arrive</td>
<td>11 Last Day to Add/Drop</td>
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<tr>
<td>28 Classes Begin</td>
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<tr>
<td>29 All College Convocation</td>
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<table>
<thead>
<tr>
<th>September</th>
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<tbody>
<tr>
<td>3 Labor Day/Holiday</td>
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<td>4 Last Day to Add/Drop</td>
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<td>17 Mid-Term Grades Due</td>
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<tr>
<td>20 Family Weekend/Homecoming</td>
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<tr>
<td>25-26 Fall Break, No Classes</td>
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<tr>
<td>7 Classes End</td>
<td>May Term Begins</td>
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<tr>
<td>10 College Reading Day</td>
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<td>11-14 Finals Exam Week</td>
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<td>15 December Commencement</td>
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<td>15 Christmas Recess Begins</td>
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<td>18 All Grades Due</td>
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<tr>
<td>22 College Reading Day</td>
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<tr>
<td>23-25 Final Exam Week</td>
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<td>27 Spring Commencement</td>
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<td>29 May Term Begins</td>
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<tr>
<td>21 Mid-Term</td>
<td>1 Easter Recess</td>
<td>17 May Term Ends</td>
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<td>26 Mid-Term Grades Due</td>
<td>18 Honors Convocation/Symposium</td>
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<td></td>
<td>19 Classes End</td>
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<td></td>
<td>22 Spring Commencement</td>
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<td></td>
<td>23-25 Final Exam Week</td>
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<table>
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<tbody>
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<td>2-10 Spring Break</td>
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<td>25 Graduation Applications Due</td>
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<td>(for 2014)</td>
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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 the last 150 years, Simpson’s highly regarded academic programs have been preparing students for coveted careers, competitive research programs and prestigious graduate schools. Backed by a rich liberal arts tradition, today’s Simpson experience is defined by the many exceptional opportunities for learning both in the classroom and in the community.

Simpson’s internship program gives students the opportunity to gain practical experience before they graduate while Simpson’s multitude of school-sponsored clubs and organizations allow students to be actively involved on campus while developing valuable leadership skills. Nearly half of Simpson students study in fantastic locations around the globe through Simpson’s May Term and semester-long study abroad courses, and Simpson’s volunteer programs help students make a difference locally and abroad, with nearly 47,000 hours of service contributed to the community last year alone.

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

A Liberal Arts Tradition

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

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

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

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

Leadership: Developing graduates who can serve as responsible leaders in their work environments as well as their communities is at the heart of what a Simpson education is about. Students develop their leadership skills through significant contributions to campus groups, classroom activities and off-campus organizations.
Personal and Social Responsibility: Simpson prepares students to become responsible and contributing members of society through the cultivation of character, citizenship and a commitment to social justice. Particularly, Simpson emphasizes service to the greater good through First-Year Service Day, the Wesley Service Scholar program and a variety of other volunteer opportunities.

Quality Academics

With a full time student population of approximately 1,400, Simpson’s quality liberal arts education emphasizes academic excellence, community engagement, international experiences and success beyond the classroom. The college offers more than 80 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.

First-Year Program

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

Beyond the Classroom

May Term

With Simpson’s 4-4-1 academic calendar, the college offers two four month semesters and one three-week term in May. During May Term, Simpson students take just one class, allowing them to examine one issue or topic in a new and complex way. May Term makes it possible for students to travel, hold an internship, develop new skills or learn about a specific interest in-depth. Course offerings vary from year to year, but May Term always provides a multitude of exciting choices. Each year, hundreds of Simpson students go abroad during May Term. In the past, courses have taken students to many unique and diverse locations, such as Namibia, Peru, Madagascar, Ecuador, Rwanda and Ghana. Courses have also taken students to destinations like England, France, China, Germany, New Zealand and Greece.

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

Overseas with Simpson

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

- London, England (Fall 2013)
- Schorndorf, Germany (Spring 2013)
- Nakorn Pathom, Thailand (Spring 2014)
- Tahiti, French Polynesia (Spring 2014)
- Rosario, Argentina (Spring 2014)

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

**Partnerships**

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

*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.

*The John C Culver Center for Public Policy:* The Culver Center was established at Simpson College to honor the service of John C. Culver, who served the people of Iowa for 16 years in the U.S. House of Representatives and the U.S. Senate. Simpson College strives to honor the example of John C. Culver by inspiring young people to pursue careers in service with integrity and moral courage. The Center’s nonpartisan programs seek to educate and inspire young people to actively participate in our democracy and encourage them to consider public service as their life’s work.

**Professional Development**

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

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

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

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

- **Co-Op 119 “Career Observation”**
  This May Term class is open to first-year students and sophomores and gives them the opportunity to job shadow in a specific work environment for three weeks.

- **Co-Op 319 “Internship Experience”**
  During this course, students receive hands-on job experience for credit through a semester-long or summer internship. A total of 16 credits of Co-Op 319 may be applied to graduation.

### Academic Support

**Hawley Academic Resource and Advising 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.

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

### Career Services

Simpson College’s Career Services 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
Extracurricular Activities

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

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

Athletics

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

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

Men’s Athletic Teams
- Football
- Wrestling
- Baseball
- Basketball
- Cross Country
- Golf
- Soccer
- Swimming
- Tennis
- Track & Field

Women’s Athletic Teams
- Softball
- Volleyball
- Swimming
- Basketball
- Cross Country
- Golf
- Soccer
- Tennis
- Track & Field
**Fine Arts**
Simpson makes art, theatre and music available to all students, whether they are interested in performing or just want to catch a show or see an exhibit.

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

**Harmonize**
Simpson’s nationally recognized music program offers a variety of vocal and instrumental ensembles as well as musical and opera performances that allow students to show off their talents. Simpson has one of the largest 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.

**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.

**Living on Campus**
Simpson prides itself on having some of the best housing options around, and the college provides students with a variety of choices for campus living. First-year students are assigned to one of two first-year residence halls while upper-class students can choose among living in one of three additional residence halls, a theme house, Greek housing or one of seven college-owned apartment buildings.
All college housing is air-conditioned, fully furnished, carpeted and smoke-free. Each residence hall contains a computer lab, laundry facilities, cable, vending machines and a kitchenette. Every room, apartment or house is equipped with computer data jacks for connecting personal computers to the campus computer network and Internet. The entire campus (including campus housing) is also completely wireless.

**Best of Both Worlds**

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

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

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

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

- college preparatory courses taken and the grades received in those courses;
- rank in class (if applicable);
- official results of standardized tests: ACT and/or SAT;
- the recommendation/high school report form completed by appropriate officials;
- other information and/or interviews as requested by the Office of Admissions or the Admissions Committee;
- results of the TOEFL (Test of English as a Foreign Language) for international students only.

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

Freshman Admission Procedure

1. The student submits the online application, a paper application or the common application (commonapp.org).
2. The applicant requests the high school to forward a copy of an official transcript including rank in class. (A final official transcript, including evidence of graduation from a regionally accredited secondary school or GED, is required prior to enrollment.)
3. The applicant asks the guidance director/counselor to submit, on a form furnished by the College, a recommendation based on a judgment of the applicant’s capacity to perform satisfactorily at the college level.
4. The student requests official results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT) be forwarded to the Simpson College Office of Admissions.
5. The College notifies the candidate concerning action on his or her application for admission as soon as all information has been received and evaluated by the Admissions Committee. All materials submitted for admission consideration become the property of Simpson College. In some cases, additional information is required. Although no specific distribution of entrance units is required, it is strongly recommended that the following be included:
   - four years of English (composition and literature);
   - three years of one foreign language;
• three years of mathematics (two years of algebra, one year of geometry). Students planning to major in either mathematics or science in college are urged to complete four years of high school mathematics;
• three years of social science;
• three years of laboratory science.

Home-schooled Admission Procedure
1. The student submits the online application, a paper application or the common application (commonapp.org).
2. The applicant submits an official transcript for all coursework completed including detailed course descriptions OR other documentation in lieu of the transcript, as noted below:
   • detailed portfolio of work completed in high school to demonstrate preparation for college-level work; or
   • GED test results; or
   • scores from any AP exams.
3. The applicant submits a letter of recommendation evaluating the student’s academic potential from a qualified educator or evaluator outside the home-school environment;
4. The student requests official results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT) be forwarded to the Simpson College Office of Admissions.
5. The College notifies the candidate concerning action on his or her application for admission as soon as all information has been received and evaluated by the Admissions Committee. All materials submitted for admission consideration become the property of Simpson College. In some cases, additional information is required. For the recommended high school curriculum, refer to number 5 under Freshman Admission Procedure above.

Transfer Admission Procedure
Each year, Simpson College welcomes transfer applications. Requirements for transfer from other colleges are:
• a completed Simpson College application for admission;
• official college transcripts from each institution attended;
• for students with less than 36 postsecondary graded, transferable college credits: final official high school transcript, including evidence of graduation or GED Equivalent and official results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT).

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

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

Two-Year/Community College Transfers

Although an Associate of Arts degree is not required for a transfer to Simpson, students who complete an Associate in Arts degree at any two-year/community college accredited by the NCA or an equivalent accrediting body and who subsequently are admitted as full-time degree-seeking students at Simpson College will have met all of the general education requirements of the Simpson curriculum.

Courses with a C- or better will be credited on a course by course basis. Although an unlimited number of credit hours may be transferred to Simpson College, graduates of two-year colleges must complete an additional minimum of 64 semester hours of credit at Simpson to apply to the minimum of 128 semester hours needed to graduate with a Bachelor of Arts Degree (68 and 132 hours respectively for a Bachelor of Music Degree).

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

Enrollment Deposit Procedure

Within a designated time after receiving notice of admission to the College, the candidate is required to make an initial enrollment deposit of $200. The acceptance of the offer of admission is not completed until the deposit is received. Applicants for financial assistance are not required to pay the deposit until after they are notified of their financial assistance award. For students enrolling fall semester, the deposit is refundable until May 1 of the year of enrollment. After May 1, the $200 is non-refundable.

Upon matriculation, $100 becomes a continuing enrollment deposit and $100 becomes a non-refundable matriculation fee. The $100 continuing enrollment deposit is kept on file and is refunded upon departure providing the student has no outstanding financial obligations to the College.

Admission to Evening, Weekend & Graduate Programs

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

International Student Admission Procedure

International students applying for admission to Simpson College must:

- Submit the completed international student application to the Simpson College Office of Admissions. Applications may be filed any time between September 1 and May 1.
Students wishing to apply after May 1 may do so, but priority will be given to those applicants that meet the May 1 deadline.

Forward certified true copies of the student’s original secondary school records and certificates (GCE, SPM, HSC, HKCE, Bachillerato, etc.). Translations alone are not acceptable without a copy of the original record.

Send official copy of the results of TOEFL (Test of English as a Foreign Language).

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

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

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

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

Payment of Student Accounts
Before the beginning of each term, the Business Office will send each student an estimated bill showing the total charges for the term and the financial aid expected to be credited to the student account for the term. Fall term balances are due to be paid prior to the start of the term. Spring term balances are due in January prior to the start of the term.

A monthly payment plan is available, see below. For parents or students who wish to pay their account by credit card, the College accepts MasterCard, American Express and Discover. In addition, students can access their account balance online through StormFront and make secure payments by ACH or credit card. A convenience fee on credit card payments will apply. There is no fee for ACH payments.

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

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

Books are sold at the Simpson College Bookstore and may be purchased by cash, check or credit card (MasterCard, VISA, American Express or Discover). Students should be prepared to pay approximately $1000 each year for books.

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

The TuitionPay Plan is administered by a third party payment plan administrator and provides a way to pay educational expenses through manageable monthly installments. The TuitionPay Plan may be tailored to cover all or part of the financial obligations for the academic year. The TuitionPay Plan is not a loan. Thus, there are no interest charges. The only cost is an annual non-refundable participation fee. With the TuitionPay Plan, monthly installments can be automatically deducted from a designated checking account or charged to a credit card. This eliminates the worry of remembering to make payments each month and avoids the assessment of late fees by the payment plan administrator. Of course, monthly installments can be billed directly. Prepayments may occur at any time without penalty.
Questions regarding the TuitionPay Plan may be directed to the Business Office. To enroll in the TuitionPay Plan, visit www.simpson.edu/businessoffice/tpp.

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

Board Plans
All full-time residential students must have a board plan.

Full meal plan options (all per semester):
- 200 blocks and $75 flex dollars
- 150 blocks and $275 flex dollars
- 20 meal per week board plan. Unused meals are lost at the end of every week, and the plan does not include flex dollars.

Part meal plan:
- 100 blocks and $250 flex dollars (only available for commuters, apartment and theme house residents).

Greek meal plan:
- 150 blocks and $275 flex dollars, with five blocks per week served at the house. If a house chooses to go onto this meal plan, it is required for all live-in members.
  - Flex money left over at the end of the first semester will roll-over to the second semester. Unused blocks will not roll-over between semesters.
  - Students may change their board plans during the first four weeks of the semester. Meal charges will be pro-rated to reflect the change. Flex dollars will also be pro-rated.

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

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

Tax Benefits
There are tax benefits available to help reduce the financial impact of higher education. For more information, please consult your tax advisor.
Tuition Refunds and Financial Assistance Returns

Dropping Classes for Partial Drops/Change in Enrollment Status
(tuition adjustments based on enrollment changes not complete withdrawals)

TRADITIONAL SEMESTER DAY OR NIGHT CLASSES:
A reduction of credit hour enrollment within the add/drop period of the traditional semester may occur without tuition penalty. Tuition charges and financial aid packages will therefore reflect the student’s enrollment at the end of the add/drop period. After the add/drop period has expired, a change from full-time to part-time status or a reduction in credit hour enrollment, other that a complete withdrawal, will not change tuition charges or financial aid. For example, a student enrolled full-time will receive no tuition adjustment if he or she drops below full-time enrollment after the add/drop period of the traditional semester. Tuition adjustments for increased enrollment continue throughout the term.

NON-TRADITIONAL MODULE OR SHORTER TERM CLASSES AND SEMESTER SATURDAY CLASSES (applies to EWG students only):
Changes in enrollment, other than a complete withdrawal, during non-traditional, shorter terms (terms 1, 2, 3, 4 and summer) and Saturday classes will not change tuition charges or financial aid after 25.1% of the class meetings have occurred. These charges will be refunded on a pro rata basis as stated in chart below:

| Attendance at 1st class only | 100% refund |
| Attendance up to and including *25% of class meetings | 75% refund |
| Attendance after *25% of class meetings | no refund |

WEB ONLY CLASSES (applies to courses that are 100% on-line):
Changes in enrollment, other than a complete withdrawal, for on-line or WEB only classes will not change tuition charges or financial aid after 25.1% of the possible meeting dates have occurred. Possible meetings for WEB only classes are seven days a week and span the entire length of the term. There are no break days for web only classes; no weekend breaks or holiday breaks. These charges will be refunded on a pro rata basis as stated in chart below:

| Engaged 1 time only during the first seven days of class | 100% refund |
| Attendance/engagement in class up to and including *25% of class meetings | 75% refund |
| Attendance/engagement after *25% of class meetings | no refund |

*In determining pro rata charged percentages for such classes, the numerator shall be the number of class sessions that have occurred when the student drops the class and the denominator shall be the total number of class sessions for which the course will meet.

Please note: students enrolled primarily in the full-time traditional day classes who take one or two classes from the shorter module terms or Saturday classes will always follow the add/drop period and tuition refund policy for the traditional semester long courses, meaning they will have the traditional add/drop period to adjust their schedules without tuition penalty and no changes in financial aid or charges will occur after the add/drop period has expired.

COMPLETE WITHDRAWAL
A student interested in withdrawing from Simpson College should file a withdrawal form in the Office of the Dean of Students and make an appointment with the Office of Financial Assistance.
Simpson College engages faculty and staff members in advance for a full academic year. Many other expenses for maintaining the College are likewise commitments of one or more years into the future. Therefore, a student who withdraws does not reduce materially the costs of operating the College.

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

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

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

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

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

Board Refunds: Board cancellations are effective one day after notification to the Office of Student Development. Board charges are refunded on a pro-rata basis. No refunds will be issued for unused Flex points at any time. No board is refunded after the 60% point of the term.

May Term Board Refunds: May Term board charges will be refunded for students participating in Simpson international and domestic travel courses to help defray meal costs while traveling.

May Term Travel Course Refunds: Students are responsible for all direct costs incurred by the College after the payment of the non-refundable application fee. To the extent possible, course instructors and Simpson College will attempt to secure a partial refund for students who withdraw from the program at least 90 days prior to departure and provide written notice of such to the International Education Coordinator. The partial refund to the student will be calculated by Simpson College on an individual student basis and will amount to a maximum of 50% of the direct costs incurred by the College that are recoverable. Within 90 days of the program’s departure, no refund will be calculated or due.
In case of hardship or unforeseen circumstances, the student may appeal the refund calculated per above by providing written notice of appeal to the International Education Coordinator. The appeal will be reviewed by a committee. All decisions made by the appeals committee are final.

If the May Term travel course is cancelled by the College due to uncontrollable circumstances such as acts of war, health risks in the host country, U.S. State Department warnings, or any other reason, the College cannot guarantee, but will attempt to secure a partial refund of the final payment.

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

### Academic Year Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition 12-19 credits per term</td>
<td>$28,974</td>
</tr>
<tr>
<td>(Includes May Term and non-refundable $625 general fee. The general fee is required of all students and is not included in student aid grants or tuition exemptions.)</td>
<td></td>
</tr>
<tr>
<td>Student Government Activities Fee</td>
<td>290</td>
</tr>
<tr>
<td>Campus Center Fee</td>
<td>115</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>150</td>
</tr>
</tbody>
</table>

#### Room ($10 per semester is credited to the Residence Hall Community Damage Fund)

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station Square Apartments</td>
<td>4,569</td>
</tr>
<tr>
<td>Theme Houses and other Apartments</td>
<td>4,288</td>
</tr>
<tr>
<td>All Others</td>
<td>3,860</td>
</tr>
<tr>
<td>Single (if available)</td>
<td>5,420</td>
</tr>
</tbody>
</table>

#### Board

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 Block per semester plus $275 flex</td>
<td>4,103</td>
</tr>
<tr>
<td>200 Block per semester plus $75 flex</td>
<td>4,103</td>
</tr>
<tr>
<td>100 Block per semester plus $250 flex (Apart.only)</td>
<td>2623</td>
</tr>
<tr>
<td>150 Block per semester plus $275 flex (Greek)</td>
<td>4,103</td>
</tr>
</tbody>
</table>

### Part-Time Students

#### Day Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 4</td>
<td>$333</td>
</tr>
<tr>
<td>5 - 8</td>
<td>536</td>
</tr>
<tr>
<td>9 - 11</td>
<td>625</td>
</tr>
<tr>
<td>May Term only (4 credits)</td>
<td>1332</td>
</tr>
</tbody>
</table>

#### Evening and Saturday Courses, per credit

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>333</td>
</tr>
</tbody>
</table>

#### Technology Fee, per credit (required for all part-time)

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

#### Students 65 years or over (space available only), per credit (if auditing, no charge except lab charges)

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>175</td>
</tr>
</tbody>
</table>

#### Graduate Courses, per credit

<table>
<thead>
<tr>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
</tr>
</tbody>
</table>

### Other Fees—per term credit unless otherwise specified

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overload (per credit over 19 credits. Students taking a fifth 4 credit course will be billed for four credits of overload)</td>
<td>$625</td>
</tr>
<tr>
<td>Audit Fee (per credit)</td>
<td>175</td>
</tr>
<tr>
<td>Late Registration</td>
<td>30</td>
</tr>
<tr>
<td>Change of Registration</td>
<td>15</td>
</tr>
<tr>
<td>Parking (annual)</td>
<td>50</td>
</tr>
</tbody>
</table>
Student Teaching Fee 205
Private Music Lessons (per credit for weekly half-hour lessons each week of the term) 350
Piano Proficiency Re-examination 30
Accompanist Fee (student accompanist per credit) 75
Recital Fee (required for Jr. and Sr. degree seeking) 50-75
Art Lab Fees (varies by course) 50-120
Life Experience Portfolio Fee 75
Insufficient Funds Fee (returned check) 25

The above fees are for academic year 2021-2013 and are subject to change in subsequent years. The College reserves the right to modify fees.

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

<table>
<thead>
<tr>
<th>Fraction of Annual Costs</th>
<th>Tuition</th>
<th>Room</th>
<th>Board</th>
<th>Required Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td>1/2</td>
<td>$14,487.00</td>
<td>$1,930.00</td>
<td>$2,051.50</td>
</tr>
<tr>
<td>Second Term and May Term</td>
<td>1/2</td>
<td>$14,487.00</td>
<td>$1,930.00</td>
<td>$2,051.50</td>
</tr>
</tbody>
</table>

(Based on standard room and full board plan)

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

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

Various scholarships and grants are awarded on the basis of academic excellence and/or qualities of leadership and talent. For a complete listing of need-based and non need-based financial assistance, go to http://simpson.edu/financial-aid/financing-your-education/.

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

**Applying For Financial Assistance**

Most financial assistance is awarded to students with an established financial need. For this reason, it is necessary for applicants to submit data, which will allow the College to determine a student’s financial need. This is done by filing the Free Application for Federal Student Aid (FAFSA). The FAFSA may be filed at www.fafsa.gov. If the student is a dependent student, one of the parents must also receive a PIN in order to sign the FAFSA electronically. When filing the FAFSA, be sure to list Simpson College, federal school code 001887.

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

The information provided on the form will be analyzed at the central processing center and a report of the financial need of the student and his/her family will be sent to the College. If filing electronically, Simpson College will receive this information within 3 days. This process could take as long as 4 to 6 weeks when filing in paper format. Financial assistance awards are made as soon as the applicant has been accepted for admission and the results of the FAFSA have been forwarded to the College. Simpson College will analyze the financial need and academic background of each student in determining the student’s financial assistance award. Iowa applicants must have their FAFSA to the central processing center by July 1 in order to be eligible for State of Iowa funds.

**Tuition Refunds and Financial Assistance Returns**

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

POLICIES AND PROCEDURES

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

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

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

Organization of Curriculum

Academic Divisions

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

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

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

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

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

Division of Visual and Performing Arts
    Departments of Art, Music, and Theatre

Numbering System

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

Courses are offered with varying frequency: every semester, every year, or in alternate years. In the spring previous to each academic year, a schedule of courses offered for that year is published. The student should consult this schedule in order to learn the nature and time of the course offerings.
Classification of Students
Students are classified on the basis of the minimum number of credit hours they have successfully completed:

- 29.00 hours or fewer for freshman standing
- 29.01 hours required for sophomore standing
- 61.01 hours required for junior standing
- 95.01 hours required for senior standing.

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

Majors normally require 40 semester hours of credit. Interdisciplinary majors may require more (Students are required to take at least 16 credits at Simpson College in the major to earn that major at Simpson). Minors require 20 to 24 hours (Students must take at least 8 credits at Simpson College in the minor to earn that minor at Simpson.). Programs typically consist of 18 to 30 hours. All Simpson students are required to complete an academic major.

Minors and specialized programs are available to all students to supplement their majors, but participation in a minor or specialized program is not required for graduation. In rare instances a student, in consultation with a faculty member, may design a special, individualized major in a field of study where a concentration is not offered through an existing major, specialized minor, or program. Guidelines for a special major may be secured from the Dean for Academic Affairs. The student should declare a major on a Declaration of Major form submitted to the Office of the Registrar by the time he/she has completed 40 semester hours, including transfer credit.

Special Departmental Courses
Career-related experiences are offered. See catalog descriptions of Career Observation-119, and Internship-319.

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

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

Pre-Law
Preparation for law school can be nurtured in a number of diverse disciplines including political science, history, English, philosophy, communications, management and economics.

Pre-Med, Pre-Dental
Pre-medical and pre-dental students can best prepare for medical school by completing either a biology major or a biochemistry major. Most students take the MCAT (medicine) or DCAT (dentistry) in April of their junior year.

Pre-Pharmacy
Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major, a biochemistry major or a chemistry major with a biology minor.

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

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

Pre-Veterinarian, Pre-Optometry
Students desiring to attend a veterinarian medicine program or optometry program can best prepare for their graduate education by completing the biology major. In addition, students should complete a Career Observation in these professional areas during a May Term.
Graduation Requirements

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

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

For the Bachelor of Arts Degree the candidate must fulfill the following general requirements: At least 128 semester hours of course work with cumulative grade point, major and minor (if applicable) averages of C (2.00) or better.

1. The completion of a major field of concentration. No grade below C-(1.70) or P will count toward fulfilling the requirement for the major or minor.
2. The successful completion of the Engaged Citizenship Curriculum.
3. The completion of one May Term course for every two years of full-time study at Simpson College.
4. The completion of at least 64 semester hours of work beyond that transferred in from two year colleges and at least 32 semester hours of work beyond that transferred in from four year colleges.

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

1. At least 132 semester hours of course work with cumulative grade point average, major average, and minor average (if applicable) of C (2.00) or better.
2. The completion of a major field of concentration. No grade below C-(1.70) or P will count towards fulfilling the requirements for the major or minor.
3. The successful completion of the Engaged Citizenship Curriculum.
4. The completion of one May Term course for every two years of full-time study at Simpson College.
ACADEMIC POLICIES AND SERVICES

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

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

The Academic Plan
In consultation with an academic advisor, students project an academic plan that reflects their personal and academic goals. Depending on how clearly objectives are defined at the time students enter the College, the academic plan is projected for as few as one or for as many as four years.

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

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

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

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

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

In computing the cumulative grade point average (GPA), grades are assigned the following quality points: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, .7; F, 0. The cumulative grade point average is determined by dividing total graded semester hours attempted into total quality points earned.

Upon petition for a grade of “Incomplete” a student must complete the work within the first sixty days of the next semester. Unless a new petition granting an extension beyond the 60th day of the next semester is received, the grade of “I” is converted to an “F” and zero quality points are assigned. A grade of “I” also contributes zero quality points to the GPA during the period it is a part of the student’s record.

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

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

The Dean’s List and The President’s List

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

Academic Good Standing and Normal Progress

Cumulative college, major, and minor GPA minimums of 2.00 are required for graduation. No grade below C- will count towards fulfilling the requirements for the major or minor. To remain in good academic standing, a student must achieve the following cumulative grade point average at the end of the respective year:
<table>
<thead>
<tr>
<th>Class</th>
<th>Hours Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1-29 semester hours</td>
<td>1.80</td>
</tr>
<tr>
<td>Sophomore</td>
<td>29.01-61.00</td>
<td>1.90</td>
</tr>
<tr>
<td>Junior</td>
<td>61.01-95.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Senior</td>
<td>95.01-graduation</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Normal Progress for Full-time Students.** Each student is expected to make normal progress toward the completion of the degree. A course load of four courses (16 credits) per semester is the normal course load necessary to complete the degree in four academic years. The student must be making minimal progress toward a degree. This means that after one full academic year, fall semester and spring semester, a student must have successfully completed a minimum of 24 credits. At the conclusion of two full years a student must have accumulated 48 credits and after three full years, 76 credits, which includes at least 1 May Term through the third year.

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

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

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

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

**Transfer Students**

Once enrolled as a degree-seeking candidate at Simpson College, students are expected to complete all remaining required major courses at Simpson or in Simpson-sponsored programs. All students must take at least 4 four-credits classes in the major at Simpson to obtain a degree from Simpson College. All students must take at least 2 four-credit classes at Simpson in a minor if they wish to earn that minor at Simpson College. Exceptions to this rule may be made in the case of students who spend the first three years in residence, who have satisfactory academic records, and who arrange in advance with the Dean for Academic Affairs to spend the fourth year in a professional program in an accredited institution.

**Academic Integrity Policy**

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 file as a permanent record.

*Repeat Offenses*

Upon the second report of substantiated academic dishonesty, the Academic Dean will convene the Academic Council to recommend appropriate punishment, which may include academic probation, suspension, or dismissal. The decision of the Academic Dean is final.

*Suspected Academic Dishonesty*

In cases of suspected academic dishonesty that cannot be substantiated by evidence, the instructor may give the student a warning and may require the student to redo the assignment. In a case where academic dishonesty is strongly suspected but cannot be substantiated, the instructor will issue a formal warning, along with a report to the academic advisor and the Academic Dean. Repeated instances of suspected academic dishonesty may
lead to appropriate disciplinary action, including academic probation, suspension, or dismissal, at the discretion of the Academic Dean.

In addition to the above sanctions, the college reserves the right to take additional action as it deems appropriate.

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

Credit Granting Policy for Non-Traditional Credit
The following guidelines apply to CLEP credit, military credit, vocational-technical credit, AP credit, International Baccalaureate and life experience credit.

1. A maximum of 32 credit hours may be granted to a student in the combined areas of coursework taken through the armed services, CLEP credit, life experience credit, vocational-technical credit, AP credit, and credit through non-accredited associations.

2. Students may earn credit in the non-traditional areas only within the first 64 hours of graduation credit, this is equivalent to the first two years of work toward a degree.

3. The student must demonstrate that the credit applied for meets the curriculum and standards of Simpson College by supplying appropriate supporting documentation.

Sources for non-traditional credit include:

1. **Advanced Placement**
   Students who complete the college entrance examination board advanced placement tests(s) (AP) with a score of three (3) or better may be given advanced placement with credit but without a grade for those courses throughout the college in which test are passed. The award of such credit is subject to review by the department concerned.

2. **CLEP Exam**
   A student may earn credit but without grade by examination in those courses or subject areas presently available or to be available through the college level examination program (CLEP). A maximum of 24 credits may be earned by a combination of AP and CLEP credit.

Credit in AP Calculus, Statistics, or Physics may be applied to the Quantitative Reasoning requirement in the Engaged Citizenship Curriculum. Credit in AP English Language and Composition may be applied to the Written Communication requirement in the Engaged Citizenship Curriculum.
3. **International Baccalaureate.** Simpson recognizes the IB program and grants credit on a course by course basis for examination scores of 4 or better on the Higher Level courses only. A maximum of 24 credit hours may be earned through the IB.

3. **Armed Services Credit.** A maximum of 16 credit hours may be awarded for coursework equivalent to Simpson College courses taken while in and through the armed services that meet ACE guidelines for course transfer. The Dantes tests (Military CLEP) will be accepted under the guidelines pertaining to Simpson CLEP standards. To be eligible for credit, each course transferred must be approved by the Dean for Academic Affairs.

4. **Professional Organization.** A maximum of 16 credit hours may be awarded for coursework equivalent to Simpson courses taken through unaccredited organizations such as LOMA (Life Office Management Association), ABA (American Banking Association), CPCU (Chartered Property and Casualty Underwriters), and Bible Schools. Each course must be approved by both the chairperson of the department in which the credit is being granted and the Dean for Academic Affairs.

6. **Life Experience.** A maximum of 24 credit hours may be awarded for life experience credit, and credits are limited to that number that would bring the student's total credits to 64 hours. The total number of life experience credits available to a student will be determined at the date of submission of the final portfolio. (Note the exception mentioned above for Accounting students seeking to complete 150 credits.)

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

- Policy for Retaking a Course
- Policy for Transferring in Courses from another Country
- Policies Regarding Full Time Load, Overload, Graduate Credit
- Policy for Adding or Dropping a Course
- Policy for Late Withdrawal from a Course
- Policy for Appealing a Grade
- Policy for 190, 290, 390 courses
- Policy Regarding a Posthumous Degree
- Policy Regarding Incomplete Grades
- Policy Regarding Changing the Name of an Academic Department
- Policy Regarding Waiving Graduation Requirement
- Policy Regarding Completing Coursework After Commencement
- Policy Regarding Earning a Second Degree
- Policy Regarding Receiving Honors at Graduation
- Policies Regarding Academic Probation, Suspension and Dismissal
- Policy Regarding Withdrawal from a Course or from the College
Credit for Domestic Non-Resident Study - International

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

International Study

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

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

The “Simpson Experience Abroad” in Rosario, Argentina

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

The “Simpson Experience Abroad” in London, England

This program offers students the opportunity to study in the heart of one of the world’s great historical, cultural, political, and economic centers.
The Simpson faculty leader and local adjunct faculty offer a variety of Cornerstone courses that take advantage of the international location. Students live in dorm-like accommodations and are provided with a meal stipend to cover their food expenses. Field excursions to historic sites outside of London are also included. There is no prerequisite for participation in this program. Offered fall semester of odd-numbered years.

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

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

The “Simpson Experience Abroad” in Chiang Mai, Thailand
Held in a fascinating part of the developing world, this program gives students the chance to study at Payap University, a private educational institution located in the Northern Thai city of Chiang Mai. Students are enrolled in Payap’s Thai and South-East Asian Studies program, which is taught in English and is designed specifically for international students. The program offers a well-developed language curriculum, required and elective courses in a wide range of disciplines (some of which are taught by the Simpson program director), and extensive field trips, excursions, and cultural activities are included as well. Students are housed in an international dormitory on campus, where they live and learn with students and faculty from around the world. Offered spring semester of odd-numbered years.

May Term International Travel Courses
In addition to semester-long study abroad opportunities, the college also offers faculty-led, international travel courses each year during May Term. Some recent courses have included: “The Natural History of

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

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

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

2. Drew University Semester on the United Nations - New York, NY
A semester of study that focuses on the United Nations and the role of international organizations in world politics. Students who participate in this program must be registered full-time for the semester they are in this program.

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

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

5. **Career Observation and Internships.**

Simpson’s experiential learning programs integrate classroom work with learning on the job. Two different experiences (courses numbered 119 and 319) are available. It is highly recommended that Co-op Ed 119, a 4-credit course, be taken at least one semester before Co-op Ed 319. No more than 16 credits of 319 may be counted toward graduation. Grading is H/P/NP for both courses. See department chairpersons and the Director of Career Services for additional information.

**Co-op Ed 119: Career Observation** is an opportunity for students to investigate career directions while earning 4 credits. Student requirements include attendance at one (1) Co-op 119 group session and one (1) individual session during spring semester (April); a minimum of 40 hours of career observation at one or more sites during May Term; class time on campus includes participation in one reflection session, and submission of a career portfolio. The student must be in good academic standing and must be a freshman or sophomore.

**Co-op Ed 319: Internship:** An Internship is an opportunity for a sophomore, junior or senior student to participate in professional training, assume initial decision making responsibilities, or engage in project based research and development with an off-campus organization in the private or public sector. The internship may consist of from 1 to 16 credits. Students must work at least 30 hours for each credit.

To qualify as an internship the position must provide the student with professional training or responsibilities appropriate to an entry level opportunity available normally only to a candidate with a college degree. The position will ordinarily require some specific academic training or skills related to a major, minor, or program at the college, and may or may not provide compensation, as determined for the specific organization by and in compliance with federal and state laws. The student must be in good academic standing and be a sophomore, junior or senior.

6. **Life Experience Portfolio Assessment.**

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

7. Senior Citizens
Persons 65 years of age or over may audit Evening or Day classes tuition-free. Persons 65 years of age or over may take classes for credit at the normal Audit Tuition rate. Lab courses do not qualify for tuition reduction/waiver. Courses are open only on a space available basis and there is a limit of one course per semester.

The College Catalog: Limitation of Applicability
A student in continuous attendance must complete the graduation requirements listed in the Simpson College catalog which is current at the time of initial registration. If a student does not remain in continuous attendance, the graduation requirements at the time of initial registration pertain, provided that the non-attendance period does not exceed one full calendar year for full-time students or two full calendar years for part-time students. If the non-attendance period exceeds one or two full calendar years respectively, the student will be required to complete the catalog requirements in force at the time of readmission.

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

Dunn Library
At the center of campus, Dunn Library offers more than 135,000 books and 30,000 journals, both in print and online, and a variety of streaming/CD/DVD music and videos plus other library materials. Dunn houses the college archives, computer lab and teacher education classrooms with curriculum resources nearby archives. Our website www.simpson.edu/library provides a one-search box discovery tool to access the online catalog (including items at the Indianola Public Library) along with 30 full-text databases with links to other online resources. We have group study rooms for developing team projects, laptops and LCD projectors for practicing presentations in dedicated library space and offer digital cameras, camcorders and flip cameras for check-out. Four librarians assist the Simpson community with their research needs -- visit us at the research assistance desk or make a personal appointment.
Hawley Academic Resource & Advising Center

Located on the third floor of Dunn Library, the Hawley Academic Resource & Advising Center provides academic support to all Simpson College students. The Hawley Center provides faculty-approved student tutors in science, math, business, world languages, and other subject areas as needed. Students can also work with writing assistants to receive guidance in prewriting, organization, thesis development, and documentation styles. Individual or group sessions on various study skills, such as time management, text book comprehension, note taking strategies, and test taking are offered. Students who have a diagnosed and documented disability may also seek out academic accommodations through the Hawley Center. In addition, general academic advising services related to graduation requirements, course selection, major selection, and academic policies are available to complement the role of the faculty advisors.
THE ENGAGED CITIZENSHIP CURRICULUM

As a college strongly rooted in the liberal arts tradition, Simpson offers a general education curriculum that encourages a hands-on approach to a foundational liberal education. This program, the Engaged Citizenship Curriculum (ECC), builds on the strengths of the traditional liberal arts approach to undergraduate education and adapts it to the needs of current students and future employers. The ECC responds to theories of student learning, the needs of employers, and the recommendations of higher education organizations, including the Association of American Colleges and Universities (AACU). ECC courses have been designed to meet specific and practical learning objectives; the required courses create a base of understanding and build in skills to help graduates succeed as engaged citizens. This general education program also provides opportunities for experiential learning through service-learning courses, campus leadership positions, labs, internships, and a variety of applied experiences. Simpson’s unique approach links the historic mission of the institution with the very best in learning theory and practice. The Engaged Citizenship Curriculum promotes an integrative approach to learning that enables students of all ages to develop intellectual and practical skills.

The Engaged Citizenship curriculum has four parts:

1. Simpson Colloquium: An entry course that integrates students into academic culture.
2. Areas of Engagement Courses: Courses that prepare students to be engaged citizens by exploring enduring questions from a variety of academic perspectives.
3. Embedded Skills Courses: Courses that provide an opportunity for students to work on important life and professional skills.
4. The Senior Capstone: A culminating project in the major that allows students to demonstrate their abilities as apprentice practitioners in specific disciplines.

Simpson Colloquium (SC) (one course taken in the first semester)
Simpson Colloquium is an introductory college course that seeks to integrate new students into academic culture during their first semester on campus. The course familiarizes students with the tradition of liberal arts education and provides students with a solid foundation for future academic work, both by focusing on essential skills (Written Communication and Critical Thinking) and by introducing them to campus resources. Simpson Colloquium provides students with opportunities to grow personally and intellectually.

Areas of Engagement

The Arts (AR) (one course)
The Arts component focuses on learning through participation in artistic creation. By taking a course that engages students in the act of creation, students will develop an understanding of art as a constructed means for communication, designed to reveal certain meanings and ideas or to elicit specific responses. Students are given the opportunity to develop their imaginations and to develop their ability to express themselves.
**Civic Engagement (CE) (one course)**
Civic Engagement courses focus on citizenship and the rights one gains as a community member. These rights include at a minimum civil liberties, civil rights and the opportunity to participate in the construction of that community through voting, civic conversation, and other forms of participation. Civic engagement involves the values, duties, skills, and responsibilities that are part of positively shaping our communities.

**Diversity and Power in the U.S. (DP) (one course)**
The Diversity and Power in the U.S. requirement prepares students to be engaged citizens by exploring enduring questions about ourselves, civilization, and the world by developing the knowledge, dispositions, and skills necessary to shape and create diverse and just communities in the U.S. It is designed to engage students in recognizing and analyzing the perspective of a less powerful (often minority) group and understanding the differences of experience this power differential engenders.

**Ethics and Value Inquiry (EV) (one course)**
Ethics and Value Inquiry courses encourage students to think critically about the sources and meanings of their commitments to personal integrity, moral responsibility, and social justice. These courses introduce students to questions about moral values and actions and how they relate to our responsibilities to ourselves and others.

**Global Perspectives (GP) (one course)**
Global Perspectives courses engage students in an exploration of societies outside of the United States. While some courses may deal with a specific problem (e.g., global warming, genocide, human rights), others focus on larger trends over the course of time (e.g., art, religion, politics, history, economics, literature). By acquainting students with the diversity of thoughts, beliefs and values of a society external to their own, these courses encourage a greater appreciation of and sensitivity to global diversity.

**Historical Perspectives in Western Culture (HP) (one course)**
The Historical Perspectives in Western Culture component focuses on how Western culture has evolved over time through a range of intellectual, philosophical, religious, and historical currents. A study of the development of Western culture and its past is critical to understand, appreciate or critique it. These courses provide context for the current structures of Western society and assist students in making informed decisions as citizens.

**Scientific Reasoning (SR) (one course)**
Scientific Reasoning courses provide experiences working with the methods of science, including hypothesis formation and testing, systematic observation, and analysis of quantitative data. Scientific reasoning—in the natural, behavioral, and social sciences—includes the ability to solve problems through the analysis of quantitative empirical data. These methods help students understand how technology and science may affect their lives in areas such as the environment, medicine, human behavior, and scientific ethics.
Embedded Skills

**Collaborative Leadership (CL) (two courses)**
The Collaborative Leadership component increases students’ confidence in working in groups for a shared goal and helps students develop skills and dispositions like team building, delegation, conflict resolution, and effective communication. This skill is essential in a world where problems are complex and interdependent, and where teamwork is often required to unite diverse groups behind a shared goal.

**Critical Thinking (CT) (two courses)**
Critical Thinking courses develop the lifelong intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information that is used to guide beliefs and actions. This skill helps with the ability to make sound arguments based on adequate evidence and to rationally examine and assess one’s own arguments and those of others.

**Information Literacy (IL) (two courses)**
Information Literacy courses cultivate the habit of asking appropriate questions related to an information need and discovering explanations and specific answers to those questions based on evidence. Information literacy, as a methodology and a set of skills, allows and inspires individuals to be life-long learners.

**Intercultural Communication (IC) (one course)**
The Intercultural Communication requirement prepares students to understand the world through the eyes and words of others. Courses in this category are designed to put students in direct contact with speakers of languages other than their own, since intercultural communication is a daily reality for much of the earth’s population. This skill encourages students to analyze and reflect on the value of using multiple linguistic resources to access other cultural views.

**Oral Communication (OC) (two courses)**
Oral Communication courses engage students in both formal and informal uses of communication. These courses equip students to comprehend, critique, and analyze information in order to be able to effectively and efficiently communicate their ideas to others. These skills enable individuals to become confident and competent speakers.

**Quantitative Reasoning (QR) (two courses)**
The Quantitative Reasoning component focuses on how to interpret, evaluate, and use various types of quantitative information in order to support a position or argument. It includes the ability to express quantitative information visually, symbolically, numerically and verbally. These courses incorporate practice in reading and using quantitative data, in understanding quantitative evidence and in applying quantitative skills to the solution of real-life problems.
Written Communication (WC)
(four courses: one SC; one in the major; at least two above the 100-level)
Written Communication courses promote strong writing skills that students need in order to comprehend, analyze, and synthesize a variety of texts in a variety of disciplines. These courses teach students to write in multiple contexts, whether they are exploring and developing their own ideas, responding fairly and responsibly to the ideas and perspectives of others, or crafting polished, compelling and persuasive texts.

Capstone in the Major (CM)
To prepare students to be engaged citizens who are able to apply their learning in specific disciplines to the larger community through work and/or service, each major requires a capstone experience that allows students to demonstrate their abilities as apprentice practitioners in their chosen fields of study. Students will share their work with an audience appropriate to the project as determined by the faculty of that department. Senior research projects, senior seminars and senior exhibitions or performances are examples of possible capstone experiences.

Simpson Colloquium
All entering, degree-seeking students will take a Simpson Colloquium in their first semester. Instructors organize seminars to meet the particular needs of different cohorts (i.e., separate sections for first-year students, EWG undergraduates, and fulltime transfers).

SC 101: Simpson Colloquium
Simpson Colloquium is an introductory college course that seeks to integrate new students into academic culture focused on engaged citizenship during their first semester on campus. The course serves several purposes. First, it familiarizes students with the tradition of liberal arts education through the focused study of important issues—“big questions.” Second, the course provides students with a solid foundation for future academic work, both by focusing on essential skills (Written Communication and Critical Thinking) and by introducing them to campus resources. Finally, Simpson Colloquium provides students with opportunities to grow personally and intellectually, thereby enhancing their satisfaction with college life. Four credits.

SC 201: Simpson Colloquium for Transfers
This course is a version of Simpson Colloquium that is particularly geared to the needs of transfer students. However, transfer students may opt to take SC101 instead of SC201. Two credits.

SC301: Simpson Colloquium Destination Leader
After receiving training, Destination Leaders provide various support activities related to the Summer Orientation and Fall Orientation. In addition, in consultation with the faculty members to whom they are assigned, they provide support for specific sections of Simpson Colloquium. This course is reserved for students selected by the Associate Dean of Students to serve as Destination Leaders for faculty teaching Simpson Colloquium. There are no prerequisites.

Together with their assigned faculty member, Destination Leaders determine the number of credits associated with this course. This is dependent upon their specific responsibilities. A learning contract
must be filed and approved by the administrator of the Destination Leader program (the Associate Dean of Students). The number of credits may range from 1 to 4.

**SC302: Simpson Colloquium Writing Fellow**

Writing Fellows provide, in consultation with the faculty members to whom they are assigned, various support activities related to the Written Communication embedded skill of the Simpson Colloquium, including meeting with students, responding to drafts, conducting workshops, etc.

This course is reserved for students selected by the Writing across the Curriculum Director to serve as Writing Fellows for faculty teaching Simpson Colloquium. There are no prerequisites.

Together with their assigned faculty member, Writing Fellows determine the number of credits associated with this course. This is dependent upon their specific responsibilities. A learning contract must be filed and approved by the administrator of the Writing Fellows program (the Director of the Writing across the Curriculum Program). The number of credits may range from 1 to 4.

**EVENING, WEEKEND, AND GRADUATE PROGRAMS (EW & G)**

Simpson College has a long-standing commitment to adult learners and assists them in building and renewing their careers. The college delivers affordable, flexible, and convenient programs at both the undergraduate and graduate level, as well as certificates in Accounting, Computer Science, Healthcare Administration, and Management, and areas of specialization in Database Systems, Object-Oriented Programming, and Web Development (see individual majors for more details).

Evening and Saturday FASTrack courses leading to a variety of academic programs are the primary focus on EW & G programming. Courses are held on the Indianola, Ankeny, and West Des Moines campuses (along with Summer Session course work and professional non-credit workshops).

Course schedules and program information are available online at [www.simpson.edu/ewg](http://www.simpson.edu/ewg) or from any of the EW & G offices: Indianola (515) 961-1614; Ankeny (515) 965-9355; or West Des Moines (515) 309-3099.

**GRADUATE PROGRAMS**

**Graduate Education Programs:**

- **MAT — Master of Arts in Teaching**
- **T-to-T — Transition to Teaching**

The graduate education programs are available to those with a bachelor’s degree in a field for which a teaching endorsement exists in Iowa. Both the MAT and T-to-T programs follow a sequence of evening courses leading to a semester of full-time student teaching and the secondary
teaching license in Iowa. Only MAT candidates are eligible for the Master’s Project, which leads to the master’s degree.

Courses offered as graduate level (500 sequence) courses under the graduate education program will be billed at the established graduate rate per credit. Other non-graduate level courses taken as part of the program will be billed at the applicable part-time or full-time rate based on the number of non-graduate level credits enrolled and whether the courses are during the day or evening/Saturday.

**Master’s Project**
In addition to the Teacher Education portfolio, the student teaching semester, and the student teaching seminar capstones, MAT candidates complete a comprehensive examination and a written scholarly project. Master’s projects must be pre-approved.

**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 T-to-T programs may seek an additional graduate level endorsement in special education (Instructional Strategist I) only.

**The MAT and T-to-T includes major endorsements in:**
- American Government
- American History
- Biology
- Business- All
- Chemistry
- Economics
- English/ Language Arts
- French
- German
- Mathematics
- Physics
- Spanish
- World History

Additional teaching endorsements only:
- General Science
- Instructional Strategist I
- Journalism
- Physical Science
- Psychology
- Speech Communication/ Theatre
- Sociology

Endorsements in Art, Health, and PE are also available to candidates in the Transition to Teaching program only.

**MACJ - Master of Arts in Criminal Justice**
The Master of Arts in Criminal Justice (MACJ) is available to graduates with a bachelor’s degree from a regionally accredited institution. The MACJ program is designed to meet the educational
needs of professionals currently employed in the criminal justice system as well as those seeking to enter this dynamic and growing field. The program can be completed in two years.

Program requirements include the completion of eight required core and four elective courses all of which are scheduled in the evening as part of the Evening, Weekend, and Graduate programs at Simpson College. Choices of elective include Juvenile and Family Law, Victimology, Legal Issues for Justice Professionals, Budget Building, and Resources Allocation.

Courses are taught in a blended format combining class time and on-line instruction. Courses offered at the graduate level (500 sequence) under the MACJ program will be billed at the established graduate rate per credit.
UNDERGRADUATE PROGRAMS
Evening and Saturday FASTrack and Undergraduate Degree Programs and Classes

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

Degree programs available in the evening and on Saturdays include: Accounting, Computer Information Systems, Computer Science, Criminal Justice, English, Independent Interdisciplinary Studies, Integrated Marketing Communication, Management, Marketing, and Multimedia Journalism.


Post-baccalaureate certificate programs: Accounting, Healthcare Administration, Computer Science, and Management.

Areas of specialization available for career enhancement in computer science are: Database Systems, Object-Oriented Programming, and Web Development Programming.

Initial licensure programs are available to students interested in obtaining a secondary education teaching license at the undergraduate level, who have already earned a bachelor’s degree (some coursework only offered during the day).

Teaching Endorsements: There are several opportunities for in-service teachers seeking additional endorsement areas to complete those requirements in our evening and weekend program. Some courses are available at the graduate level through the Education Department.

Non-graduate level courses taken as part of a program will be billed at the applicable part-time or full-time rate based on the number of non-graduate level credits enrolled and whether the courses are during the day or evening/Saturday.

FASTrack
The FASTrack program follows an alternative calendar providing adults the opportunity to accelerate their degree program. It features a blended environment with online and in-class experience. FASTrack evening sessions are offered in Indianola, Ankeny, and West Des Moines. FASTrack Saturday sessions are offered in West Des Moines, meeting alternate Saturdays with online participation.
Summer Session
The Evening, Weekend, and Graduate Programs coordinate the summer schedule of classes in Indianola, Ankeny, and West Des Moines. The wide variety of classes offered includes evening, Saturday, day, and online schedules.

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

Indianola (515) 961-1614, Ankeny (515) 965-9355, or West Des Moines (515) 309-3099 or visit us at www.simpson.edu/ewg for more information.
MAJORS, MINORS, PROGRAMS AND INTEREST AREAS

Majors available at Simpson:

Actuarial Science
Accounting
Art Education
Athletic Training
Biochemistry
Biology
Chemistry
Computer Science
Computer Information Systems
Criminal Justice
Economics
Economics and Finance
Elementary Education-Liberal Studies
Elementary Education-Professional Studies
English
Environmental Science-Biology
Exercise Science
Forensic Science/Biochemistry
French
German
Global Management
Graphic Design
History
Integrated Marketing Communication

Interdisciplinary Studies
International Relations
Management
Marketing
Mathematics
Mathematics-Honors
Multimedia Journalism
Music
Music Education
Music Performance
Philosophy
Philosophy-Applied
Physical Education K-8
Physical Education 5-12
Physics
Physics with Engineering Option
Political Science
Psychology
Religion
Spanish
Sociology
Sports Administration
Studio Art
Theatre Arts
**Minors available at Simpson:**

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<th>Accounting</th>
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<td>Human Resources Management</td>
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<td>Women's Studies</td>
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**The following interest areas are available at Simpson:**

| Early Childhood Education     | Pre-Optometry         |
| Medical Technology            | Pre-Pharmacy          |
| Pre-Dentistry                 | Pre-Physical Therapy  |
| Pre-Engineering               | Pre-Theology          |
| Pre-Law                       | Pre-Veterinary        |
COURSES OF STUDY

Art
Nostrala, Richmond, Rose-Curti

Department Mission Statement
The Art Department offers a variety of paths to building a career in the arts. Majors offered include Studio Art, Graphic Design and Art Education. An Art Minor and Art History Minor are also offered. The department believes that Design Foundations, Color Theory, Basic Drawing and Art History are essential elements of a sound education in art. Building on this core knowledge, faculty encourage students to discover a personal interest in art making that includes choice of media, content and artistic style. The faculty help students become knowledgeable of contemporary art so that their work is current or intentionally reminiscent of previous artistic modes. Overall, faculty in the art department look for ways to help the students become the best artists they can be with an intention toward achieving a lucrative career in the field of art.

Students who are interested in commercial art should major in Graphic Design, and take advantage of minors in Management or Communications. Students who wish to teach in public schools should major in Art Education and contact the department of education for information about certification. Students interested in private studio practice and/or attending graduate school in order to become a college instructor should select the Studio Art Major and choose to focus in either Drawing, Painting, Photography or Pottery.

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

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

General requirements for the major in art include the following:
1. At least a 2.0 cumulative GPA in all courses in the major.
2. Successful completion of the sophomore portfolio requirement.
3. Declaration of a specific Art Major (Graphic Design, Studio Art or Art Education) by the time the student is a Sophomore.
4. Completion of a successful senior exhibition.
5. Registration and fulfillment of Art 001: Gallery Event and Museum Attendance each semester.

Students who choose to become an Art Major during their sophomore year or later must fulfill the requirements of Sophomore Portfolio.

Students who wish to receive credit for a studio course in which they believe themselves to be already proficient may submit a portfolio of work equal to or exceeding the requirements for that course. The student will receive a grade of P (pass) and equivalent credit hours if the portfolio is equal to the proficiency of students who have taken the course.
All transfer students must take at least 16 hours of credits in the Department of Art to get a degree with a major in art at Simpson. A transfer student who wishes to certify in art education must also fulfill the requirement of sophomore portfolio review.

NOTE: If a student wishes to complete two different Majors in the Art Department (for example: Graphic Design Major and Studio Art Major) the student must have a minimum of 20 unique credits (5, 4-credit courses) between the two majors.

**Graphic Design Major**

Students will complete nine and a half courses plus capstone, and Sophomore portfolio and Gallery Event and Museum Attendance requirement.

**Required:**
*Art 001 Gallery Event and Museum Attendance (each year)*
*Art 0XX Soph Art Portfolio (must complete by end of second year)*
*Art 121 Basic Drawing*
*Art 131 Foundations of Design I – 2D*
*Art 132 Foundation of Design II – 3D*
*Art 233 Art Major Seminar (.5 course)*

**Art History**
(Take two courses from the following):
*Art 201 Prehistoric to Renaissance*
*Art 202 Renaissance to 19th Century*
*Art 203 Modern Art*
*Art 204 Non-Western Art*
*Art 205 Art since 1940*
*Art 206 History of Design*

**Studio Courses**
Complete the following two courses (at least once)
*Art 238 Graphic Design I*
*Art 339 Graphic Design II*

Take two additional courses from the following:
*Art 221 Drawing I*
*Art 322 Drawing II*
*Art 245 Painting I*
*Art 345 Painting II*
*Art 243 Pottery I*
*Art 343 Pottery II*
*Art 241 Photography I*
*Art 344 Photography II*
*Art 238 Graphic Design I (taken a second time)*
OR
*Art 239 Graphic Design II (taken a second time)*
(Graphic Design Major may only complete a total of three Graphic Design courses).

**Capstone/Exhibition**
Art 319 Internship in Art  
Art 385 Senior Seminar  
Art 0XY Senior Exhibition

**Studio Art Major**
*Students will complete ten and a half courses plus a capstone along with a Sophomore portfolio and Gallery Event and Museum Attendance requirement.*

**Required:**
Art 001 Gallery Event and Museum Attendance  
Art 0XX Soph Art Portfolio (must complete by end of second year)  
Art 121 Basic Drawing  
Art 131 Foundations of Design I – 2D  
Art 132 Foundations of Design II – 3D  
Art 233 Art Major Seminar (.5 course)

**Art History**
*(Take two courses from the following):*
Art 201  Prehistoric to Renaissance  
Art 202  Renaissance to 19th Century  
Art 203  Modern Art  
Art 204  Non-Western Art  
Art 205  Art since 1940  
Art 206  History of Design

**Studio Courses**
*Take at least two courses in one area chosen from:*
**Drawing, Painting, Pottery or Photography**

**Studio Art Major can take three additional courses from the following:**
Art 221 Drawing I  
Art 322 Drawing II  
Art 245 Painting I  
Art 345 Painting II  
Art 243 Pottery I  
Art 343 Pottery II  
Art 241 Photography I  
Art 344 Photography II  
Art 238 Graphic Design I  
Art 339 Graphic Design II

The Studio Art Major can repeat one upper level class in Drawing, Painting, Pottery or Photography *one time* in order to complete three studio courses in a given fine arts area.  
Any student wishing to complete three Graphic Design courses, must complete the Graphic Design Major.
Studio Electives:
Option A: Without Internship/Three Additional Studio Courses
   OR
Option B: With Internship/Two Additional Studio Courses

Capstone:
Option A: Not Including Internship
Art 385 Senior Seminar
Art 0XY Senior Exhibition

   OR

Option B: Including Internship
Art 319 Internship in Art
Art 385 Senior Seminar
Art 0XY Senior Exhibition

Art Education Major with Education Concentration
(See Education Department for specific requirements in Education to receive Licensure)

Students will complete 10 courses plus a capstone in addition to the required licensure courses.

Art Education Core:
Art 121: Basic Drawing
Art 131: Foundation of Design I-2D
Art 132: Foundations of Design II-3D
Art 233: Art Major Seminar
Art 360 Elementary Art Methods
Art 361 Secondary Art Methods

Studio Skills Concentration – 3 studio courses selected from 3 different areas of the 5 studio concentration areas: Drawing, Painting, Pottery, Photography or Graphic Design.

Two Art History courses selected from Art 201, 202, 203, 204, 205, 206

Successful completion of the sophomore portfolio requirement by the end of the second year.
Capstone
Art 385: Senior Seminar
*Educational Portfolio* (1 credit)

**Additional Courses Required for Licensure**
Edu 388: Student Teaching (16 credits)
Edu 389: Student Teaching Seminar (1 credit)

**Art Minor**
*Students will complete five courses plus Gallery Event and museum attendance requirement as follows:*

**Required:**
- Art 001  Gallery Event and Museum Attendance (Take once)
- Art 131  Foundations of Design I – 2D
- Art 132  Foundations of Design II – 3D

**Studio Art-Choose two courses from the following:**
- Art 221  Drawing I
- Art 322  Drawing II
- Art 245  Painting I
- Art 345  Painting II
- Art 243  Pottery I
- Art 343  Pottery II
- Art 238  Graphic Design I
- Art 339  Graphic Design II
- Art 241  Photography I
- Art 344  Photography II

**Art History-Choose one course from the following:**
- Art 201  Prehistoric to Renaissance
- Art 202  Renaissance to 19th Century
- Art 203  Modern Art
- Art 204  Non-Western Art
- Art 205  Art since 1940
- Art 206  History of Design

**Art History Minor**
*Students will complete six course plus Gallery Event and Museum Attendance requirement as follows:*

**Required:**
- Art 001  Gallery Event and Museum Attendance (Take once)
- Art 0XX Soph Art Portfolio (no credit)
- Art 131  Foundations of Design I – 2D
- Art 132  Foundations of Design II – 3D

**Art History: Choose four courses from the following:**
- Art 201  Prehistoric to Renaissance
- Art 202  Renaissance to 19th Century

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Art Courses

Art 001 Gallery Event and Museum Attendance
Fall and Spring Semester—Attendance at specified gallery openings, seminars, lectures and required critiques and attendances on at least one major Art Department sponsored field trip (once in 4 years). All full-time degree seeking students progressing toward an art major must enroll in and complete the requirements of Art 001 each semester of on-campus residence. All full-time students progressing toward an art minor or toward a teaching endorsement in Art (not completing an art major) must enroll in and complete the requirements of Art 001 at least once. Pass/Fail. No credit.

Art 121 Basic Drawing
Theories and techniques of representational drawing will be introduced and practiced. Through the development of intuitive and perceptual skills, expressive aspects of drawing are added to technique in order to discover drawing as a means for visual communication. ART. Four credits.

Art 131 Foundations of Design I – 2D
In this art foundations course students will study basic applications and principles for effective visual communication. The course will provide instruction in basic techniques for representational drawing, basic principles for two-dimensional design, and an investigation and practice of color theory. A wide range of materials and artistic practices are used in the course to study the basic principles of art. (For students intending to be Art Majors this class should be completed by the end of the sophomore year). ART. Four credits.

Art 132 Foundations of Design II – 3D
Connections and differences between two-dimensional and three-dimensional media will be investigated, but the fundamentals of design will be practiced, primarily, in a three-dimensional format. Emphasis will be given to using design principles to arrive at unique and effective design solutions. The specific media and technique used are variable. Four credits. (For students intending to be Art Majors this class should be completed by the end of the sophomore year). ART. Four credits.

Art 180 Independent Study in Art

Art 190 Special Topics in Art

Art 198 Independent Research in Art

Art 201 Art History: Prehistoric to Renaissance
This course provides an examination of the art and artifacts created from prehistoric times to the end of the Gothic era. It focuses primarily on the art of the Western European world. Cornerstone 5, WRITCOM, and HISTRCL. Four credits.
Art 202  Art History: Renaissance to 19th Century
This is a course which develops an understanding of those objects of art which have been created in Western Europe from the time of the Renaissance to the end of the 19th century. Cornerstone 5, WRITCOM, and HISTRCL. Four credits.

Art 203  Art History: Modern Art
This course will consider major developments in European and American painting and sculpture from 1900 to 1950, from Fauvism and Cubism to abstract expressionism. Cornerstone 5, WRITCOMM, and HISTRCL. Four credits.

Art 204  Survey of Non Western Art
This course is a broad survey of art and artifacts of the civilizations found in the continents of Asia and Africa. Cornerstone 5 and GLOBAL Four credits.

Art 205  Art Since 1940
This course will provide a survey of the developments in art since 1940. It will begin with art in Europe and America and expand to address the global inclusiveness commonly found in the contemporary art world. Drawing, Painting, Photography and Sculpture, along with more contemporary art forms, such as Installation, Performance Art and Digital Imagery, will be reviewed. Cornerstone 5, WRITCOM and HISTRCL. Four credits.

Art 206  History of Design
This course surveys the evolution of graphic design from antiquity to the present, with the heaviest concentration falling to graphic design forms and applications of the 20th and 21st century. This course will include limited coverage of architectural design and the design of utilitarian objects to highlight related principles of a given period, movement or school. Four credits.

Art 219  Employment Experience in Art

Art 221  Drawing I
This course expands on the principles of Basic Drawing covered in Art 131 and encourages the artist to apply those principles in developing and communicating personal content. Four credits. Prerequisite: Art 121, Art 131 and Art 132 – or instructor approval based on portfolio.

Art 233  Art Major Seminar
In this course for Art Majors, students will learn various business aspects related to an artistic career. Items covered will include: procedures for generating ideas in art; writing an artist’s statement; preparing a resume; documenting work with photography and digital programs; cutting mats and framing; creating effective portfolios; and procedures for interviewing. Prerequisite: Art 121, 131, and 132, and completion of one studio course. Two credits. (Art Majors should complete this class by the end of the Junior year). Offered every spring.

Art 238  Graphic Design I
This course has a how-to approach to graphic design, from concept to development of finished product. The essential methods and tools of professional designers will be taught in projects with practical applications - for print and web design. An emphasis will be placed on the use of the Macintosh computer as a layout and design tool, with instruction using industry standard software. (This course can be taken a second time by Graphic Design Majors for additional credit and toward
fulfilling the requirements of their major). Prerequisite: Art 121, 131 and Art 132 for Art majors and minors. Four credits.

**Art 240 Advertising Practicum (Newspaper)**
Supervised, practical experience in advertising sales and design for *The Simpsonian* student newspaper. Two credits. Same as Communications 240 and Management 240.

**Art 241 Photography I**
This course will permit students to use the camera as a means of making aesthetically satisfying images. The student learns the complete black and white photographic process from inception to completion. The translation of creative ideas into fine, finished black and white photographs is a course objective. Conceptual development and creative exploration of the photographic medium will be stressed in the student's work. ART and COLLABLDR. Four credits.

**Art 243 Pottery I**
This course develops skill in handling of clay bodies and skill in their utilization as hand built clay objects are created. ART. Four credits.

**Art 245 Painting I: Basic**
This course is an introduction to traditional techniques for representational painting. Proper uses of paint materials will be introduced and practiced. Development of design composition, techniques for representational drawing and painting will be enhanced while working toward a painting style that includes personal expression. Four credits. Prerequisite: Art 131 – or instructor approval based on portfolio.

**Art 280 Independent Study in Art**

**Art 290 Special Topics in Art**

**Art 298 Independent Research in Art**

**Art 319 Internship in Art**
In order to provide an opportunity for the student to test his/her emerging skills and ability in art, the student will design and complete an internship experience. The student, with faculty assistance, is expected to propose the nature of this internship, develop viable avenues to implement the proposal, and execute the proposal. Adequate evaluation of the project will occur via three avenues: the student, the art professional involved, and the art faculty. This course is restricted to art majors. Prerequisites: Completion of two studio courses (for Graphic Design Majors this consists of *Art 238* and *Art 339*) or instructor permission. Four credits.
Art 322  Drawing II
This course builds on exercises completed in Art 221: Drawing I and provides an opportunity for the student concentrating in drawing to further explore individual interests in the medium of drawing. Four credits. Prerequisite: Art 221 – or instructor approval based on portfolio.

Art 339  Graphic Design II
The emphasis of this course will be a further exploration of graphic design theory and practice. This Course is a practical exploration into the nature and use of graphics in regard to traditional printing and electronic web applications. Design, as a discipline of a problem solving activity, will be explored in a more advanced scenario. (This course can be taken a second time by Graphic Design Majors for additional credit and toward fulfilling the requirements of their major). Prerequisite: Art 238 – or instructor approval based on portfolio. Four Credits.

Art 343  Pottery II
Capitalizing upon abilities developed in Art 143, students will be introduced to wheel-thrown techniques, will refine and expand glazing and surface decoration skills, and learn basic glaze chemistry. Students will begin to develop aesthetic understanding of pottery within both historic and contemporary contexts. May be repeated once at an advanced level. Prerequisite: Art 243 or instructor’s approval based on portfolio. Four credits.

Art 344  Photography II
The course will examine the process and the art form of Digital Photography. Students will examine the compositional and technical aspects of the digital photographic image. This will be a basic course that will explore some basic processes of photographic software, computer hardware as well as output options. Students will learn the value of exposure controls and various compositional concepts. Conceptual development and creative exploration of the photographic image will be stressed in the student’s work. Prerequisite: Art 241 for Art majors and minors, or instructor’s approval. COLLABLDR. Four credits.

Art 345  Painting II
In this advanced painting course the student will continue to refine technical abilities in painting while enhancing their individual painting style and artistic voice. The course will be organized around a set of related paintings that explore a specific theme and painting style. Prerequisite: Art 245 – or instructor’s approval based on portfolio. Four credits.

Art 360  Elementary Art Methods
This course will provide the student with an understanding of the basis for creative expression in children and youth. It will also explore ways to develop such expression via methods in the school classroom at an elementary level. Four credits.

Art 361*  Secondary Art Methods
This course will provide students who intend to teach art in the secondary school with a stronger
understanding of appropriate art methods to use in teaching adolescent children and youth and explore ways to develop expression in the secondary school classroom. Four credits.

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

Art 380 Independent Study in Art

Art 385 Senior Seminar
This culminating seminar is designed to provide an opportunity for the student to synthesize his/her position about art and art style and develop a substantial body of work reflecting his/her personal art style. The seminar will provide the means for the mounting of a final senior exhibition, or final senior paper. This course is limited to students who are art majors and who have attained senior standing and/or have instructor approval. Four credits.

Art 390 Special Topics in Art

Art 398 Independent Research in Art
Department Mission Statement

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

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

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

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

Biology Major

Students will complete ten courses plus a capstone as follows:

Required:
Core Organismal Course
Biol 110 Principles of Biology I w/lab

Core Molecular Course
Biol 111 Principles of Biology II w/lab

Cellular/Molecular Emphasis (Choose at least one)
Biol 251 Microbiology w/lab
Biol 270 Basic Genetics w/lab
Biol 285 Developmental Biology w/lab
Biol 334 Cellular Biology
Biol 341 Immunology
Biol 360 Molecular Genetics w/lab

Ecological Emphasis (Choose at least one)
Biol 245 General Entomology w/ lab
Biol 253 Principles of Ecology w/lab
Biol 276 Behavioral Ecology
Biol 350 Mammalogy w/lab
Biol 358 Freshwater Ecology w/ lab
**Structural/Functional Emphasis (Choose at least one)**
Biol 225  Human Physiology w/lab  
Biol 230  Comparative Vertebrate Anatomy w/lab  
Biol 235  Embryology w/lab  
Biol 260  Histology w/lab

**Electives in Biology (Choose two courses)**
Any combination of 200 and 300-level biology courses, to include at least one 300-level course.
However, no more than one course taken in directed study, independent research or May Terms can be counted toward the biology major.

**Required Chemistry Courses:**
Chem 101  Bonds and Structures I w/lab  
Chem 201  Organic Chemistry I w/lab

**Required Physics Courses:**
**Choose one of the following:**
Phys 151  Principles of Physics I w/lab  
Phys 191  General Physics I w/lab

**Capstone—Choose one of the following:**
Biol 370  Biochemistry Seminar  
Biol 372  Environmental Science Capstone  
Coop 319  Internship (Requires Department Chair Approval)  
Biol 373  Physiology Seminar  
Biol 398  Independent Research (Requires Department Chair Approval)

**Highly Recommended:**
A course in statistics is recommended for students planning to attend professional or graduate school. All majors planning graduate education should consider one course in logic plus one course in nonfiction or technical writing.

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

Required:
Choose one of the following:
Biol 110 Principles of Biology I w/lab
Biol 111 Principles of Biology II w/lab

Choose one of the following:
Biol 110 Principles of Biology I w/lab
Biol 111 Principles of Biology II w/lab
Biol 103 Environmental Issues w/lab
Biol 104 Human Biology w/lab
Biol 145 Introductory Plant Biology w/lab

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

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

Students will complete ten courses plus capstone as follows:

Required:
Core:
Biol 103 Environmental Issues w/lab
Biol 110 Principles of Biology I w/lab
Biol 111 Principles of Biology II w/lab
Biol 145 Introductory Plant Biology w/lab
Biol 253 Principles of Ecology w/lab

Ecological-Organismal Emphasis
(Choose at least two)
Biol 245 General Entomology w/lab
Biol 251 Microbiology w/lab
Biol 276 Behavioral Ecology
Biol 350 Mammalogy w/lab
Biol 358 Freshwater Ecology w/lab
Biol 390 Special Topics

Social, Ethical, Policy, Historical Environmental Sciences
(Choose at least one) **
Biol 240  Conservation Law  
Econ 210  Environmental Economics*  
Hist 261  American Environmental History  
Soc 350  Environmental Sociology  
PoSc 370  Public Policy Topics  

*Prerequisite of Economics 100  

**Appropriate May Term courses, Special Topics courses, or new courses offered by other departments may satisfy this requirement as approved by the department.  

Chemistry *(Choose at least one)*  
Chem 101  Bonds & Structure I w/lab  
Chem 155  Environmental Chemistry w/lab  

One Additional Science Class  
Choose one courses from the following:  
Math courses above 130  
CIS 145  Management Information Systems  
Phys 151  Principles of Physics I  
Phys 191  General Physics I  
Chem 101  General Chemistry I  
Chem 155  Environmental Chemistry  
NaSc 102  Meteorology  
Biol 135  Biostatistics  

Capstone  
Biol 372  Capstone Experience In Environmental Science  

Environmental Science Minor  
*Students will complete five courses as follows:*  

Required:  
Biol 103  Environmental Issues w/lab  
Biol 253  Principles of Ecology w/lab  

Choose one of the following courses:  
Biol 110  Principles of Biology I w/lab  
Biol 111  Principles of Biology II w/lab  

Choose one of the following courses:  
NaSc 102  Meteorology  
Biol 145  Introductory Plant Biology w/lab  

Ecological-Organismal Emphasis  *(Choose at least one)*  
Biol 245  General Entomology w/lab  
Biol 251  Microbiology w/lab  
Biol 276  Behavioral Ecology
Highly Recommended:
A course in statistics is highly recommended for students planning on attending graduate school.

Sustainability Studies Minor
Students will complete five courses plus an approved independent research project as follows:

Required:
Biol 103 Environmental Issues

One course from Ecology and Physical Science
Biol 145 Introductory Plant Biology
Biol 253 Principles of Ecology
Chem 155 Environmental Chemistry
NaSc 102 Introduction to Meteorology

One course from Ethics, Society and Culture
Eng 238 Environmental Literature
Hist 261 American Environmental History
Phil 245 The Ethics of Globalization
Phil 250 Applied Ethics
Phil 255 The Ethics of Development and Consumption
Soc 204 Modern Social Problems
Soc 350 Environmental Sociology
Soc 360 Social Movements

One course from Policy and Economics
Biol 240 – Conservation Law
Econ 210 – Environmental Economics
Econ 230 – Economic Growth & Development
Magt 365 – Organizational Ethics and Social Responsibility
PoSc 340 – Politics of a Changing World
PoSc 370 – Environmental Politics (Pre-requisite: POSC 101 or instructor permission)

One additional course chosen from courses above

Complete an approved supervised independent research project, campus- or community-based service project, or internship related to sustainability or the environment [must be equivalent of one course (4 credits) from department of faculty research advisor for the project and is expected to be numbered 398 (research) or 319 (internship)].

Pre-Med and Pre-Dental
Pre-medical and pre-dental students can best prepare for medical school by completing either a biology major or a biochemistry major. Students interested in pre-medicine should contact specific graduate schools for general information and admission requirements.

Pre-Pharmacy
Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major, a biochemistry major, or a chemistry major with a biology minor. Students interested in pre-pharmacy should contact specific graduate programs in pharmacy for general information and admission requirements.

Pre-Physical Therapy
Although Simpson College does not offer a pre-physical therapy degree, entry into a physical therapy school does require a bachelor’s degree. Each physical therapy graduate program varies in their specific requirements. It is highly recommended that students interested in this area major in Biology. The Biology curriculum here at Simpson College meets the needs of those students desiring to enter physical therapy school. Students interested in physical therapy should contact specific physical therapy schools for general information and admission requirements. It is also highly recommended that students gain experience with a licensed physical therapist as soon as possible. Students may register for a field experience during a May Term. Most physical therapy schools require a minimum amount of field experience for entrance into the program.

Pre-Physician Assistant, Pre-Veterinarian, Pre-Optometry
Students desiring to attend a physician assistant, veterinarian medicine or optometry program can best prepare for their graduate education by completing the biology major. Although a number of elective courses in the biology major are satisfactory options for these career paths, students should contact specific graduate schools for general information and admission requirements. In addition, students should register for a field experience in these professional areas during a May Term.

Biology Courses

Biol 103  Environmental Issues
A critical examination of environmental issues that affect our society. Topics studied will include basic ecological principles, population growth, pollution, biodiversity, agriculture, global warming, pesticides, energy, and recycling. Laboratory will consist of scientific analysis of current environmental issues. Cornerstone 2A and SCIREASON. Four credits w/lab. *Offered every fall.*

Biol 103L  Laboratory: Environmental Issues

Biol 104  Human Biology
A practical approach to basic structure and function of the human body with special emphasis on wellness and disease, cardiovascular health, nerve function, and contemporary health issues. Three lectures and one three hour laboratory period. Not for biology major credit. Cornerstone 2A and SCIREASON. Four credits w/lab. *Offered every fall.*

Biol 104L  Laboratory: Human Biology
Biol 110  Principles of Biology I
A course that imparts an appreciation of the vast diversity of structure and function in prokaryotes, protists, fungi, animals, and plants, and an understanding of their evolutionary relationships and adaptations to their environments. Three lectures and one three-hour laboratory period. Biology 110 is the prerequisite for 230, 235, 245, 253, 260, 275, 285, 322, 350, 358 and 375. Cornerstone 2A. Four credits w/lab. Offered every fall.

Biol 110L  Laboratory:  Principles of Biology I

Biol 111  Principles of Biology II
A study of cellular and molecular biology, with an introduction to genetics. All of these topics stress the importance of the Scientific Method. Biology 111 is the prerequisite for 225, 235, 251, 260, 270, 285, 302, 334, 341, and 360. Three lectures and one three-hour laboratory period. Cornerstone 2A and SCIREASON. Four credits w/lab. Offered every spring.

Biol 111L  Laboratory:  Principles of Biology II

Biol 135  Biostatistics
This course is an introduction to the basic statistical concepts and methods used to analyze and interpret biological and ecological data. Students gain and apply skills in a range of topics to include the following: descriptive statistics, probability, inferential statistics (estimation and hypothesis testing), confidence intervals, analysis of variance, regression, correlation, as well as basic study design and interpretation of statistical tests from scientific literature. Prerequisite: One of the following: Math 105/105T, Math 130/130T, Math ACT of 22 or higher, Math SAT of 530 or higher. QUANT.

Biol 145  Introductory Plant Biology
Lecture and laboratory exercises in this course will cover the structure and function, evolutionary relationships, and classification of the incredibly diverse group of plants. We will also discuss the many ways that humans have been linked with and dependent on plants over human existence. Cornerstone 2A and SCIREASON. Four credits w/lab. Offered every spring.

Biol 145L  Laboratory: Introductory Plant Biology

Biol 180  Independent Study in Biology

Biol 190  Special Topics in Biology
Special topics courses with departmental approval and not intended for biology major credit. One to four credits.

Biol 225  Human Physiology
This course is designed to emphasize the basic principles of homeostasis and an introduction to some disease physiology and drug actions. The course emphasizes the function of and interactions between most major organ systems and the cellular and molecular mechanisms that regulate their physiology. Prerequisite: Biology 104 or 111. Four credits w/lab. Offered every spring.
Biol 225L  Laboratory:  Human Physiology

Biol 230  Comparative Vertebrate Anatomy
A comparative study of vertebrate form and function through the perspectives of adaptation, behavior, development, evolution and biomechanical principles of movement. Anatomical dissection of a range of vertebrate animals will allow each major body system to be compared across vertebrates. Prerequisite: Biology 110 or permission of instructor. Four credits w/lab. Offered every other year

Biol 230L  Laboratory:  Comparative Vertebrate Anatomy

Biol 235  Embryology
This course will emphasize the study of human embryology beginning with fertilization through the establishment of the basic body plan and the development of the organ systems. Students will gain an understanding of how our bodies are organized by learning how molecular and morphological processes influence development. Four credits w/lab. Prerequisite: Biology 110 or 111.

Biol 235L  Laboratory:  Embryology

Biol 240  Conservation Law
This course will provide an in-depth look into the history, the current status and future conservation laws and natural resource protection. The purpose, function and socio-economic impact of various fish and wildlife laws, and how they are enforced will be examined. Conservation careers will also be explored. Four credits. Offered every spring.

Biol 245  General Entomology
This course is a general survey of insect life, including structure and function, taxonomy, evolutionary relationships, and ecology of major insect groups and related arthropods. Laboratory exercises will focus on collecting and preserving techniques, as well as identification of arthropod orders and common insect families. Prerequisite: Biology 110. ORALCOM. Four credits w/lab. Offered every other fall.

Biol 245L  Laboratory: General Entomology

Biol 251  Microbiology
This course will include a physiological and morphological survey of microorganisms. Major emphasis will be on bacteria and viruses. This course will also focus on practical uses of microorganisms as well as the fundamentals of medical microbiology. Prerequisite: Biology 111. SCIREASON. Four credits w/lab. Offered every fall.

Biol 251L  Laboratory: Microbiology

Biol 253  Principles of Ecology
A study of the interactions between organisms and their environments. Topics to be covered include biomes, plant and animal adaptations, populations, interactions between populations, community structure, ecosystems, and large scale ecological processes. The laboratory will involve structured field experiments and independent research projects. Prerequisite: Biology 110. ORALCOM and SCIREASON. Four credits w/lab. Offered every fall.
Biol 253L Laboratory: Principles of Ecology

Biol 260 Histology
Histology will present students with an understanding of the structure and function of the cell and extracellular matrix as basic building blocks of tissues and organs. Specialization of cells and their interactions in forming tissues will be presented as well as how cells and tissues are structurally and functionally linked in organs. Lecture will focus on relating cell, tissue, and organ structure to their specific functions while laboratory will emphasize microscopic recognition of tissues and organs. Prerequisite: Biology 110 or 111. Offered alternate years. Four credits w/lab.

Biol 260L Laboratory: Histology

Biol 270 Basic Genetics
The essential concepts of Mendelian and molecular genetics will be introduced in this course by exploring the genetics of humans, the expression of genes, and the regulation of gene expression. Prerequisite: Biology 111. QUANT. Four credits w/lab. Offered every year.

Biol 270L Laboratory: Basic Genetics

Biol 276 Behavioral Ecology
A study of the behavior of animals in relation to their ecology. Topics include mating systems, sexual selection, parental care, co-evolution, spacing, foraging, communication, and social behavior. Prerequisite: Biology 110. ORALCOM. Four credits. Offered every spring.

Biol 280 Independent Study in Biology

Biol 285 Developmental Biology
This course will explore cellular and molecular processes involved in the fertilization of an egg through the formation of specialized cells and tissues of vertebrate and invertebrate model organisms. Students will appreciate the dynamic nature of the developing embryo by handling and manipulating a variety of organisms, in laboratory. Prerequisites: Biology 110 or 111 and 270 or permission of the instructor. SCIREASON Four credits w/lab. Offered every fall.

Biol 285L Laboratory: Developmental Biology

Biol 290 Special Topics in Biology
Authorized field research studies or other courses with departmental approval. One to four credits.

Biol 298 Independent Research in Biology

Biol 302 Infectious Diseases
This course will focus on the mechanisms by which microorganisms cause disease. We will investigate many different strategies used by microorganisms to induce disease. We will also discuss several defense strategies employed by the host. The course will focus on bacterial pathogens, although viral mechanisms of pathogenesis will also be introduced. The course will consist of lectures, discussion of pivotal papers, and student presentations. Prerequisites: Biology 111, 251 or permission of the instructor. Basic knowledge of immunology is ideal, although not required. Four credits.
Biol 319  Internships in Biology

Biol 322  Human Anatomy
A study of normal human gross anatomy plus development and functional morphology. Lecture and laboratory stress regional anatomy as visualized from cadaver dissection, radiographs, and other visual aids. Two lectures and two two-hour laboratory periods per week. Prerequisite: Biology 110 or 225 or permission of the instructor. Preference for enrollment given to senior Biology majors. Four credits w/lab. Offered every spring.

Biol 322L  Laboratory: Human Anatomy  (Meets two times per week)

Biol 334  Cellular Biology
Study of the cellular functions common to all eukaryotic organisms such as transport of molecules into and through the cell, cellular communication, regulation of cell birth and cell death. This course also explores alterations in cellular function that lead to conditions such as cancer, neurodegenerative diseases and diabetes. Pharmacology is also emphasized in this course. Prerequisites: Biology 111 and Chemistry 202. CRITTHNK and WRITCOM. Four credits. Offered every year.

Biol 334L  Laboratory: Cellular Biochemistry Lab
This laboratory explores the various way biochemists study a single macromolecule, protein. Methods covered in class include: assay techniques, chromatography, electrophoresis, enzyme kinetics, Western blot analysis, and purification. One three hour lab per week. Prerequisites: Chemistry 330 or Biology 334, or concurrent enrollment. QUANT and WRITCOM. Two credits. (Same as Chemistry 330L) Offered every year.

Biol 341  Immunology
The study of the immune system as it relates mainly to humans. The basic principles involved with the functioning of the humoral and cellular immune responses will be studied from experimental and clinical viewpoints. Prerequisites: Biology 111. Four credits. Offered every spring.

Biol 350  Mammalogy
This course will cover numerous topics, including adaptations, evolution, diversity, classification and taxonomy, ecology, natural history, biogeography, reproduction, behavior, and economic importance of mammals. The lab will focus on identification of mammals from preserved study skins and skulls, methods of collection and specimen preparation, and learning bones of the mammalian skeleton and skull. Field trips will introduce students to field methods for studying mammals and familiarize students with local mammals. Prerequisite: Biology 110. Four credits w/lab. Offered every spring.

Biol 350L  Laboratory: Mammalogy

Biol 358  Freshwater Ecology
Freshwater Ecology is an advanced course that is designed to familiarize students with freshwater systems and will include field and laboratory techniques, as well as discussions of current theory regarding structure, function, management, and human impacts. The course will cover physical, chemical and biotic components of freshwater streams, lakes, and wetlands. ORALCOM,QUANT, and SCIREASON. Prerequisite: Biology 110, Chemistry 101, or permission of the instructor. Four credits w/lab. Offered every fall.
Biol 358L Laboratory: Freshwater Ecology

Biol 360 Molecular Genetics
The fruit fly has 12,000 genes. Humans have less than 24,000 genes. How do we develop into such a complex organism with so few genes? This course explores how our genome works. We will cover basic genetic functions (replication, transcription, translation), with particular emphasis on the regulation of those functions and how those functions are modified to create complexity. We will also cover the essential and under-appreciated role of RNA in the regulation of gene expression. Prerequisite: Biology 111. Four credits w/lab. Offered every year.

Biol 360L Laboratory: Molecular Genetics

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

Biol 372 Capstone Experience in Environmental Science
Lecture and activities meant to provide opportunity for students to synthesize information from their studies in the major. Skills to be honed include critical thinking, information literacy, research methods, data literacy, and presentation skills. Course may be substituted by completion of a pre-approved summer research program and presentation of findings at Simpson. Prerequisite: senior standing. INFOLIT and WRITCOM. Four credits. Offered every spring.

Biol 373 Physiology Seminar
This seminar is a capstone course for students who are interested in exploring current trends in physiology, including toxicology and pharmacology. This course begins with a focus on one or two selected topics and then moves on to individual topics chosen by students in consultation with faculty. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. Students need no prior experience reading scientific literature or presenting scientific concepts. The course is designed to give students these skills. Prerequisites: Biology 225, or permission of the instructor. INFOLIT and ORALCOM. Two Credits. Offered every spring.

Biol 380 Independent Study in Biology

Biol 390 Special Topics in Biology
Authorized field research studies or other courses such as Behavioral Ecology with departmental approval. Designed for biology major credit. Offered alternate years. One to four credits.

Biol 398 Independent Research
Laboratory or field problems involving student research. Open to qualified majors with approval of the academic advisor. Credit for research may also be received upon satisfactory completion of a summer undergraduate participation program at this or another institution. One to four credits.
Department Mission Statement
The curricula of the Department of Business Administration and Economics will lead to a foundation of competency in business disciplines. The classroom is a forum in which the students will be challenged to develop and demonstrate mastery of specific skills including: logical, consistent, critical, and creative thinking; effective communication; and responsible and confident leadership. The faculty is committed to nurturing and inspiring integrity, poise, and standards of civility and respect.

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

Departmental Requirements

- Unless exceptions have been granted by articulation agreements with specific institutions, 300-level courses taken at two-year institutions will not normally be accepted as meeting department requirements.
- Students enrolling in courses in the department are responsible for completing all prerequisites for those courses.
- **A person may not major in both Management and Accounting with the CPA Concentration.** A person may not have an Accounting major with a CPA concentration and also a major or minor in Management.
- Cooperative Education experiences and internships, while strongly encouraged, cannot be used to fulfill electives in the majors and minors and are graded H/P/NP.
- While Calculus is not required, we strongly encourage students to take the course.
- The normal sequence for offering courses is listed (e.g. every fall semester) to help planning course schedules, however, it should be noted that this may vary due sabbaticals and other occurrences within the Department.
**Accounting Major**

*Students will complete twelve courses plus the Capstone as follows:*

**Required:**
- Econ 100  Principles of Economics
- Econ 135  Applied Statistics
- Acct 201  Introduction to Accounting
- Acct 250  Introduction to Accounting Systems
- Acct 341  Intermediate Accounting I
- Acct 342  Intermediate Accounting II
- Acct 343  Advanced Accounting Topics
- Acct 353  Cost Accounting
- Acct 354  Individual Taxation
- Acct 358  Auditing
- Magt 131  Management Concepts
- Magt 231  Business Law and Business Ethics I

**Capstone:**
- Acct 385  Capstone in Accounting

**CPA Concentration**

*Students will complete five courses as follows:*

**Required:**
- Magt 232  Business Law and Business Ethics II
- Magt 333  Organization & Behavior
- Econ 339  Corporate Finance
- CIS 145  Management Information Systems and Business Intelligence

**Elective:** Choose one 300-level Accounting Course

*A student who majors in accounting with the CPA concentration may not major in management.*

**Accounting Minor**

*Students will complete five courses as follows:*

**Required:**
- Acct 201  Introduction to Accounting
- Acct 250  Introduction to Accounting Systems
- Acct 341  Intermediate Accounting I
- Acct 342  Intermediate Accounting II

**Elective:** Choose one 300-level Accounting Course*

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

Simpson College requires students to complete at least 128 semester hours of coursework prior to graduation. Students who graduate with a major in Accounting may apply to take the Certified Public
Accounting (CPA) exam in Iowa. Upon acceptance, students may sit for the CPA exam; however, students who pass the Iowa exam must have accumulated a total of 150 semester hours of college credit before they will be awarded a CPA certificate. State accounting boards differ in their certification requirements, so students are advised to determine individual state requirements. This requirement exceeds the Simpson College graduation requirements for Accounting majors by 22 credits. Students may complete the 150 hours in four years at Simpson, in more than four years at Simpson, or in a master's program at another institution. The department has completed articulation agreements with other institutions to ease the transfer process and to reduce graduate level requirements. See the department chair for information on these combined BA/MBA, BA/MS, and BA/MA programs.

**Economics Major**

*Students will complete ten courses as follows:*

**Required:**
- Econ 100  Principles of Economics
- Econ 365  Advanced Microeconomics
- Econ 366  Advanced Macroeconomics
- Econ 385  Econometrics
- Econ 135  Applied Statistics
- Math 151  Calculus I
- Acct 201  Introduction to Accounting

**Electives:** Choose 3 additional courses at the 200 level or above

**Economics and Finance Major**

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

**Required:**
- Econ 100  Principles of Economics
- Econ 365  Advanced Microeconomics
- Econ 366  Advanced Macroeconomics
- Econ 385  Econometrics
- Econ 135  Applied Statistics
- Math 151  Calculus I
- Acct 201  Introduction to Accounting
- Econ 337  Investments and Securities
- Econ 338  Eberhart Student Aid Fund (.5)
- Econ 339  Corporation Finance

**Choose one of the following:**
- Econ 343  International Trade and Finance
- Econ 344  Money and Banking
**Economics Minor**

*Students will complete five courses as follows:*

**Required:**
Econ 100  Principles of Economics
Plus, **choose four additional Economics courses at the 200 level or above.**

**Global Management Major**

*Students will complete ten courses, plus a capstone and a minor in a language as follows:*

**Required:**
Econ 100  Macroeconomic Principles
Acct 201  Introduction to Accounting Information
Magt 131  Management Concepts
Mktg 234  Marketing
Magt 333  Organization and Behavior
Mktg 336  International Marketing
Econ 343  International Trade and Finance
CIS 145  Management Information Systems and Business Intelligence

**Choose two courses from the following:**
PoSc 230  Western European Politics
PoSc 231  Politics of Russia and Eastern Europe
PoSc 232  Asian Politics
PoSc 233  Latin American Politics
PoSc 240  World Politics
PoSc 340  Politics of a Changing World
Rel 120  Intro to World Religion
Econ 230  Economic Development
Hist 275  History of India
Hist 276  History of China
Hist 309  Contemporary Europe

**Capstone:**
*Magt 385  Senior Seminar in Strategic Management*

**Also Required: Minor in language offered through the Department of World Language and Culture Studies.**

*Consultation with Business Administration and Economics department chair is required during junior year.

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

*Students will complete six courses as follows:*

**Required:**
- Comm 102   Public Speaking in Society
- Magt 131   Management Concepts
- Magt 323   Human Resource Management
- Magt 340   Labor and Industrial Relations

**Choose two courses from the following:**
*(must be outside of the Department of Business Administration and Economics if the student’s major is in the Department of Business Administration and Economics):*

- Psyc 220   Psychology of Gender
- Psyc 322   Social Psychology
- Mktg 234   Marketing
- Magt 333   Organization and Behavior
- Psyc 328   Psychometrics
- Econ 220  Labor Economics
- SW 301   Counseling Strategies I
- Comm 204   Small Group Communication
- Comm 205   Interpersonal Communication

Management Major

*Students will complete ten courses plus a capstone as follows:*

**Required:**
- Acct 201   Introduction to Accounting
- CIS 145   Management Information Systems and Business Intelligence
- Econ 100   Principles of Economics
- Econ 339   Corporation Finance
- Econ 135   Applied Statistics
- Mktg 234   Marketing
- Magt 131   Management Concepts
- Magt 231   Business Law and Business Ethics I
- Magt 232   Business Law and Business Ethics II OR
- Magt 365   Organizational Ethics and Social Responsibility
- Magt 333   Organization and Behavior
- Magt 385   Senior Seminar in Strategic Management

**Optional Areas of Concentration**

**Entrepreneurship:**

**Required:**
- Magt 324   Small Business Management
- Mktg 338   Innovation and New Product Marketing

Student will also complete an internship in a start-up or small business or have significant relevant work experience as determined by chair of Dept. of Business Administration & Economics (Two credits).

**Finance & Insurance:**
Required:
Econ 337 Investments and Securities
Magt 345 Principles of Insurance
One semester of participation in ESAF (Two credits)

Student will also complete and an internship at a financial institution, or insurance-related firm or have
significant, relevant work experience as determined by the chair of Dept. of Business Administration &
Economics. (Two credits).

Healthcare Administration
Required:
Phil 235 Health Care Ethics
Magt 310 Introduction to Health Care Systems in the U.S.
Magt 350 Management and Administration of Health Care Organizations

Management Minor
Students will complete six courses as follows:

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

Marketing Major
Students will complete ten courses plus Capstone as follows:

Required:
Econ 100 Principles of Economics
Magt 131 Management Concepts
Econ 135 Applied Statistics
Mktg 234 Marketing
Mktg 305 Sales and Sales Management
Mktg 336 International Marketing
Mktg 338 Innovation, Entrepreneurship, and New Product Marketing
Mktg 341 Advertising
Mktg 342 Consumer Behavior
Mktg 370 Marketing Research

Capstone:
Mktg 385 Strategic Marketing

Marketing majors are strongly encouraged to minor in one of the following departments: Art,
Communication & Media Studies, Computer Science, English, World Language & Culture Study,
Mathematics, Psychology or Sociology.
Optional Areas of Concentration:

Entrepreneurship:
Required:
- Magt 231  Business Law and Ethics I
- Magt 324  Small Business Management
- Comm 315  Journalism 2.0

Students will complete an “Entrepreneurship” internship in a start-up business, or small business or have significant relevant work experience as determined by chair of Department of Business Administration and Economics.

Global Business:
Required:
- Two years of college-level foreign language at Simpson
- Study Abroad: May Term or Semester

Choose one of the following Economics courses:
- Econ 220  Labor Economics
- Econ 230  Economic Growth and Development
- Econ 343  International Trade and Finance
- Econ 344  Money and Banking

Marketing Minor
Students will complete five courses as follows:

Required:
- Magt 131  Management Concepts
- Mktg 234  Marketing

Choose 3 courses from the following:
- Mktg 305  Sales and Sales Management
- Mktg 336  International Marketing
- Mktg 338  Innovation, Entrepreneurship and New Product Marketing
- Mktg 341  Advertising
- Mktg 342  Buyer Behavior
- Mktg 370  Marketing Research

Post Baccalaureate Certificates

Certificate in Accounting
The post-baccalaureate certificate in Accounting 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 Evening, Weekend and Graduate Program.

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 in Healthcare Administration 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  Principles of Marketing  
Phil  235  Healthcare Ethics  
Magt  310  Introduction to Healthcare Systems in the U.S.  
Magt  350  Management and Administration of Healthcare 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
Accounting Courses

Acct 180  Independent Study in Accounting

Acct 190  Special Topics in Accounting

Acct 198  Independent Research in Accounting

Acct 219  Employment Experience in Accounting

Acct 201  Introduction to Accounting
Introduction to accounting that focuses on both external and internal accounting information. Topics include using and analyzing financial statements and related information for making economic decisions in today’s business world by external decision makers, using management accounting information for various internal decisions including; CVP analysis, and business decisions that impact the business value chain. QUANT. Four credits. Offered every semester.

Acct 250  Introduction to Accounting Information Systems
This course will explore manually run accounting systems and then the use of computer applications for the accounting function. This course will cover accrual accounting, journal entries, the year-end closing of accounts and the preparation of financial statements. Prerequisite: Accounting 201. Four credits. Offered every spring.

Acct 280  Independent Study in Accounting

Acct 290  Special Topics in Accounting

Acct 298  Independent Research in Accounting

Acct 319  Internship in Accounting

Acct 341  Intermediate Accounting I
A study of financial accounting, financial statements, and annual reports with an emphasis on the use of GAAP. Topics of study include an examination of the conceptual framework for financial reporting, the use of time value of money concepts in accounting, the accounting for assets of a business, and accounting for liabilities of a business. Prerequisites: Acct 201, 250. Four credits. Offered every fall.

Acct 342  Intermediate Accounting II
A continuation of the study of financial accounting, financial statements and annual reports with emphasis on the use of GAAP. Topics of study include accounting for stockholder equity, revenue recognition, income reporting concepts, accounting for income taxes, and pensions and post retirement benefits. Prerequisite: Acct 341. Four credits. Offered every spring.

Acct 345  Advanced Accounting
A study of specialized topics in accounting. Topics include accounting for leases, the statement of cash flows, the concept of full disclosure, accounting for business combinations, consolidation, and
foreign currency transactions. Prerequisite: Acct 342. Four credits. *Offered every fall.*

**Acct 353**  **Cost Accounting**
Examination of methods of accumulating and allocating costs of production for purposes of planning and control in organizations. Major emphasis on inventory valuation in job order and process manufacturing, cost allocation methods in organizations, operations budgeting with analysis of variance and capital budgeting, and other decision models. Prerequisites: Accounting 201, 250. QUANT. Four credits. *Offered every spring.*

**Acct 354**  **Individual Income Taxes**
The study of current income tax requirements for individuals. Topics include gross income and deductions, property transactions, and business income of sole proprietorships. Prerequisites: Accounting 201, 250. INFOLIT. Four credits. *Offered every fall.*

**Acct 355**  **Taxation of Business Entities**
The study of current federal income tax requirements for partnerships, S corporations, and regular corporations. Prerequisites: Accounting 201, 250. Accounting 354 is recommended. Four credits. *Offered every spring.*

**Acct 358**  **Auditing**
The primary purpose of this course is to assist students of accounting in understanding the work of the public accountant and to apply the methods and procedures followed in conducting an audit. Topics include: professional ethics, planning the audit, internal control, audit of electronic data processing systems, types of evidence, statistical sampling, and preparation of audit working papers and audit reports. Various case studies and projects will be utilized to demonstrate audit techniques. Prerequisites: Accounting 341, 342. CRITTHNK. Four credits. *Offered every fall.*

**Acct 359**  **Governmental and Not-for-Profit Accounting**
A study of the accounting practices applicable to governmental, religious, charitable, and other non-profit organizations. Prerequisites: Accounting 341. Four credits. *Offered alternate odd year in spring.*

**Acct 380**  **Independent Study in Accounting**

**Acct 385**  **Capstone in Accounting**
A fully integrated accounting course that students take during their senior year at Simpson. The course will integrate topics covered in previous accounting and business courses. Using the case approach, students will analyze research and communicate on various business situations. The course culminates with group and written projects. Prerequisite: Management 131, 231, 333; Economics 101, 135; Accounting 201, 250, 341, 342, 353, 354, 358. COLLABLDR and WRITCOM. Four credits. *Offered every spring.*

**Acct 390**  **Special Topics in Accounting**

**Acct 398**  **Independent Research in Accounting**
Economics Courses

**Econ 100 Principles of Economics**
This course utilizes the analytical approaches and tools of economics to examine current issues and problems that occur in economic systems. Particular focus is paid to the examination of macroeconomic and microeconomic markets, how they determine what is produced, and the role government plays in the allocation of resources. Four credits. *Offered every semester.*

**Econ 135 Applied Statistics**
Fundamentals of descriptive and inferential statistics studied through business applications. Topics include central tendency and variability, frequency distributions, elementary probability theory, binomial, normal, and t-distributions, sampling theory, confidence intervals, hypothesis testing, regression analysis. Prerequisite: One of: Math 105/105T, Math 130/130T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Students majoring in a Social Science should take Soc/Psyc 210 rather than this course. Credit will not be given for both Soc/Psyc 210 and Econ 135. Courserstone 2B and QUANT. Four credits. *Offered every semester.*

**Econ 180 Independent Study in Economics**

**Econ 190 Special Topics in Economics**

**Econ 198 Independent Research in Economics**

**Econ 210 Environmental Economics**
Examines the linkages between product markets and environmental pollution. The course uses economic analysis to assess the impacts of markets on the environment, investigates potential areas for government intervention, and evaluates the effectiveness of intervention in achieving particular objectives. Prerequisite: Economics 100 or 101 or 102. Four credits. *Offered alternate even years, fall semester.*

**Econ 219 Employment Experience in Economics**

**Econ 220 Labor Economics**
An examination of current labor market issues using economic theory. A wide variety of labor market policies such as minimum wage legislation, health and welfare reform, and immigration initiatives are analyzed. Prerequisite: Economics 100 or 101 or 102. Four credits. *Offered alternate odd years, fall semester.*

**Econ 223 Economics of Poverty**
Defines and measures poverty and presents different views of its causes. Explores the effects of government programs on alleviating poverty. Programs analyzed include TANF, AFDC, food stamps, job training, Equal Opportunity policies and negative income tax strategies. Prerequisite: Economics 100 or 101 or 102. Four credits. *Offered alternate even years, fall semester.*
Econ 230  Economic Growth & Development
Eighty percent of the world’s population resides in less developed countries (LDCs) within Asia, Africa and Latin America. This course examines theories of economic development, problems currently facing LDCs and programs being used to alleviate poverty around the world. Prerequisite: Economics 100 or 101 or 102. Four credits. Offered alternate odd years, spring semester.

Econ 280  Independent Study in Economics

Econ 290  Special Topics in Economics

Econ 298  Independent Research in Economics

Econ 319  Internship in Economics

Econ 337  Investments and Securities Markets
Application of fundamental and technical analysis techniques to investments in stocks, bonds, options, futures, and other financial instruments. Prerequisite: Economics 100 or 101 or 102. Four credits. Offered every spring.

Econ 338  Eberhart Student Aid Fund
Students research and select stocks for the ESAF portfolio, investing real dollars, which are part of the College endowment fund. Earnings are used for scholarship support. Two credits. Prerequisite: Economics 337. Offered every semester. Note: Students may take Economics 338 up to 4 semesters; however, a maximum of 4 credits of Economics 338 may be counted toward a Major in Economics, Major in Economics and Finance or a Minor in Economics. COLLABLDR.

Econ 339  Corporation Finance
Survey of the principles underlying the financial management of the modern corporation. Major topics include: corporate securities, ratio analysis, working capital, management of cash, receivables, inventories, plant assets, short term debt, long term debt, and owner's equity. Prerequisites: Management 131; Economics 100 or 101 or 102; Accounting 201; Economics 135. Four credits. Offered every fall.

Econ 343  International Trade and Finance
An analysis of the principles of international economic theory and international finance. Prerequisites: Economics 100 or 101 or 102. Four credits. Offered alternate odd years, fall semester.

Econ 344  Money and Banking
A presentation of the banking system of the United States with emphasis on monetary theory and the determination, application, and effects of various monetary policies. Prerequisites: Economics 100 or 101 or 102; Accounting 201. Four credits. Offered alternate even years, fall semester.

Econ 365  Advanced Microeconomics
A more advanced investigation of economics as it relates to individual units. Topics include consumer behavior and demand, production and cost, the firm and market structures, distribution, general equilibrium, and economic welfare. Prerequisites: Economics 100 or 102, Mathematics 151, Econ 135. INFOLIT and CRITTHNK. Four credits. Offered alternate even years, spring semester.
Econ 366  Advanced Macroeconomics
A more advanced investigation of economics as it relates to large sectors of the economy. Topics include national income and output, an investigation of Classical Keynesian, New Classical and New Keynesian macroeconomics and investment, consumption, savings, the money market, the labor market, and growth and development. Prerequisites: Economics 100 or 101; Mathematics 151. INFOLIT and CRITTHNK. Four credits. *Offered alternate odd years, spring semester.*

Econ 380  Independent Study in Economics

Econ 385  Econometrics
Applies statistical methods to test economic theories and make economic forecasts. Students will learn to design, perform and evaluate empirical work in economics. The course, which involves extensive use of statistical software, will culminate in a final project that will integrate economic theory and econometric analysis. Prerequisites: Math 151, Econ 135; Economics 100 or 101 or 102. QUANT, SCIREASON AND WRITCOM. Four credits. *Offered every fall.*

Econ 390  Special Topics in Economics

Econ 398  Independent Research in Economics

Management Courses

Magt 131  Management Concepts
An introduction to the principles of management including planning, organizing, staffing, leading, controlling and strategies. Four credits. *Offered every semester.*

Magt 145  Management Information Systems and Business Intelligence
This course covers the fundamentals of information systems with an emphasis on business intelligence systems. The latest advances in these systems are covered along with topical references to ethical and societal issues. This course is designed to help students function more effectively and efficiently as managers, decision makers, and leaders in the business world. Students learn to use data analysis software for summarization and visualization of critical business data. Prerequisite: Experience using Microsoft Excel and Access. Same as CIS 145. Four credits. *Offered every semester.*

Magt 180  Independent Study in Management

Magt 190  Special Topics in Management

Magt 198  Independent Research in Management

Magt 219  Employment Experience in Management
**Magt 231  Business Law and Business Ethics I**  
Law and legal theories, a review of the judicial system, and legal principles applied in business. Major topics include torts, contracts, antitrust, intellectual property, Uniform Commercial Code Article 2 Sales. Ethical issues of each topic will be considered. Prerequisites: Management 131 and sophomore standing. *Offered every fall.* Four credits.

**Magt 232  Business Law and Business Ethics II**  
A continuation of Management 231, including property, agency, employment, forms of business organization, Uniform Commercial Code Articles 3 Commercial Paper and Article 9 Secured Transactions, debtor creditor law, administrative law and international law. Ethical issues of each topic will be considered. Prerequisite: Management 231. *Offered every spring.* Four credits.

**Magt 280  Independent Study in Management**

**Magt 290  Special Topics in Management**

**Magt 298  Independent Research in Management**

**Magt 300  Project Management**  
This course covers managing a project start up, scope, time lines, cost, quality, people, communications, risk, and procurement. The project management methods taught are suitable for a wide variety of project types such as software development or business projects. Project management software will be used to provide students with hands-on experience in a business environment. Four credits. Same as CIS 300. COLLABLDR and WRITCOM. *Offered every fall.*

**Magt 310  Introduction to Health Care Systems in the U.S.**  
This course will examine how the health care system in the U.S. is structured and how it functions. Various topics will be studied including: access to health care, spending, reimbursement, the role of government, types of health care workers, quality, and issues of supply and demand. Prerequisites: Econ 100, Magt 131, Acct 201 and Mktg 234. Four credits. *Offered every fall.*

**Magt 319  Internship in Management**

**Magt 323  Human Resource Management**  
Review and analysis of policy, practice, and decision making in the management and administration of organizations’ human resources functions. Primary frame of reference will be attracting, maintaining and retaining appropriate organization members. Consideration of legal and ethical issues will be included. Students will participate in group projects requiring research, analysis and presentation. Prerequisites: Management 131, 231. ORALCOM. Four credits. *Offered alternate years.*

**Magt 324  Small Business Management**  
Introduction to the fastest growing segment in the U.S. economy. In this course students experience a hands-on approach by writing a business plan. Prerequisites: Management 131 and Accounting 201. INFOLIT. Four credits. *Offered alternate years.*
Magt 333  Organization and Behavior
This course is a study of the behavioral aspects of life within organizations, examining the individual, group and structural dimensions. Students participate in a semester-long group project culminating in a formal group presentation. It is suggested, but not required, that students take introductory courses in Psychology or Sociology before taking this course. Prerequisites: Management 131 and junior standing. COLLABLDR. Four credits. Offered every fall.

Magt 340  Labor and Industrial Relations
An historical and analytical coverage of the relationship between organized labor and management, both in the private and public sectors. Course requirements include service activities with either management or labor side practitioners. Prerequisites: Management 131, 231 and either Accounting 201 or Economics 100. Class is best suited for juniors/seniors. COLLABLDR. Four credits. Offered alternate years.

Magt 345  Principles of Insurance
Introduction to concepts of risk, risk management and insurance generally as a risk-handling method. The consumer (individual and/or business) side of insurance contract focuses on identification of insurable risks and selection of insurance products. Coverage of insurer issues includes the government as insurer (e.g., unemployment compensation) and government regulation of insurance. Prerequisites: Management 131, 231 and sophomore standing. Four credits. Offered alternate years.

Magt 350  Management and Administration of Healthcare Organizations
This course will examine the organizational and operational aspects of various types of health care organizations. Various topics will be studied including: organizational structure, leadership, human resource issues, financial models, budgeting, and internal control. Prerequisites: Econ 100, Magt 131, Acct 201 and Mktg 234. Four credits. Offered every spring.

Magt 365  Organizational Ethics and Social Responsibility
This course identifies and analyzes the intersection of legal, ethical, and profitable decision making in organizations. Included is consideration of the effects of individual personalities, cultural norms, and business sector or industry standards. This is a seminar class, intended for junior and senior level students. Students will be responsible for significant individual and group research analysis and reports. Prerequisite: Any ethics class from the department of Philosophy or Religion. Four Credits. Offered alternate years.

Magt 380  Independent Study in Management

Magt 385  Senior Seminar in Strategic Management
This is an advanced course in management and should be taken as a capstone course during the student’s senior year. Utilizing the case approach, the student will apply concepts of management, accounting, marketing, economics, and finance in case situations. The cases will cover a large number of companies engaged in widely diversified activities. Emphasis will be placed on policy formulation and top management decisions. Students will form small groups for the semester and perform a strategic case analysis of a company for their project, resulting in a collective written analysis and a formal group oral presentation. Prerequisites: Management 131, 333; Marketing 234; Econ 135; Economics 100, 339; Accounting 201. INFOLIT and WRITCOM. Four credits. Offered every semester.

Magt 390  Special Topics in Management
Marketing Courses

Mktg 180  Independent Study in Marketing

Mktg 190  Special Topics in Marketing

Mktg 198  Independent Research in Marketing

Mktg 219  Employment Experience in Marketing

Mktg 234  Marketing
An analysis of the forces that influence existing and potential demand for goods and services and the role of marketing theory and technique in creating product and service offerings to satisfy this demand. Students interested in a Marketing major or minor should take this course in their sophomore year. Prerequisite: Management 131. Four credits. Offered every semester.

Mktg 240  Advertising Practicum
Training and supervised practical experience in managing, selling, servicing and designing advertisements for publication in The Simpsonian student newspaper. Prerequisite: Permission of instructor. Two credits.

Mktg 280  Independent Study in Marketing

Mktg 290  Special Topics in Marketing

Mktg 298  Independent Research in Marketing

Mktg 305  Sales and Sales Management
This course will provide students with a basic understanding of sales and sales management. Sales areas covered will include the role of communication, motivation, ethics and legal issues as well as in depth analysis of the selling process. Sales management topics will include the aspects of leading, organizing, recruiting, and training the sales force. Other topics will include forecasting, compensation, and sales force evaluation. Prerequisites: Management 131; Marketing 234. Four credits. Offered every spring.

Mktg 319  Internship in Management

Mktg 336  International Marketing
This course begins with a survey of the economic, cultural, political, and financial environments that affect an enterprise's marketing activities outside its home country. Next, various options for market entry are examined, including licensing, joint ventures, ownership, and strategic alliances. The stages of development of today's global and transnational corporations are compared and contrasted. Finally, the impact of these factors and forces on the marketing mix is examined in detail. Particular attention is
paid to the issue of standardization versus localization of global marketing programs. Prerequisites: Management 131; Marketing 234; Economics 100 or 101 or 102. GLOBAL and WRITCOM and INFOLIT. Four credits. Offered every fall.

**Mktg 338 Innovation, Entrepreneurship, and New Product Marketing**
Managing innovation means initiating change; entrepreneurship involves recognizing and seizing marketing opportunities; new product marketing requires going against the odds since most new product concepts never reach the market. This course is designed to introduce students to the managerial processes required to develop, nurture, and market new products, technologies, and services. Prerequisites: Management 131; Marketing 234; Economics 100 or 101 or 102. Four credits. Offered alternate years.

**Mktg 341 Advertising**
A survey of the processes involved in creating and implementing integrated marketing communications programs within the context of an organization’s overall marketing effort. Particular attention will be paid to emerging trends such buzz marketing and guerilla marketing. Additional topics include the challenges and opportunities created by the Internet, cell phones, and other new media forms. Prerequisites: Management 131; Marketing 234. Four credits. Four credits. Offered every spring.

**Mktg 342 Consumer Behavior**
Students will study the factors affecting buying behavior in consumer and organizational markets and their relationship in developing marketing strategies. Specifically, this course will provide students with an understanding of how socioeconomic, demographic, cultural, and psychological processes influence consumer-buying decisions. The course will also examine the differences between consumer and organizational markets such as business buying motives, the buying center and roles, and the organizational buying process. Prerequisites: Economics 100, or 101, or 102, Management 131; Marketing 234. Four credits. Offered every fall.

**Mktg 370 Marketing Research**
This course is an introduction to the field of marketing research. Students will be provided with an understanding of the application of research principles of gathering and analyzing information to plan marketing activities. Problem formulation, procedures, research techniques and application of models to improve marketing decisions are covered, along with the usefulness of marketing research information to marketing managers. Prerequisites: Management 131; Marketing 234; Econ 135. INFOLIT. Four credits. Offered every spring.

**Mktg 380 Independent Study in Management**

**Mktg 385 Senior Seminar in Strategic Marketing Management**
This is an advanced course in marketing management and should be taken as a capstone course during the student's senior year. This course will help students to develop skills in dealing with strategic marketing problems found in both profit and nonprofit settings. The course will focus on the utilization of market segmentation, product positioning, evaluating marketing responsiveness and competitive reaction and improving problem solving skills. Prerequisites: Management 131, Econ 100, or 101, or 102, Econ 135, Marketing 234 and at least four of the required 300 level required marketing courses. Four credits. Offered every spring.
Mktg 390  Special Topics in Marketing

Mktg 398  Independent Research in Marketing

Chemistry and Physics
Warnet, Brustkern, Ford, Kolln, Lyons, Olsgaard

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

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

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

The basic chemistry major consists of 10 courses plus a Capstone Course as shown below. Depending on a student’s intended application of the major, additional courses may be advisable. Students should consult with a faculty member in the department to determine what additional courses would best meet their needs. For example, the additional courses suggested for students planning on graduate work in chemistry are listed below.
Students will complete ten courses plus a capstone as follows:

**Required:**
Chem 101 General Chemistry I  
Chem 102 General Chemistry II  
Chem 201 Organic Chemistry I  
Chem 202 Organic Chemistry II  
Chem 205 Quantitative Analysis  
Chem 301 Physical Chemistry  
Chem 330 Biochemistry  
Math 151 Calculus I  
Phys 191 General Physics I  
Phys 192 General Physics II

**Capstone:**
Chem 385 Capstone Writing and Presentation (.5 course)  
    And  
    Chem 369 Chemistry Seminar (.5 course)  
    Or  
    Chem 319 Research /Internship  
    Or  
    Chem 398 Research

Capstone Experience – The department allows students to fulfill the requirement of a capstone experience in a variety of ways. Students can combine a summer research experience (like an REU), an internship, a seminar (Chem 369 or 370) and/or on campus research experience (Chem 398) with Chem 385 – Capstone Writing and Presentation to complete the capstone requirement. Students using a seminar as part of the capstone experience will need to complete a literature review of a topic explored in the seminar as a basis for their paper and presentation in Chem 385.

Students interested in graduate work should plan on taking the following additional courses:
Chem 302 Physical Chemistry II  
Chem 303 Physical Chemistry lab (.5 course)  
Chem 307 Instrumental Analysis  
Chem 369 Chemistry Seminar (.5 course)  
Chem 398 Independent Research  
Chem 350 Advanced Organic Chemistry  
Chem 290 Introduction to Nanoscience  
Chem 290/390 courses (as offered)  
Math 152 Calculus II
**Chemistry Minor**

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

*Students will complete five courses as follows:*

**Required:**
- Chem 101   General Chemistry I
- Chem 102   General Chemistry II

**Choose one of the following:**
- Chem 201   Organic Chemistry I
- Chem 202   Organic Chemistry II

**Choose one of the following:**
- Chem 205   Quantitative Analysis
- Chem 307   Instrumental Analysis

**Choose one Chemistry Elective**
Must be approved by the department.

**Biochemistry Major**

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

A biochemistry major consists of a series of required courses in chemistry and biology plus at least 8 credits of biology and chemistry electives. Students planning to pursue advanced study are strongly encouraged to participate in research projects and to consider additional electives in their area of interest. Supporting courses in mathematics and physics are also.

*Students will complete ten and a half courses plus a capstone as follows:*

**Required:**
- Chem 101   General Chemistry I
- Chem 102   General Chemistry II
- Chem 201   Organic Chemistry I
- Chem 202   Organic Chemistry II
- Chem 301   Physical Chemistry
- Chem 330   Biochemistry
- Chem 330L  Cellular Biochemistry Laboratory (.5 course)
- Biol 111  Principles of Biology II
Biol 334  Cell Biology  
Biol 360  Molecular Genetics  
Math 151  Calculus I  

**Capstone:**  
Biol/Chem 386  Capstone Writing and Presentation in Biochemistry (.5 course)  
And  
Biol/Chem 370  Biochemistry Seminar (.5 course)  
And/Or  
Biol/Chem 398  Research (.25 course)  

Capstone Experience – The department allows students to fulfill the requirement of a capstone experience in a variety of ways. Students can combine a summer research experience (like an REU), a seminar Biol/Chem 370) and/or on campus research experience (Biol/Chem 398) with Chem 386 – Capstone Writing and Presentation to complete the capstone requirement. Students using a seminar as part of the capstone experience will need to complete a literature review of a topic explored in the seminar as a basis for their paper and presentation in Chem 386.

For those students planning on going to graduate school in a field related to Biochemistry, the additional following course are recommended:

**At least 2 additional electives selected from the following:**  
Biol 251  Microbiology  
Biol 285  Developmental Biology  
Chem 205  Quantitative Analysis  
Chem 307  Instrumental Analysis  
Biol/Chem 398  Independent Research  
Biol/Chem 290/390 Special Topics  

**Recommended supporting classes:**  
Physics 151/152 or 191/192  
Math 152
Biochemistry/Forensic Science Major
The Biochemistry/Forensic Science major is intended to prepare students to obtain entry-level jobs in labs performing forensic analyses, go on to graduate work in Forensic Science, or to provide a good foundation for advanced degree work in areas such as chemistry, biochemistry, forensics, molecular or cell biology, or related technology fields.

In addition to a series of typical biology and chemistry courses, supporting work in math, physics and forensics/criminal justice is required. Transfer students are welcome and may be able to complete many of the required courses before entering this program. Students intending to seek entry level forensic positions after graduation are strongly encouraged to enroll in an internship.

*Students will complete ten courses plus a capstone as follows:*

**Required:**
- Chem 101   General Chemistry I
- Chem 102   General Chemistry II
- Chem 201 Organic Chemistry I
- Biology 111 Principles of Biology II
- Biology 360  Molecular Genetics
- Biology 135  Biostatistics

**Choose one of the following:**
- Chem 307   Instrumental Analysis
- Chem 205   Quantitative Analysis

**Electives-Choose three courses from the following:**
(at least one and no more than two of which are CJ courses)
- Chem 205 Quantitative Analysis (if not used above)
- Chem 307 Instrumental Analysis (if not used above)
- Chem 202  Organic Chemistry
- Chem 330 Biochemistry
- Biol 334  Cellular Biology
- CJ 220  Criminal Justice Systems
- CJ 343  Criminology
- CJ 360 Criminal Law and Legal Process

**Capstone:**
- Biol/Chem 387  Capstone Writing and Presentation in Forensic Science (.5 Course)
- And
- Chem 309  Introduction to Forensic Science
- Or
- Biol/Chem 319  Internship (Variable credit)

Capstone Experience – Students will use their experience in Biol/Chem 319 and/or Biol 309 as the basis of the writing requirement in Chem 387.
To increase a student’s competitiveness for employment or for students planning on going to graduate school in a field related to Biochemistry/Forensics, the additional following courses are recommended: all of the electives listed for the major above, at least 2 additional electives selected from the following:

Biol 225  Physiology  
Biol 251  Microbiology  
Biol 340  Immunology  
Chem 301  Physical Chemistry  
Biol/Chem 398  Independent Research  

And all of the supporting courses listed below:

Phil 250  Applied Ethics  
Math 151  Calculus I  
Math 152  Calculus II  
Physics 151/152 or 191/192

**Forensic Science Minor**

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

*Students will complete seven courses as follows:*

**Required:**

Chem 101  General Chemistry I  
Chem 102  General Chemistry II  
Biol 111  Principles of Biology II  
CJ 220  Criminal Justice Systems  
CJ 260  Criminal Law and Legal Process  
Soc 210  Statistics for the Social Sciences

*Choose one course from the required or elective courses for the Biochemistry/Forensic Science major.*
Chemistry Courses

**Chem 101  General Chemistry I**
The first course in a two course sequence of general chemistry for science majors. Among the topics usually covered this semester are elements, compounds and nomenclature; reactions and stoichiometry; reactions in aqueous solution; atomic structure, bonding and molecular structure; energy in chemical reactions; and an introduction to organic chemistry. QUANT and SCIREASON. Four credits.

**Chem 101D  Discussion: General Chemistry I**

**Chem 101L  Laboratory: General Chemistry I**

**Chem 102  General Chemistry II**
The second course in a two course sequence of general chemistry for science majors. Among the topics usually covered this semester are the properties of gases, intermolecular forces, kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, and nuclear chemistry. Lab is included. QUANT. Four credits.

**Chem 102D  Discussion: General Chemistry II**

**Chem 102L  Laboratory: General Chemistry II**

**Chem 150  Chemistry & Society**
An introduction to the nature of science and the fundamental concepts of matter and energy in relation to everyday life. Topics may include household products, food, and energy issues including the impact of energy use on the environment. The atomic/molecular nature of matter is emphasized. Designed for the non-major. Includes 1 lab each week. Cornerstone 2A and SCIREASON. Four Credits.

**Chem 150L  Laboratory: Chemistry & Society**

**Chem 155  Environmental Chemistry**
An introduction to chemistry and chemical analysis with emphasis on the chemistry of the environment. Topics include the atmosphere and atmospheric pollution, and water and water pollution. Environmental issues examined from a chemical perspective are the ozone layer, climate change, acid rain and energy production. The focus of the laboratory is on methods for analyzing chemical samples. The course is designed as a first course for the non-major and students interested in environmental science. Cornerstone 2A, QUANT and SCIREASON. Four credits

**Chem 155L  Laboratory: Environmental Chemistry**
(Chemistry 155/155L or Chemistry 150/150L may count toward Cornerstone Area 2.)

**Chem 180  Independent Study in Chemistry**

**Chem 190  Special Topics in Chemistry**

**Chem 198  Independent Research in Chemistry**
Chem 201  Organic Chemistry I  
Covalency; coordinate covalency; directionality; organic nomenclature, stereochemistry; functional groups. Prerequisite: Chemistry 101. Four credits.

Chem 201D  Discussion: Organic Chemistry I

Chem 201L  Laboratory: Organic Chemistry I

Chem 202  Organic Chemistry II  
A continuation of Chemistry 201, involving additional functional groups and stereochemistry, reaction mechanisms, reaction intermediates, and energetics of covalent compound reactions. Prerequisite: Chemistry 201. Four credits.

Chem 202D  Discussion: Organic Chemistry II

Chem 202L  Laboratory: Organic Chemistry II

Chem 205  Quantitative Analysis  
Periodicity; separations, identifications, gravimetry, titrimetry, equilibrium calculations. Prerequisite: Chemistry 102. QUANT. Four credits.

Chem 205L  Laboratory: Quantitative Analysis

Chem 219  Employment Experience in Chemistry

Chem 280  Independent Study in Chemistry

Chem 290  Special Topics in Chemistry

Chem 298  Independent Research in Chemistry

Chem 301  Physical Chemistry I  
Topics in chemical thermodynamics and chemical kinetics. Prerequisites: Chemistry 102, Mathematics 151. QUANT. Four credits.

Chem 302  Physical Chemistry II  
An introduction to quantum mechanics and atomic and molecular spectroscopy. Miscellaneous topics in physical chemistry. Prerequisites: Chemistry 102, Mathematics 151, and Physics 152 or 192. Four credits.

Chem 303  Experimental Physical Chemistry  
Laboratory experience in physical chemistry primarily in the areas of thermodynamics and kinetics. Other topics may be included. The course focuses on the collection and analysis of experimental data and the writing of formal lab reports. One lecture and one lab per week. Corequisite: Chem 301. WRITCOM. Two credits.
Chem 307   Instrumental Analysis  
Experience in modern chemical instrumental analysis in the areas of spectroscopy, chromatography, fluorimetry, and polarography. Explorations of instrumental response and data analysis. Prerequisite: Chemistry 205 or permission of instructor. QUANT. Four credits.

Chem 307L   Laboratory: Instrumental Analysis

Chem 309   Introduction to Forensic Science  
This course provides a survey of a wide variety of topics in forensic science, from fingerprints to DNA. The topics and theories discussed in lecture will be put into practice in the laboratory. Upon successful completion of the course, students will be better equipped to join a forensic science lab, or pursue an advanced degree in forensic science. Four credits.

Chem 319   Internship in Chemistry

Chem 330   Biochemistry  
An introduction to the chemistry of biomolecules, including proteins, carbohydrates, lipids, and nucleic acids. Topics may include enzymes, kinetics, energetics, metabolic pathways, cofactors, hormones, chemistry of genetics, and the chemistry of physiological activity. Prerequisites: Chemistry 202 and preferably Chemistry 205 or permission of the instructor. Four credits.

Chem 330L   Cellular Biochemistry Laboratory  (Same as Biology 334L)  
This laboratory course, which accompanies either Cell Biology (Biol 334) or Biochemistry (Chem 330), offers experience in the purification, identification, characterization, and analysis of one of the most interesting and diverse macromolecules – proteins. One three-hour lab per week. Prerequisite: Biol 334 or Chem 330 or concurrent enrollment in one of the courses. QUANT and WRITCOM. Two credits.

Chem 350   Advanced Organic Chemistry  
Advanced topics selected from the field of organic chemistry. Prerequisite: Chemistry 202 or permission of instructor. INFOLIT. Four credits.

Chem 351   Advanced Inorganic Chemistry  
Advanced topics selected from the field of inorganic chemistry. Prerequisite: Chemistry 201 or permission of the instructor. Four credits.

Chem 369   Chemistry Seminar  
This seminar is part of the capstone experience for all Chemistry majors. The course is, however, open to other qualified students, who wish to explore current trends in Chemistry. The course will begin with a focus on topics and paper selected by the faculty and move on to topics selected by the participants. Students will read current scientific literature and will present their paper to the seminar in small groups. The course is designed specifically to teach students how to read scientific papers, how to analyze them critically and how to present them to a scientifically literate audience. Prerequisite: Chemistry 202. INFOLIT. Two credits.
Chem 370  Biochemistry Seminar
This seminar is part of the capstone experience for all Biochemistry majors. The course is, however, open to other qualified students who wish to explore current trends in biochemistry and cell biology. The course will begin with a focus on topics and papers selected by the faculty and move on to topics selected by the participants. Students will read current scientific literature and will present their paper to the seminar in small groups. The course is designed specifically to teach students how to read scientific papers, how to analyze them critically and how to present them to a scientifically literate audience. Same as Biology 370. INFOLIT and ORALCOM. Two credits. Prerequisites: Chemistry 330 or Biology 334.

Chem 380  Independent Study in Chemistry

Chem 385 Capstone Writing and Presentation
This course combined with a summer research experience, internship (Chem 319), seminar (Chem 369 or 370) or on campus research experience (Chem 398) will be the capstone for the chemistry, biochemistry and forensic science biochemistry majors. Students will prepare a written report intended for their scientific peers on their research, internship, or an extended literature review of a topic explored in a seminar class or an alternate topic of interest approved by the instructor. They will also write a short summary intended for a general audience. Students will also present their work orally or as a poster presentation to the class or at a research symposium. WRITCOM. Two credits.

Chem 386  Capstone Writing and Presentation in Biochemistry
This course combined with a summer research experience, internship (Biol/Chem 319), seminar (Biol/Chem 370) or on campus research experience (Biol/Chem 398) will be the capstone for the biochemistry majors. Students will prepare a written report intended for their scientific peers on their research, internship, or an extended literature review of a topic explored in a seminar class or an alternate topic of interest approved by the instructor. They will also write a short summary intended for a general audience. Students will also present their work orally or as a poster presentation to the class or at a research symposium. WRITCOM. Two credits.

Chem 387  Capstone Writing and Presentation in Biochemistry/Forensic Science
This course combined with a summer research experience, internship (Biol/Chem 319), seminar (Biol/Chem 370 or Chem 369) or on campus research experience (Biol/Chem 398) will be the capstone for the biochemistry/Forensic Science majors. Students will prepare a written report intended for their scientific peers on their research, internship, or an extended literature review of a topic explored in a seminar class or an alternate topic of interest approved by the instructor. They will also write a short summary intended for a general audience. Students will also present their work orally or as a poster presentation to the class or at a research symposium. WRITCOM. Two credits.

Chem 390  Special Topics in Chemistry

Chem 398  Independent Research in Chemistry
Investigations in any of the areas of chemistry. Students will be required to present both written and oral reports of their research work. Open to chemistry majors and minors with permission of the department head. One to four credits.
Physics
Several program options are available to students interested in Physics and Engineering: a traditional Physics major, a Physics-Engineering major for dual-degree engineering students on a 3-2 transfer schedule, and a physics minor. A strong mathematical foundation is essential for physics and engineering. Therefore, students majoring in physics should begin the calculus sequence (starting with Math 151) as soon as possible, preferably during their first semester at Simpson. Introductory physics courses are available at appropriate levels for students majoring in the sciences or for liberal arts students.

Physics Major
The Physics major is intended to prepare students for advanced study in physics or engineering, for teaching high school physics, for a career in industrial research and development, government research laboratories, or any career involving quantitative problem solving and analysis. The requirements for the Physics major are as follows:

Students will complete 12.25 courses plus capstone as follows:

Required:
Phys 191 General Physics I
Phys 192 General Physics II
Phys 230 Modern Physics
Phys 271 Experimental Physics I (.5 course)
Phys 370 Physics Seminar (.25 course)

Choose two of the following four courses:
Phys 310 Thermal Physics
Phys 320 Classical Mechanics
Phys 340 Electromagnetic Fields
Phys 360 Quantum Mechanics

Choose two and a half courses:
Physics Electives: 200-level or above

Capstone:
Phys 385 Capstone Completion (no credit)

Required Supporting Courses:
Math 151 Calculus I
Math 152 Calculus II
Math 251 Calculus III
Math 345 Differential Equations

In addition to the required courses specified above, physics students are encouraged to consider additional physics electives according to their career goals as well as the following supporting courses: Math 255 Linear Algebra, CmSc 150 (155) Fundamentals of Computing I (II), and Chem 101 (102) Bonds and Structures I (II). For those students interested in graduate school in physics (or closely related area) it is virtually imperative
to take all four of the 300-level physics theory courses: Phys 310 Thermal Physics, Phys 320 Classical Mechanics, Phys 340 Electromagnetic Fields, and Phys 360 Quantum Mechanics.

**Physics Capstone**
The physics capstone will require a student to demonstrate advanced and/or integrated disciplinary knowledge in the context of an approved experience, such as a research project. The capstone experience will culminate in a written and oral report directed to the student’s scientific peers. The capstone experience will normally be based on one of the following: summer research in physics (including at another institution), on campus physics research (Phys 398), an appropriate internship, student teaching in physics, or additional exploration of an approved topic such as from Physics Seminar (Phys 370) or Experimental Physics II (Phys 371). Ideally students should begin planning this experience with a member of the physics faculty by spring of their junior year. Enrollment in Physics 385 Capstone Completion in Physics is required to verify satisfactory completion of the capstone. Note: Students whose capstone experience is student teaching in physics are not required to enroll in Physics 385 (neither is any other paper or oral report required).

**Physics - Engineering Major**
This major is only available to dual-degree students who transfer to an accredited engineering school. A maximum of 32 credits may be transferred back to Simpson College from the engineering school.

*Students will complete 14 courses as follows:*

**Required:**
- Phys 191  General Physics I
- Phys 192  General Physics II
- Phys 230  Modern Physics
- Phys 271  Experimental Physics I (.5 course)
- Phys/Engr 250 Statics
  
  Or
- ESE 230  Introduction to Electrical and Electronic Circuits
  (Available through Washington University, St. Louis, MO – J-Term)

**Choose one course from the following:**
- Phys 310  Thermal Physics
- Phys 320  Classical Mechanics
- Phys 340  Electromagnetic Fields
- Phys 360  Quantum Mechanics

*Engineering Electives 300- level or above (10 credits) transferred from engineering school*

**Required Supporting Courses:**
- Chem 101  General Chemistry I
- CmSc 150  Introduction to Programming
- Math 151  Calculus I
Math 152  Calculus II
Math 251  Calculus III
Math 345  Differential Equations

In addition to the above required courses, students should consider taking Math 255 Linear Algebra and be careful to meet any other specific course requirements of their chosen engineering program.

**Physics-Engineering Capstone**
The capstone of the Physics-Engineering major is the successful completion (and transfer back to Simpson College) of 10 credits of Engineering coursework, 300-level or above, from an accredited engineering school.

**Physics Minor**
A minor in physics consists of a two course introductory core and at least 10 credits (2.5 courses) of physics courses numbered 200 or higher. Some upper-level courses emphasize applied areas of physics. This is intended to make the minor in physics especially practical to students of engineering, physics education, chemistry, and mathematics. Although either Principles of Physics (151/152) or General Physics (191/192) will satisfy the core requirement for the minor, students satisfying the core requirement with the non-calculus based Principles of Physics (151/152) should realize that calculus is a pre-requisite for some 200- and 300-level courses.

*Students will complete five or six courses as follows:*

**Required:**
Phys 191  General Physics I
and
Phys 192  General Physics II

Or
Phys 151  Principles of Physics I
And
Phys 152  Principles of Physics II

**Electives:**
Choose 2.5 courses of physics electives numbered 200-level and above.

**Physics Courses**

**Phys 101  Introduction to Astronomy**
This course is a one semester survey of astronomy designed for non-science majors. The course covers topics such as the planets, the Sun, stars, galaxies, black holes, dark matter, cosmology and the search for extrasolar planets. A weekly lab accompanies the course and covers the unaided and telescopic...
observations of the night sky, methods of astronomical measurement, data analysis and astronomical modeling. Cornerstone 2A and QUANT. Four credits.

**Phys 101L  Laboratory: Introduction to Astronomy**

**Phys 121  Ideas in Physics**
A qualitative introduction to physics for liberal arts majors or students who want a one semester introduction. The conceptual understanding of physics principles rather than their mathematical application is emphasized. The topics covered may vary each semester but will be selected from forces and motion, the properties of matter, heat, light, sound, electricity, magnetism, and relativity. Laboratory accompanies course. Cornerstone 2A. Four credits.

**Phys 121L  Laboratory: Ideas in Physics**

**Phys 151  Principles of Physics I**
An introduction for science majors to the principles of physics and their applications using algebra and trigonometry. This first semester of a two semester sequence with 152 will generally cover mechanics, heat, sound, and the properties of matter. Laboratory accompanies course. Prerequisites: Mathematics 130 and Mathematics 131 or Math ACT of 24 or higher. Cornerstone 2A, QUANT and SCIREASON. Four credits.

**Phys 151L  Laboratory: Principles of Physics I**

**Phys 152  Principles of Physics II**
A continuation of Physics 151. Topics covered this semester generally include electricity, magnetism, light, optics, and modern physics. Laboratory accompanies course. Prerequisite: Physics 151. Four credits.

**Phys 152L  Laboratory: Principles of Physics II**

**Phys 180  Independent Study in Physics**

**Phys 190  Special Topics in Physics**

**Phys 191  General Physics I**
A two semester, calculus based, sequence with Physics 192 covering the fundamental concepts of physics, including mechanics, sound, heat, electricity, magnetism, light, modern physics and relativity. Laboratory accompanies course. Prerequisite: Mathematics 151 or concurrent enrollment. Cornerstone 2A, QUANT and SCIREASON. Four credits.

**Phys 191L  Laboratory: General Physics I**

**Phys 192  General Physics II**
A two semester, calculus based, sequence with 191 covering the fundamental concepts of physics, including mechanics, sound, heat, electricity, magnetism, light, modern physics and relativity. Laboratory accompanies course. Prerequisite: Physics 191 and Mathematics 151. Four credits.

**Phys 192L  Laboratory: General Physics II**
Phys 198   Independent Research in Physics

Phys 210   Introduction to Laser Science
This course will introduce students to the principles of laser operation, the unique properties of laser light, kinds of lasers, and the application of lasers to various fields such as chemistry, medicine, environmental science, and engineering. Topics will include: divergence and coherence, stimulated emission, population inversion, standing waves and modes, criteria and mechanisms for lasing, Q-switching, gas and solid state lasers, tunable lasers, the quantum nature of light and matter, and spectroscopy. Same as Engineering 210. Prerequisite: Physics 152 or Physics 192, or permission of instructor. Four credits.

Phys 210L   Laboratory: Introduction to Laser Science
In the laboratory, students will receive hands-on experience working with optical components and instrumentation and will work with various laser systems including helium-neon, nitrogen/dye, and semiconductor diode lasers. Properties of lasers and laser light will be investigated, as well as various applications such as spectroscopy.

Phys 230   Modern Physics
A basic introduction to quantum physics. Topics include: blackbody radiation, photoelectric effect, Bohr atom, Heisenberg Uncertainty Principle, wave functions, the Schroedinger Equation, expectation values, and applications of quantum concepts to atomic and nuclear physics. Prerequisite: Physics 192 and Math 251 or concurrent enrollment. Four credits.

Phys 250   Statics
Vector and scalar treatment of coplanar and noncoplanar force systems. Resultants, equilibrium, friction, centroids, second moments of areas, radius of gyration, internal forces, shear and bending moment diagrams. Same as Engineering 250. Prerequisites: Physics 191 and Mathematics 152 or concurrent enrollment. Four credits.

Phys 271 Experimental Physics I
An introduction to methods in experimental physics including basic electronics and instrumentation, data acquisition and analysis, and report writing. Experimental subject areas may include the measurement of fundamental constants, electron, optical, atomic and nuclear physics, magnetic torque, atomic spectroscopy and lasers. Two lecture-lab sessions per week. Pre-requisite: Physics 230 or concurrent enrollment. QUANT, SCIREASON, and WRITCOM. Two credits.

Phys 280   Independent Study in Physics

Phys 290   Special Topics in Physics

Phys 298   Independent Research in Physics
Phys 310 Thermal Physics
Topics in classical and statistical thermodynamics including heat, temperature, work, heat capacity, micro and macrostates, entropy, Einstein solids, ideal gases, heat engines, free energy, and the Boltzmann distribution. Prerequisite: Physics 192 required, Phys 230 or Chem 101 recommended. Four credits.

Phys 320 Classical Mechanics
An intermediate-level course in mechanics beginning with Newton’s Laws. Topics include: projectiles, oscillations, damping, resonance, rotating coordinate systems, coriolis forces, conservation laws, angular momentum, central forces, systems of particles, moments of inertia, rigid body rotation. The course emphasizes solutions to ordinary differential equations, and the use of cylindrical and spherical coordinate systems. Prerequisites: Physics 191 and Math 345, or permission of instructor. Four credits.

Phys 340 Electromagnetic Fields
A study of the electromagnetic field: vector calculus, electrostatics, magetostatics, induction, Maxwell’s equations and electromagnetic waves. The development and application of Maxwell’s Equations comprises the core of this study. Other topics may include: Laplace’s and Poisson’s Equations, method of images, multipole expansion, dielectrics, magnetic properties of materials, vector potentials, and wave-guides. Prerequisites: Physics 192 and Math 345. Four credits.

Phys 360 Quantum Mechanics
Introduces the postulates and principles of quantum mechanics. Solutions to the Schroedinger Equation, square wells, tunneling, scattering, the uncertainty principle, eigenvalue problems, Hermitiam operators, angular momentum, spin, hydrogen atom, two-particle systems, time-independent perturbation. Prerequisites: Math 345 and Phys 230 or Chem 302. Four credits.

Phys 370 Physics Seminar
This seminar is a course for students who are interested in current trends in physics. The course will begin with a focus on background information in one or two selected topics and then move on to individual student investigations in these areas. Students will read current scientific literature and take turns, along with faculty, presenting papers to the group. This course is designed to allow students to enhance and demonstrate their skills in analyzing and presenting scientific concepts. Prerequisite: Senior status or permission of instructor. One credit.

Phys 371 Experimental Physics II
An introduction to advanced experimental techniques and instrumentation in physics including lock-in amplifiers, vacuum systems and lasers, electronics, data acquisition and software, statistical analysis of data and report writing. Students will normally work on several shorter experiments and one longer project. Two lecture-lab sessions per week. Prerequisite: Physics 271. Two credits.

Phys 380 Independent Study in Physics

Phys 385 Capstone Completion in Physics
This course is to facilitate satisfactory completion of the physics capstone requirement. Senior physics students should enroll in this course immediately after or concurrently with the semester of expected completion of their capstone experience. The student will work with a designated faculty member to complete the written and oral requirements of the capstone. (Note: Students who complete the capstone experience by student teaching in physics are exempt from this course.) Prerequisite: senior standing in physics or permission. 0 credits. H/P/NP only.
Dual-Degree Engineering Program

Kolln, Olsgaard (liaison officer)

The Division of Natural Science offers a Dual-Degree Engineering program leading to a Bachelor of Arts degree from Simpson College and a Bachelor of Science degree from an approved engineering school. Simpson currently has dual-degree transfer arrangements with three highly rated engineering schools: Iowa State University in Ames, the Institute of Technology (University of Minnesota) in Minneapolis, and Washington University in St. Louis.

The Dual-Degree program begins with a strong, small college liberal arts foundation, followed by specialized training at a larger engineering institution. Students in this program normally follow a 3-2 schedule: three years at Simpson College, followed by two years at an engineering school. (For some programs, the engineering requirements may take longer.) A B.A. degree from Simpson College may be received after the fourth year by transferring back to Simpson up to 32 hours of course work from the first year of engineering school. A B.S. degree in engineering is received after completing the requirements of the engineering school.

Although any Simpson major may be pursued in this program, students normally choose a science discipline closely related to their interest in engineering, such as chemistry, computer science, math, or physics. Because of the time constraint of 3-2 scheduling, electives for a Simpson major may sometimes be satisfied by related engineering courses included in the 32 hours transferred back from the engineering school. Students must plan such a program with the respective Simpson department offering the major. For students who are interested in physics, a special Physics—Engineering major is available.

As an alternative to the 3-2 schedule outlined above, many students opt for a 4-2 transfer schedule, in this case all of the Simpson College requirements for the B.A. degree are completed before transferring, along with any other preparatory science and math courses required by the engineering school. In a few cases, a 3-3 or 4-2 transfer schedule leading to a Masters Degree in engineering is available.

The following is an outline of three transfer options available to Simpson students. The details of these programs are subject to change. There are also some program specific requirements not listed here. Therefore, prospective engineering students should consult with the liaison officer early in their study to ensure a smooth transfer. In addition to these options, a student-designed transfer to a different engineering school is possible.

Note: The following information is subject to change without notice.

Washington University, St. Louis

Programs available: Biomedical, Chemical, Computer, Electrical, Mechanical, Systems Science
General education requirements: The Simpson College Cornerstone requirements satisfy WU’s general education requirements with the following proviso: Washington University has a Humanities/Social Science requirement of 3 courses in a single department with at least one at the 300-level. This requirement must be met as students complete the regular general education requirements at Simpson.

Grade requirements: Minimum GPA: 3.00. Only those courses passed with a grade of C- or higher will transfer to WU.

Other: WU offers a 3-3 transfer program leading to a Masters Degree in engineering.

Institute of Technology (University of Minnesota), Minneapolis

Programs available: Aerospace, Biomedical, Biosystems and Agricultural, Chemical, Civil, Computer, Electrical, Geological, Materials Science, Mechanical.

General education requirements: The completion of Simpson College general education requirements satisfy IT’s general education requirements.

Grade requirements: Minimum GPA: 2.50 – 2.80 (depending on specific program). Only those courses passed with a grade of C- or higher will transfer to IT.

Other: A 4-2 transfer option leading to a master’s degree is available. Non-resident Dual-Degree transfer students are entitled to a discounted out-of-state tuition rate.

Iowa State University, Ames

Programs available: Aerospace, Agricultural and Biosystems, Chemical, Civil, Computer, Construction, Electrical, Industrial, Materials Science, Mechanical.

General education requirements: Although the Simpson Cornerstone requirements match up well with ISU’s requirements, students need to take care to match Simpson general education courses with ISU requirements as there are certain program-specific requirements.

Grade requirements: Minimum GPA: 2.00. Only those courses passed with a grade of C or higher will transfer to ISU.

Other: Students should be aware that not all engineering programs can be completed in two years.

Engineering Courses

Some engineering courses may be taught by part-time staff during the evening hours.

Engr 210 Introduction to Laser Science
This course will introduce students to the principles of laser operation, the unique properties of laser light, kinds of lasers, and the application of lasers to various fields such as chemistry, medicine, environmental science, and engineering. Topics will include: divergence and coherence, stimulated emission, population inversion, standing waves and modes, criteria and mechanisms for lasing, Q-switching, gas and solid state lasers, tunable lasers, the quantum nature of light and matter, and
spectroscopy. Same as Physics 210. Prerequisite: Physics 152 or Physics 192, or permission of instructor. Four credits.

**Engr 210L  Laboratory: Introduction to Laser Science**
In the laboratory, students will receive hands-on experience working with optical components and instrumentation and will work with various laser systems including helium-neon, nitrogen/dye, and semiconductor diode lasers. Properties of lasers and laser light will be investigated, as well as various applications such as spectroscopy.

**Engr 250  Statics**
Vector and scalar treatment of coplanar and noncoplanar force systems. Resultants, equilibrium, friction, centroids, second moments of areas, radius of gyration, internal forces, shear and bending moment diagrams. Same as Physics 250. Prerequisites: Physics 191 and Mathematics 152 or concurrent enrollment. Four credits.

**Engr 290  Special Topics in Engineering**
Department Mission Statement
The mission of the Computer Science department is to provide, for majors and non-majors, traditional and part-time students, a learning environment that remains grounded in the liberal arts tradition while incorporating current curriculum standards and computing technologies. The department strives to insure that students graduate with a strong general education, a knowledge of computer science sufficient for professional competence or graduate school admission, and an understanding of the ethical issues associated with information technology. Learning experiences in the computer science department include individual and group activities which emphasize personal growth, critical thinking and communication skills.

Two majors are offered in the department, Computer Science and Computer Information Systems. Students interested in either major are strongly encouraged to enroll in CmSc 150 and CmSc 155 in their first year. While completing this core sequence students can, in consultation with their advisors, determine where their interests and abilities lie and decide which major is more appropriate for them. The department also offers minors in Computer Science and Computer Information Systems as well as certificate programs in database systems, web development, and object-oriented programming.

Students planning to major or minor in Computer Science or Computer Information Systems, or complete the Post-baccalaureate Computer Science Certificate program are urged to consult members of the department to plan their programs of study. This is particularly important because the department periodically reviews and changes the curriculum to reflect new technologies and methodologies in the computer science and information systems disciplines.

The courses offered by the Computer Science department are designed to fulfill the needs of a broad spectrum of students, including non-majors with an interest in computing and the role of computers in modern society. Students who want a better understanding of computer concepts within the context of business and information systems should consider CIS 145 Management Information.

Departmental Requirements
Courses within the Computer Science Department carry the designation "CmSc" for Computer Science, or "CIS" for Computer Information Systems.

Computer Science Major
The primary goal of the Computer Science major at Simpson College is to give students a foundation for advanced study and professional practice. The program outlined below is designed to provide a coherent and broad-based coverage of the discipline of computing, giving a reasonable level of
understanding in each of the areas and processes that define the discipline, as well as the interrelationships among these areas.

Students planning graduate study in computer science are strongly encouraged to elect CmSc 315 Programming Languages and CmSc 365 Theory of Computation, and to take additional upper-division courses in Mathematics.

*Students will complete ten courses plus capstone as follows:*

**Required:**
- CmSc 150 Introduction to Programming
- Math 151 Calculus
- CmSc 155 Data Structures and Object Oriented Programming
- CmSc 175 Discrete Mathematics
- CmSc 250 Introduction to Algorithms
- CmSc/CIS 255 Introduction to Database Systems
- CmSc 265 Computer Organization

**Choose three courses:**
(One of which may be Math 315, Math 335, Math 345, or Math 350)
CmSc 300+

**Capstone:**
- CmSc 385 Capstone
  - OR
- CmSc 386 Capstone

**Computer Information Systems Major**
Students who major in Computer Information Systems will be prepared to play a key role in specifying, designing, and implementing information systems within large and small organizations.

Students completing this program will be able to function competently at an entry level information systems position as well as enter an advanced course of study in the information systems field. Since information systems are an integral part of organizations and business systems, introductory courses in the disciplines of accounting and management are included in this course of study. Information systems professionals must be able to perform quantitative analysis and communicate in quantitative terms. Thus supporting courses in mathematics and statistics are also recommended.

*Students will complete ten courses plus capstone as follows:*
**Required:**
- Magt 131 Management Concepts
- CIS 145 Management Information Systems
- CmSc 150 Introduction to Programming
- CmSc 155 Data Structures and Object Oriented Programming
- CmSc 175 Discrete Mathematics
- CmSc 250 Introduction to Algorithms
- CmSc/CIS 255 Introduction to Database Systems
- CmSc 265 Computer Organization
- Acct 201 Introduction to Accounting
- CmSc/CIS 255 Introduction to Database Systems
- CmSc/CIS Elective (One course - 4 credits required)
- CIS 300 Project Management
- CIS 305 Web Development
- CIS 355 Advanced Database Systems

**Capstone:**
- CIS 385 Capstone Course

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**Computer Science Minor**

*Students will complete five courses as follows:*

**Required:**
- CmSc 150 Introduction to Programming
- CmSc 155 Data Structures and Object Oriented Programming
- CmSc 255 Introduction to Database Systems
- CmSc 175+ Electives (Two courses required)

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**Computer Information Systems Minor**

*Students will complete five courses as follows:*

**Required**
- CIS 145 Management Information Systems
- CmSc 150 Introduction to Programming
- CIS 255 Introduction to Database Systems
- CIS 260+ Electives (Two courses required)
**Computer Engineering**
The Division of Natural Science offers a Dual Degree Engineering program leading to a Bachelor of Arts degree in Computer Science from Simpson College and a Bachelor of Science degree in Computer Engineering from an approved engineering school. Simpson currently has dual-degree transfer arrangements with three engineering institutions: Iowa State University in Ames, the Institute of Technology (University of Minnesota) in Minneapolis, and Washington University in St. Louis. Students in these programs normally spend three years at Simpson College completing all of the Simpson College cornerstone requirements and required core courses in computer science, followed by two years at an engineering school completing the requirements for the engineering degree. A Simpson degree may be earned in the fourth year by transferring back credits from the first year of engineering school. Approved engineering courses may be used to satisfy any remaining electives in the Simpson Computer Science program. For more information on the Dual Degree Engineering program see the Department of Chemistry and Physics section in this catalog.

**Post-baccalaureate Computer Science Certificate**
The post-baccalaureate Computer Science Certificate requires an individual to complete 32 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 Evening, Weekend, and Graduate program or the chairperson of the Department of Computer Science.

*Students will complete eight courses as follows:*

**Required:**
- CmSc 150 Introduction to Programming
- CmSc 155 Data Structures and Object Oriented Programming
- CmSc 255 Introduction to Database Systems
- CmSc/CIS 260+ Elective (Five courses required)

**Areas of Specialization**
A certificate of specialization is offered in database systems, web development, and object-oriented programming. Each certificate has as a prerequisite, experience with at least one high-level object-oriented programming language. This prerequisite may be met by either taking CmSc 150 or by having equivalent experience.

**Database Systems Area of Specialization**
*Students will complete three and a half courses as follows:*

**Prerequisite:** CmSc 150 or equivalent experience.
CIS 255  Introduction to Database Systems & SQL  
CIS 355  Advanced Database Systems  
CIS/CmSc 260+ Elective  
CIS 390  Database Certificate 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.  

CIS 255  Introduction to Database Systems & SQL  
CIS 260  Java, Visual Basic, or C# (Half course)  
CIS 305  Web Development  
CmSc 390  Web Development Certificate Portfolio (Half course)  

Object-Oriented Programming Area of Specialization  

This certificate requires competence in three object-oriented programming languages, chosen from C++, C#, Java, and Visual Basic, in consultation with their advisor. This requirement is satisfied by completing the CmSc 150, 155 sequence and completing two CIS 260 Programming Language courses. Students must have this prerequisite or have equivalent relational database experience.  

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

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

CmSc 155  Data Structures and Object Oriented Programming  
CIS 260  Programming Language (Java, C#, VB) (Half course)  
CIS 260  2nd Programming Language (Java, C#, VB) (Half course)  
CmSc 375  Software Engineering  
CmSc 390  Object Oriented Programming Certificate Portfolio (Half course)  

Computer Science (CmSc) Courses  

**CmSc 140 Exploring Information Technology**  
This course provides experience and instruction in using digital technology for students’ personal and professional lives. Students are introduced to the latest advances in important hardware, software, Internet and mobile technologies. Telecommunications, databases, e-commerce, and information support systems are covered along with search engines and social networks. Ethical and societal
issues related to these technologies are examined. INFOLIT. Four credits. Offered every spring.

CmSc 150 Introduction to Programming
This course introduces computer programming, emphasizing algorithm design and implementation using conditionals, loops, functions, recursion, and object-oriented programming. The course is taught in Python. Prerequisite: One of the following: Math 105/105T Quantitative Reasoning, Math ACT of 22 or higher, or Math SAT of 530 or higher. QUANT. Four credits. Offered every semester.

CmSc 155 Data Structures and Object Oriented Programming
This course explores object-oriented programming in Java, including encapsulation, overloading, interfaces, inheritance and data structures such as linked lists, stacks and queues. Algorithms for searching and sorting are examined. Prerequisite: CmSc 150. Four credits. Offered every spring.

CmSc 175 Discrete Mathematics
This course covers selected topics in discrete mathematics that are essential to the study of computer science. Topics include logic and proofs, sets, relations and functions, algorithms and counting of operations, recursion and recurrence relations, graphs and trees. The course has a programming component to illustrate the discussed topics. Prerequisite: One of the following: Math 105/105T Quantitative Reasoning, Math ACT of 22 or higher, or Math SAT of 530 or higher. Co-requisite: CmSc 150, Fundamentals of Computing I or permission of instructor. Four credits. Offered every spring.

CmSc 180 Independent Study in Computer Science

CmSc 190 Special Topics in Computer Science

CmSc 198 Independent Research in Computer Science

CmSc 220 The Social Context of Computing
This course examines the role of computers and computing professionals in contemporary society. Topics include the history and development of computing, legal issues associated with computing (including the right to privacy, intellectual property rights, and liability), and social/moral issues associated with computing. ETHICS and INFOLIT. Four credits. Offered May Term in even numbered years.

CmSc 250 Introduction to Algorithms and Algorithm Analysis
This course is an introduction to the fundamental ideas used in algorithm analysis and design, illustrated through a variety of algorithms of practical utility. Topics include efficient searching and sorting algorithms for advanced data structures (hash tables, priority queues, and various tree structures), introduction to graph representation and graph algorithms, and the fundamentals of algorithm analysis and computational complexity. Laboratory exercises are used to demonstrate, compare and contrast the advantages and
disadvantages of the examined algorithms. Prerequisites: Computer Science 155 Fundamentals of Computing II, Computer Science 175 Discrete Mathematics, Math 151 Calculus I. WRITCOM. Four credits. Offered every fall.

CmSc 255 Introduction to Database Systems and SQL
The primary focus of this course is the design and implementation of database systems. Current database design techniques are covered including data modeling and normalization. Implementation issues with respect to the relational model are addressed as well. SQL commands for data administration and manipulation will also be covered along with creating triggers and stored procedures. Prerequisite: Computer Science 150, Fundamentals of Computing I or consent of instructor. Offered every fall. Four credits.

CmSc 265 Computer Organization
This course concentrates on the relationship between computing hardware and the execution of software at the machine language level. In addition to the hardware details of input-output, communications and storage devices, the operation of central processing units at the register level is studied in detail. Real world processors and their instruction sets are studied and compared as examples. Students program and employ emulated machine language instruction sets to study machine language and the translation of assembly language into machine language. Prerequisite: Computer Science 150 Fundamentals of Computing I. Four credits. Offered every spring.

CmSc 280 Independent Study in Computer Science

CmSc 290 Special Topics in Computer Science

CmSc 298 Independent Research in Computer Science

CmSc 310 Artificial Intelligence
This course presents basic topics related to intelligent agents with emphasis on knowledge representation, inference mechanisms and search strategies. Applications in expert systems, natural language understanding, and machine learning will be discussed. Students will be exposed to an AI programming language (Prolog or Lisp). Prerequisite: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Four credits. Offered every spring of even numbered years.

CmSc 315 Programming Languages
This course examines the organization of programming languages, and basic issues related to their design and implementation. Topics include language structures and abstraction mechanisms, language translation, major language paradigms – procedural, functional, object-oriented and logic programming, and techniques which support parallel and distributed computing. The major features of several programming languages will also be discussed. Prerequisites: Computer Science 250 Introduction to Algorithms and Algorithm Analysis.
Computer Science 265 Computer Organization recommended. Four credits. 
Offered every fall of even numbered years.

**CmSc 335 Operating Systems**
This course covers the basic concepts, structure, and mechanisms of computer operating systems. The course begins with a review of computer hardware concepts, emphasizing topics related to operating system functionality, such as interrupts and memory organization. Hardware concepts for operating system functions, evolution of operating systems, control of processes, principles and problems of concurrency, memory management techniques, scheduling algorithms, input/output and disk scheduling, file management, and security are studied in detail. Several real-world operating systems are used as examples throughout the course. Prerequisite: Computer Science 155 Fundamentals of Computing II, and Computer Science 265 Computer Organization. Four credits Offered every fall of even numbered years.

**CmSc 340 Introduction to Networks**
This course of study in computer networks concentrates on typical hardware interfaces, programming methods, and communications protocols. Topics considered in detail include electrical interfaces, data transmission, protocol stacks, data link protocols, local area networks, wide area networks, internetworking, transport protocols, application support, firewalls, virus scanning, and virtual private networks. Prerequisite: Computer Science 150 Fundamentals of Computing I and Computer Science 265 Computer Organization. Recommended: Computer Science 155 Fundamentals of Computing II. Four credits. Offered every spring.

**CmSc 355 Advanced Database Systems**
This course concentrates on advanced database topics. Topics will be selected from data and database administration, transaction management and concurrency control, client/server systems and distributed databases, data warehousing and data mining, business intelligence, object-relational databases and web technologies. Advanced SQL programming features will also be included. Prerequisite: Computer Information Systems 255, Introduction to Database Systems or equivalent. Four credits. Offered every spring.

**CmSc 360 Advanced Algorithms**
This course presents design techniques for developing efficient algorithms. Students explore several classes of algorithms with respect to the underlying data structures, the design method, and application orientation. Topics to be selected from: dynamic programming, greedy algorithms, advanced data structures that support operations on dynamic sets, advanced graph algorithms, sorting networks, matrix operations, linear programming, string matching, computational geometry, and approximation algorithms for NP-hard problems. Prerequisite: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Four credits.

**CmSc 365 Theory of Computation**
This course serves as an introduction to the basic theory of Computer Science and formal methods of computation. Topics include automata theory, formal languages and grammars, Turing machines, computability and computational complexity. Prerequisite: Computer Science 250 Introduction to Algorithms and Algorithm Analysis. Four credits. Offered in spring of odd numbered years. Same as Math 365.

CmSc 375 Software Engineering
This course examines the formal process of software development. Topics include the software life cycle, project planning, requirements gathering and analysis, specifications, design paradigms, implementation, various testing strategies, security, and other current topics. Prerequisites: Computer Science 155 Fundamentals of Computing II and Computer Science/Computer Information Systems 255 Introduction to Database Systems. Four credits. Offered in fall of odd numbered years.

CmSc 380 Independent Study in Computer Science

CmSc 385 Capstone
Students must work on either a significant research project, a significant software development project, or a development project as part of an internship. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission of a proposal, and senior standing. Four credits.

CmSc 386 Capstone
Students must work on either a significant research project, a significant software development project, or a development project as part of an internship. This is a one credit version of 385 for when a student is working on an internship or project in combination with another major that does not require an additional four credits of load. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission of a proposal, and senior standing. One credit.

CmSc 390 Special Topics in Computer Science

CmSc 398 Independent Research in Computer Science
Computer Information Systems (CIS) Courses

Cis 145 Management Information Systems and Business Intelligence
This course covers the fundamentals of information systems with an emphasis on business intelligence systems. The latest advances in these systems are covered along with topical references to ethical and societal issues. This course is designed to help students function more effectively and efficiently as managers, decision makers, and leaders in the business world. Students learn to use data analysis software for summarization and visualization of critical business data. Prerequisite: Experience using Microsoft Excel and Access. QUANT. Four credits. Offered every semester.

Cis 160 Introduction to the creation of 3-D movies and graphics
This course will introduce students to creating three dimensional graphics. Students will learn to create three dimensional models, and add texture, lighting, and structure. Students will learn how to animate models and create a movie. Students will work individually or in teams to create and publically present a final project. ART. Four credits. Offered May Term of odd numbered years.

Cis 180 Independent Study in Computer Science

Cis 190 Special Topics in Computer Science

Cis 198 Independent Research in Computer Science

Cis 255 Introduction to Database Systems and SQL
The focus of this course is database system design and implementation. Current database design techniques are covered including data modeling and normalization. Implementation issues with respect to the relational model are addressed as well. Coverage of SQL is included as well as the design and implementation of a practical application using a relational database management system. Prerequisite: Computer Science 150, Fundamentals of Computing I or equivalent background. Four credits. Offered every fall.

Cis 260 XX Programming Language Lab.
This course is intended for students or professionals who already have experience with at least one high-level object-oriented programming language at the level of CmSc 150. It provides students with the knowledge and skills one needs to develop applications in a specific programming language such as Visual Basic, C#, Java, C++, etc. The course focuses on the key aspects of the specific language. Prerequisite: Computer Science 150, Fundamentals of Computing I or equivalent experience. Two credits. Two courses are offered every fall.

Cis 280 Independent Study in Computer Science

Cis 290 Special Topics in Computer Science
Cis 298 Independent Research in Computer Science

Cis 300 Project Management
This course covers managing a project start up, scope, time lines, cost, quality, people, communications, risk, and procurement. The project management methods taught are suitable for a wide variety of project types such as software development or business projects. Project management software will be used to provide students with hands-on experience in a business environment. Four credits. Same as Management 300. COLLABLDR and WRITCOM. Offered every fall.

Cis 305 Web Development
This course provides students with the knowledge and skills necessary to develop Web applications by using Web development tools and technologies such as ASP.NET, JavaServer Pages, Java Servlets, JavaScript, and Perl. Various aspects of web applications and services will be covered. Practical development issues such as debugging, deployment, security, scalability, performance and availability will also be discussed. Prerequisite: Computer Science 150, Fundamentals of Computing I. Four credits. Offered every spring.

Cis 355 Advanced Database Systems
This course concentrates on advanced database topics. Topics will be selected from data and database administration, transaction management and concurrency control, client/server systems and distributed databases, data warehousing and mining, object-relational databases and web technologies. Prerequisite: Computer Information Systems 255, Introduction to Database Systems. Four credits. Offered every Spring semester.

Cis 380 Independent Study in Computer Science

Cis 385 Capstone
Students must work on either a significant research project, a significant software development project, or a development project as part of an internship. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission of a proposal, and senior standing. Four credits.

Cis 386 Capstone
Students must work on either a significant research project, a significant software development project, or a development project as part of an internship. This is a one credit version of 385 for when a student is working on an internship or project in combination with another major that does not require an additional four credits of load. Prerequisite: Completion of at least one 300-level CmSc or CIS course, submission of a proposal, and senior standing. One credit.

Cis 390 Special Topics in Computer Science

Cis 398 Independent Research in Computer Science
Communication & Media Studies
Steffen, Carponelli, File, Murphy

Department Mission Statement
Simpson’s Department of Communication and Media Studies seeks to produce accomplished practitioners and consumers of communication and media texts for the purpose of promoting democratic citizenship in accord with the larger mission of Simpson College. It does so through promoting integrative learning that enables students of all ages to develop intellectual and practical skills; nurturing values that foster personal worth and individuality within a creative, diverse and just community; graduating students who continue to grow as free, responsible and fulfilled individuals in the world of family, work, service and scholarship; and drawing upon the college’s relationship with the United Methodist Church and its religious traditions, which guide us on issues of personal integrity, moral responsibility, social justice and global citizenship.

The department accomplishes its mission by offering major and minor courses of study in Multimedia Journalism and in Integrated Marketing Communication. Consistent with the goals of a liberal education, students enrolled in a major program of study in Communication and Media Studies must pursue a second major or a minor program of study outside of the department.

Communication and Media Studies distinctively balances and integrates research and theory with practice. These include attention to speaking, writing and critical-thinking skills, all of which are essential to a student’s experience at Simpson. Furthermore, Communication and Media Studies is an area of study instrumental in improving any political, economic, cultural or social institution. Graduates of the program should be able to critically examine communication behavior with the goal of discerning the structures, patterns and effects necessary for facilitating a higher quality of communication. Graduates of the program should also be able to succeed in a professional environment and ultimately take leadership roles in their professions and communities.

Program Orientations

Professional Presentation Orientation: Graduates of the program will be able to gather, present and edit information in a variety of contexts to general and specialized audiences and publics.

Research and Critical Thinking Orientation: Graduates of the program will demonstrate an ability to seek and integrate high-quality research for the purposes of knowing, comprehending, applying, analyzing, synthesizing and evaluating their own insights into the professional and academic study of Communication and Media Studies. Also, graduates of the program will understand and embrace the historical, legal and ethical basis of a free and responsible system of communication, while also understanding the roles that communication plays in developing individuals and social institutions.

Professional Development Orientation: Graduates of the program will demonstrate the development of their professional skills through the completion of career exploration experiences, practica and internships.
Policy on Major-Minor Combinations
Consistent with the mission of Simpson College, students may not select more than one major in Communication & Media Studies, nor may they select a major-minor combination in Communication & Media Studies.

New York and Washington Media Experience Programs
Students in Communication & Media Studies at Simpson have opportunities to take part in unique semester-long internship programs in New York City and Washington, D.C. Simpson students may take advantage of a cooperative New York Media Experience Program administered by Marist College in Poughkeepsie, N.Y. Simpson students have in the past interned through this program at Fox News Channel, CBS News, CBS Productions, Sports Illustrated magazine and Interscope Records. Through the college’s Capitol Hill Internship Program, students have interned at Free Speech Radio Network, USA Today, the Student Press Law Center, Roll Call newspaper and congressional offices. See the department chair for more information.

Senior Portfolios in Communication & Media Studies
Majors in Communication & Media Studies are required to build and maintain a portfolio of their written and creative work throughout their tenure in the department. Portfolios are a compilation of work completed during a student’s academic career and must be successfully accepted by the department prior to graduation. Portfolios are collected as part of the student’s senior seminar course.

Multimedia Journalism Major
Students will complete ten courses plus internship as follows:

Required:
Comm 101 Introduction to Communication & Media Studies
Comm 211 Beginning News-writing & Reporting
Comm 220 Mass Communication & Society
   -OR-
Comm 275 Gender, Race, Class & Media
Comm 221 Video News-writing & Production
   -OR-
Comm 271 Audio Writing & Production
Comm 301 Mass Media Law & Ethics
Comm 311 Editing & Design
Comm 315 Journalism 2.0
Comm 351 U.S. Media History
Comm 361 Seminar in Multimedia Journalism
Comm 155 Communication & Media Studies Practicum*
Comm 319 Internship*
Multimedia Journalism Minor

*Students will complete six courses as follows:*

**Required:**
- Comm 101 Introduction to Communication & Media Studies
- Comm 211 Beginning News-writing & Reporting
- Comm 220 Mass Communication & Society
  - OR -
- Comm 275 Gender, Race, Class & Media
- Comm 221 Video News-writing & Production
  - OR -
- Comm 271 Audio Writing & Production
- Comm 301 Mass Media Law & Ethics
- Comm 311 Editing & Design

Integrated Marketing Communication Major-Creative Concentration

*Students will complete ten courses plus internship as follows:*

**Required:**
- Comm 101 Introduction to Communication & Media Studies
- Magt 131 Management Concepts
- Comm 211 Beginning Newswriting & Reporting
- Comm 222 Introduction to Integrated Marketing Communication
- Mktg 234 Marketing
- Comm 301 Media Law & Ethics
- Comm 311 Editing & Design
- Comm 347 Writing for Integrated Marketing Communication
- Comm 360 Seminar in Integrated Marketing Communication
- Comm 155 Communication & Media Studies Practicum*
- Comm 319 Internship*

Integrated Marketing Communication Major—Management Concentration

*Students will complete ten courses plus internship as follows:*

**Required:**
- Comm 101 Introduction to Communication & Media Studies
- Magt 131 Management Concepts
- Comm 222 Introduction to Integrated Marketing Communication
- Magt 234 Marketing
- Acct 201 Introductory Accounting
- Comm 301 Mass Media Law & Ethics
- Comm 347 Writing for Integrated Marketing Communication
- Comm 355 Research in Communication & Media Studies
Integrated Marketing Communication Minor

Students will complete six courses as follows:

Required:
Comm 101  Introduction to Communication & Media Studies
Magt 131   Management Concepts
Comm 222  Introduction to Integrated Marketing Communication
Magt 234  Marketing
Comm 301  Mass Media Law & Ethics
Comm 347  Writing for Integrated Marketing Communication

*Students in the EWG program may petition to waive these requirements if their existing professional positions provide them, in the department’s judgment, with adequate professional training. In such cases, 200 and 300 level courses in Communication & Media Studies will be substituted in the student’s programs of study.

Communication & Media Studies Courses

Comm 101  Introduction to Communication & Media Studies
An introductory examination of the practices and theories that inform the study of human communication as a social and cultural phenomenon. Students consider quantitative, qualitative and critical social-science research into the processes and effects of communication in interpersonal, organizational and mass communication contexts. The course also provides students with a first look at the variety of professional opportunities awaiting Communication & Media Studies graduates. Cornerstone 3. Four credits.

Comm 102  Public Speaking in Society
This course focuses on how language and culture intersect to produce meaning and identity. Topics include a variety of basic Communication issues: intention, interpretation, outcomes, and ethics. Emphasis is placed on public speaking, the analysis of communication situations, and thinking critically about the influences and limitations of language. ORALCOM. Four credits.

Comm 155  Professional Skills Practicum
Experience working in converged media environments via assignments for the Simpson College student newspaper, online news service, yearbook, radio, television and integrated marketing communication agencies. Students must ordinarily complete two semesters of entry-level work before being considered for management positions in student media. Students must complete two semesters of this entry-level practicum before being eligible to complete an internship. Prerequisites: COMM 111 or 222. Two credits.

Comm 180  Independent Study in Communication
Comm 190   Special Topics in Communication

Comm 198   Independent Research in Communication

Comm 201   Argumentation and Rhetoric
An examination of argumentation as the art of persuasion, pulling from a variety of theoretical perspectives. This course will focus its attention on argumentation form and content, initially grounded in the traditional argumentation principles of claim, data, and warrant. As the course progresses, alternative visions of argumentation, rooted in cooperative argumentation, will be examined. Prerequisite: Comm 102. Four credits.

Comm 204   Small Group Communication
A survey of the concepts and competencies of small-group Communication. The course integrates dominant theoretical perspectives with skill-building. Emphasis is placed on the development of small-group leadership and participation competencies. Prerequisite: Comm 101. Offered every other year. Four credits.

Comm 205   Interpersonal Communication
A survey of the concepts and contexts of interpersonal communication. The course combines theoretical material and skills orientation. Emphasis is placed on the development of interpersonal competencies. Prerequisite: Comm 101. Offered every other year. Four credits.

Comm 211   Beginning News-writing and Reporting
Study of the fundamentals of news writing, including methods of news judgment, news gathering and modern news style. Emphasis will be placed on the coverage of breaking news events. WRITCOM. Four credits.

Comm 220   Mass Communication and Society.
Examination of the history, audience characteristics and effects of mass communication; relationship of mass communication to public opinion, crime and violence, political affairs, racism and sexism. Cornerstone 3. Offered every other year. Four credits.

Comm 221   Video News-writing & Production
Students will learn to write and report news stories using video technology. Students will learn the components of a traditional television newscast and the skills to produce, write and report for such newscast. In addition students will study and put into practice basic videography and non-linear editing skills. Four credits.

Comm 222   Introduction to Integrated Marketing Communication
Survey of the theory, processes and practices of integrated marketing communication — including public relations, advertising, sales promotion, direct marketing and sales. ORALCOM. Four credits.

Comm 255   Professional Leadership Practicum
Experience managing students in covered media environments, such as the Simpson College student newspaper, online news service, yearbook, radio, television and integrated marketing communication agencies. Instruction includes classroom work in media management. Four credits. May be repeated for up to 16 credits. Prerequisite: 4 credits of COM 155. COLLABLDR.

Comm 271   Audio Writing & Production
An introduction to audio programs that enhance multimedia projects. Students will learn basic functions plus the computer programs that will help them in their learning. Students will learn how to interview, cut commercials, make promos and other experiences in working with sound. *Prerequisite: Comm 211. Four credits.*

**Comm 275 Gender, Race, Class & Media**
An exploration from the perspectives of marginalized groups in the United States of the ways that popular media represent our diverse and dynamic culture. The course focuses on images of race, class and gender in television, film and popular culture. Cornerstone 6 and DIVRSTY. Offered every other year. DIVRSTY. Four credits.

**Comm 280 Independent Study in Communication**

**Comm 290 Special Topics in Communication**

**Comm 298 Independent Research in Communication**

**Comm 301 Mass Media Law & Ethics**
Examination of the traditions and problems of a free and responsible system of mass communication. First Amendment theory and selected legal topics in communication, including defamation, privacy, sedition, obscenity, access, contempt, lottery, copyright, governmental regulation of broadcast and new media, and commercial speech. Also, the course considers the application of philosophy and ethics to the work of professionals in mass communication. CIVIC. Four credits.

**Comm 311 Editing and Design**
The study of story and photographic editing and modern publication design and production, including instruction in desktop publishing systems. *Prerequisite: Comm 211. Four credits.*

**Comm 315 Journalism 2.0**
Experiential, laboratory-type course designed to teach students the basic skills required to produce multimedia journalism packages in a professional setting. Students will work individually and in teams to produce audiovisual content for online display, using a variety of technologies and storytelling techniques to investigate and present subject matter of their choosing. Techniques to be covered include slideshows, podcasts, Web videos, short-form writing and interactive graphics. *Prerequisite: Comm 211. Four credits.*

**Comm 319 Internship**
An off-campus practical experience in a communication-related professional setting. The internship offers an opportunity for study in a prepared and monitored individual learning setting. *Prerequisite: Four credits of COMM 155 or permission of instructor. Credit arranged. (Repeatable to a maximum of 12 credits.)*
Comm 347  Writing for Integrated Marketing Communication
Development of communication pieces in a variety of disciplines that organizations may use to reach different publics. Prewriting, preparation and editing will be discussed. This course will also explore differences between writing for printed materials and electronic materials. Prerequisites: Comm 222 and Magt 234. WRITCOM. Four credits.

Comm 351  U.S. Media History
A survey of media history in the United States from the colonial press through the early stages of the Internet, focusing on the relationship between the country’s media institutions and more than two hundred years of political, cultural, socioeconomic and technological change. Students will study the development and impact of different forms of print, telegraphy, broadcasting, visual and digital media. Cornerstone 4B, INFOLIT and WRITCOM. Four credits. Offered every spring.

Comm 355  Research in Communication & Media Studies
Conduct and interpretation of research results, largely taking a managerial perspective with some emphasis on statistical research calculations. INFOLIT, SCIREASON, and WRITCOM. Four credits.

Comm 360  Seminar in Integrated Marketing Communication
A capstone course with readings and casework in integrated marketing communications. Real-world cases will be reviewed in terms of four criteria: research, objectives, programming and evaluation. Additionally, students will work in teams to develop campaigns for real or fictional clients. Prerequisite: Comm 347. ORALCOM and COLLABLDR. Four credits.

Comm 361  Seminar in Multimedia Journalism
A capstone experience in multimedia journalism for senior-level majors. Students will produce multimedia packages and a summative portfolio of their work in multimedia journalism. Prerequisite: Comm 315. Four credits.

Comm 380  Independent Study in Communication

Comm 390  Special Topics in Communication

Comm 398  Independent Research in Communication
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 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 prepares students to serve in public and accredited private schools at all levels and in many endorsement areas. It offers a bachelor’s degree program, a Master of Arts in Teaching (MAT), and a Transition to Teaching (TtoT) program for graduate students seeking initial teaching licensure at the secondary level.

Teacher Education Program Standards

All teacher licensure candidates must demonstrate competency on the ten Teacher Education Program standards:

1. Develops a personal vision for education that is informed by a critical examination of the historical, philosophical, and sociological foundations of education and serves as a guiding force in professional choices and actions.
2. Demonstrates knowledge of how all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.) develop and learn to inform the teaching and learning process.
3. Understands and applies the central concepts, tools of inquiry, and structures of the subject matter.
4. Plans varied, research-led, and evidence-based, developmentally appropriate instruction that supports the development and learning of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).
5. Organizes, facilitates, teaches, and manages research-led and evidence-based instruction that meets the needs of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).
6. Demonstrates skill in using technology in the teaching and learning process.
7. Creates a safe, positive, and respectful classroom environment that is organized and managed to enhance the learning of all students (including talented and gifted students, English Language Learners, students with special needs, at-risk students, etc.).
8. Uses formative and summative assessment strategies to continuously evaluate, inform, and improve the teaching and learning process.
9. Models effective written, verbal, and nonverbal communication skills.
10. Models dispositions, professionalism, and ethics that are characteristic of effective educators.

All students attend an orientation to the Teacher Education Program. At that meeting, students are given information about the competency requirements and procedures for meeting the competencies. Students attend an orientation to the electronic portfolio (e-Portfolio) and are required to create an e-Portfolio. The e-Portfolio serves as a vehicle for demonstrating competency on the ten standards.

Accreditation
In addition to the college’s North Central Accreditation, the Teacher Education Program is fully approved by the Iowa Department of Education. In spring of 2012 a team spent four days on the Simpson campus. The team conducted extensive interviews with faculty, college administrators, area teachers and principals, advisory council members, students, and graduates. A review of all files, documents, and support materials was conducted. Based on the evaluation, the Iowa State Board of Education noted that Simpson met all program approval standards and was granted full program approval.

Title II Assurance
Simpson College meets all state accreditation standards and is in good standing with the Iowa Department of Education.

Important Note to Students
In some cases, the Iowa State Department of Education requirements change after a College Catalog has been printed. It is essential that students work with Education Department advisors and follow the guidelines set forth in the Simpson College Education Department’s Website in order to ensure compliance with current state regulations. While the department does everything it can to provide advising guidance, it is ultimately the responsibility of the student to meet all program requirements. It is a state law that candidates must meet all current state requirements at the time they are recommended for a license; the College Catalog at the time of admission is not the basis for current licensure requirements.

Education Programs—Undergraduate and Graduate
Simpson College offers undergraduate teacher preparation for early childhood, elementary, and secondary education. A graduate program is available for secondary education candidates. There are two graduate tracks: Master of Arts in Teaching (MAT), which leads to licensure and a master’s degree, and the Transition to Teaching (TtoT) program which results in licensure only. Some endorsement programs (early childhood, reading, and special education) are offered at the undergraduate and graduate levels.
Program Options and Requirements
Candidates may earn a license to teach through one or more of the following programs:

- **Elementary Teaching License**: Requires a double major in Professional Studies in Elementary Education and Liberal Studies for Elementary Education, completion of an endorsement program, student teaching, the competency portfolio, and other graduation requirements.

- **Secondary Teaching License**: Requires a 30 hour major, completion of the Secondary Education Minor, at least one endorsement program, the state mandated liberal arts courses, student teaching, the competency portfolio, and other graduation requirements.

- **Specialty Area (Art, Music, Physical Education, and Health) License**: Requires a 30 hour major, the Education Professional Core for Art, Music, Physical Education, and Health students, at least one endorsement program, the state mandated liberal arts courses, student teaching, the competency portfolio, and other graduate requirements.

- **Graduate Program License**: Graduate students may earn initial teacher licensure through one of two paths—the Transition to Teaching (TtoT) program for secondary licensure only or the Master of Arts in Teaching (MAT) Program for initial secondary level licensure plus a master’s degree. Requires the completion of a 30 hour major, the Professional Education Core, at least one endorsement program, the state mandated liberal arts courses, student teaching, and the e-portfolio.

Student Teaching Requirements
Student teaching is the capstone experience for teacher licensure candidates and provides an opportunity for students to demonstrate their ability to serve as effective educators. Therefore, it is important that students plan in advance to focus on their teaching responsibilities. Students are strongly encouraged to avoid working, taking classes, or participating in extra-curricular activities during the student teaching semester.

All initial licensure students must complete a minimum of 15 weeks of student teaching and the concurrent student teaching seminar. Student teaching, as required by state law, is a full-day (regular teacher hours) and full-semester experience. The student teaching semester may be divided into two or more endorsement placements pending approval of the Education Department.

Competency Portfolio
All licensure candidates complete an electronic portfolio as a demonstration of their competency on the ten program Standards. Students are provided with a training orientation and help sessions are available each semester.
Undergraduate Education

Gateways to Teaching for Undergraduate Candidates

Education students must qualify for, and pass through, a variety of gateways en route to their teaching license. Candidates are provided with ongoing feedback regarding their progress in the program. Additional information about the Gateways may be found on the department of education website.

Gateway 1: Approval to take Additional Education Courses
(Immediately following Educ 114/129T)

Gateway 2: Full Admission to the Teacher Education Program
(End of semester following admission to the Gateway 1)

Gateway 3: Post-Advanced Practicum Course Review
(Semester immediately following the first advanced practicum)

Gateway 4: Admission to Student Teaching*
(One year prior to student teaching)

Gateway 5: Recommendation for Teacher Licensure
(Upon graduation and completion of the program)

Candidates must earn a minimum cumulative GPA of 2.500 once they attain junior level standing; this applies to transfer students as well. Students who do not have a 2.500 GPA at the beginning of the junior year will be placed on probation within the Teacher Education Program and must earn the required 2.500 by the end of that semester or they will be dismissed from the Teacher Education Program.

*Candidates must earn a 2.750 in order to apply and be approved for student teaching.

Elementary Education

Elementary Education licensure candidates must complete the Professional Studies Major for Elementary Education, the Liberal Studies Major for Elementary Education, at least one additional endorsement program, meet the Gateways to Teaching, complete the competency portfolio, successfully complete of a full semester of full-time student teaching, and meet all graduation requirements.

Professional Studies Major for Elementary Education

Educ 114 Foundations of Education
Educ 118 Student Learning and Development
Educ 222 Assessment, Planning, and Teaching (2 credits)
Educ 237 Children’s Literature (2 credits)
Educ 300 Reading/Language Arts Education and Practicum
(Candidates strongly encouraged to complete Educ 237 before Educ 300; Must be taken concurrently with Educ 305 and 326P)
Educ 303 Science and Health Education (2 credits)
(Requires concurrent enrollment in Educ 303, 304 and 329P)
Educ 304 Math Education (2 credits)
(Must be taken concurrently with Educ 303, 304 and 329P)
Educ 305  Social Studies Education (2 credits)
(Must be taken concurrently with Educ 300, 305 and Educ 326P)
Educ 326P  Advanced Elementary Practicum I (1 credit)
(Must be taken concurrently with Educ 300 and 305)
Educ 329P  Advanced Elementary Practicum II (1 credit)
(Must be taken concurrently with Educ 303 and 304)
Educ 312  Exceptional Learners
Educ 321  Human Relations in Teaching

**Capstone Course for Elementary Education Major**
Educ 388  Student Teaching (3-15 credits)*
Educ 389  Student Teaching Seminar
OR
Educ 319  Education Internship

*All candidates must complete a minimum of 15 weeks of student teaching plus the student teaching seminar in order to be recommended for teacher licensure.

**Liberal Studies Major for Elementary Education**

**Liberal Arts Content Core**
Communication and Literacy (6-8 credits)
Eng 108  Linguistics and Writing
Comm 102  Public Speaking in Society

Mathematics (6-8 credits)
Math 116  Foundations of Arithmetic for Elementary Teachers
Math 117  Foundations of Geometry for Elementary Teachers

Sciences (Life, Physical, Earth/Space) (6-8 credits)

Life Sciences (3-4 credits)—(any Biology except for Biol 103)
Suggested courses:
Biol 104  Human Biology
Biol 145  Introductory Plant Biology

Physical/Earth/Space Sciences (3-8 credits)—Must include a course from each science group:

Physical Science (any chemistry, any physics, or NaSc 190) suggested courses:
NaSc 190  Physical Science for Elementary Teachers*
Biol 103  Environmental Issues
Chem 101  General Chemistry I
Chem 150  Chemistry and Society

Earth and Space Sciences suggested courses:
NaSc 102  Meteorology
NaSc 190  Physical Science for Elementary Teachers*

*Fulfills requirement for both science groups.
Social Sciences/Humanities (3-4 credits in US History and 3-4 credits in American Government)

**American Government- Required**
PoSc 101    American Government

**US History — Choose one:**
Hist 201    US History to 1877
Hist 202    US History since 1877

**Ethics Course (3-4 credits) Choose one: (any course with ethics in title)**
Phil 105    Introductions to Ethics
Phil 211    Feminist Ethics
Rel 263    Ethics, Religion and Conflict
Phil 255    Ethics of Development and Consumption
Phil 251    Introduction to Christian Ethics
Rel 262    The Body in Christian Ethics

**The Arts**
Educ 238    The Arts and Physical Wellbeing

**Concentration in a Discipline**
(minimum of 24 credits in one discipline with at least 16 credits at the 300 level)

**Capstone:**   Student Teaching or Internship*   (3-15 credits)

*Licensure candidates must successfully complete a full semester of student teaching.

**Secondary Education Licensure Program**
Candidates for licensure must complete a minimum 30 credit major, the Secondary Education Minor, at least one full endorsement program, State mandated liberal arts requirements, and a full semester of student teaching.

**Secondary Education Minor**
Educ 114    Foundations of Education
Educ 118    Student Development and Learning
Educ 222    Assessment, Planning, and Teaching (2 credit)
Educ 312    Exceptional Learners
Educ 316    Secondary Education and Practicum
Educ 321    Human Relations in Teaching
Educ 340s    Content Specific Methods Course(s)
Students are strongly encouraged to take Educ 316 prior to Educ 340 class)
Educ 341    English/Language Arts Education and Practicum
Educ 342    World Language Education and Practicum
Educ 343    Social Studies Education and Practicum
Educ 344    Science Education and Practicum
Educ 345    Math Education and Practicum
Educ 346    Business Education and Practicum
Licensure Requirement
Educ 388  Student Teaching
Educ 389  Student Teaching Seminar

Art, Music, Physical Education, Health, and Coaching
Candidates complete a minimum 30 hour major, a full endorsement program, the Professional Education Core in Education, a full-time and full-semester of student teaching, and state mandated liberal arts requirements.

Professional Education Core for Art, Music, Physical Education, Health, and Coaching*
Educ 114  Foundations of Education
Educ 118  Student Development and Learning
Educ 222  Assessment, Planning, and Teaching
Educ 312  Exceptional Learners
Educ 321  Human Relations in Teaching

Advanced Practicum:
Mus 241  Field Experience in Music
          OR
SpSc 241  Field Experience in Physical Education
          OR
Art 360  Art for Public Schools
          AND
Art 361  Secondary Art Methods

Content Specific Methods Courses
Art
Art 360  Art for Public Schools
Art 361  Secondary Art Methods

Music
Mus 322  Elementary Music Methods
Mus 323  Secondary Music Methods

Physical Education
SpSc 208  Elementary Methods of Physical Education
SpSc 321  Secondary Methods of Physical Education

Health
SpSc 308  Health Methods and Curriculum

Licensure Requirement
Educ 388  Student Teaching
Educ 389  Student Teaching Seminar
Endorsement Programs  
(Pre-kindergarten through High School)

Students may earn endorsements in the following areas and at the indicated grade levels.

<table>
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<tr>
<th>Endorsements</th>
<th>Grade Levels</th>
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<td>PK-3</td>
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<td>All Business</td>
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<td>(Instructional Strategist I)</td>
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<tr>
<td>Speech Communication/Theatre</td>
<td>X</td>
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</tbody>
</table>

X = Endorsement programs offered at the undergraduate level.  
*Endorsement programs offered at the undergraduate and graduate levels

NOTE: For candidates who complete an endorsement in psychology and/or sociology, they must complete another endorsement in an area other than sociology or psychology.
Education Courses for Undergraduates

**Educ 114  Foundations of Education**
An introduction to public education and to the profession of teaching. By focusing on the historical, philosophical, and sociological aspects of American public education, as well as policies and political issues arising from these foundational issues, the course leads students through a reflective critique of our current educational system and its significance to our society. The two primary goals of the course are to help students to formulate their own philosophy of education and to provide students with field experiences in the local schools. The latter requires a minimum of ten hours working with a host teacher and his/her students in a nearby elementary school. 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 Teacher Education Program are required to apply for, and be admitted to, Gateway 1 in the Teacher Education Program before taking any additional Education courses (after the Educ 114 semester). Gateway 1 requires the purchase of a Chalk and Wire account (for the creation of the electronic portfolios), and they must take the C-BASE test (there is a fee for the C-BASE test). Consult the Gateways to Teaching on the Education Department’s Website for a complete list of requirements for Gateway 1 admission.] CIVIC. Four credits.

**Educ 118  Student Development and Learning**
Explores typical and atypical growth and development of human beings from birth through adolescence. Relevant research and learning theory are examined especially as they relate to a teacher’s ability to provide learning opportunities that support the physical, cognitive, emotional and social development of children and adolescents. An emphasis is placed on individual and group behavior and motivation, active engagement in learning, and self-motivation. Four credits. Offered fall and spring semesters.

**Educ 129T  Orientation to the Teacher Education Program**
This orientation program is required for all transfer and readmitted students who seek teacher licensure, but who have not been admitted to Gateway 1 of the Teacher Education Program. The goal is to work with students to meet the necessary requirements for Gateway 1 and in some cases Gateway 2 admission. Students will attend orientation sessions for the Teacher Education Program and the ePortfolio. 129T students will be assigned to a designated advisor in the Education Department. Required of all transfer students, readmitted students, licensure and/or endorsement only students, and others as required by the Education Department chair. Students must pass Educ 129T in order to take any additional education classes following the 129T semester. Requires that the C-BASE basic skills exam has been taken and in the case of those who need to achieve Gateway 2 status, they must pass all three subtests of the C-BASE exam. There is a fee for the C-BASE test. Candidates must purchase Chalk and Wire for the creation of the ePortfolio and must pay for and pass the state DCI background check before beginning a field experience. In some cases, field experience(s) is required. One credit.

**Educ 180  Independent Study in Education**

**Educ 190  Special Topics in Education**

**Educ 198  Independent Research in Education**
**Educ 222  Assessment, Planning, and Teaching**  
Candidates gain knowledge about the assessment, planning, teaching, and 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 students' critical and creative thinking, problem-solving abilities, and the application of knowledge and skills. The goal is for students 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: 114 and 118. Two credits.

**Educ 233  Foundations of Special Education**  
An introductory course which includes the philosophical, historical and legal bases for special education, implications of federal and state statutes, public policy, and the importance of the multi-disciplinary team in providing appropriate education programming. Focuses on the collaborative and consultative roles of special education teachers and knowledge of family dynamics and parent rights to enhance parent involvement. The age span covers K through twelfth grade. Prerequisite: Educ 114, 118. Four credits. Offered fall semesters.

**Educ 234  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 of a minimum of five hours, is included. Prerequisites: Educ 114, 118. Four credits. Offered spring semesters.

**Educ 236  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. Four credits.

**Educ 237  Children’s Literature**  
A survey of fiction and nonfiction literature appropriate for the PK-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. Includes oral interpretation of the written word. Students learn about incorporating children’s literature into many subject area lessons (e.g. math, science, social studies, etc.). A field placement allows candidates to practice matching books to children and sharing in the reading process. Prerequisites: Educ 114, 118. Two credits.

**Educ 238  The Arts and Physical Wellbeing**  
An introduction to teaching methods for art and its many forms; performing arts including dance, music, and theatre; physical education, wellness, and health. This course is required for all candidates
who are seeking teacher licensure at the elementary level. Prerequisites: Educ 114, 118, 222. Four credits.

**Educ 280  Independent Study in Education**

**Educ 290  Special Topics in Education**

**Educ 298  Independent Research in Education**

**Educ 300  Reading and Language Arts Education and Practicum (PK through Middle School)**
An integrated literacy methods course that encompasses all of the language arts (reading, writing, speaking, listening, and viewing); reading content includes phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension. Current best-practice, research –based literacy instruction, including assessment, diagnosis, evaluation, technology, and classroom management are included. Introductions to Reading Recovery, Readers’ Theatre, and strategies for the purposeful inclusion of English Language Learners are incorporated. Course content is aligned with Simpson’s Teacher Education Program, the Iowa Teaching Standards, school district standards, the Iowa Core Curriculum, and the new National Core Curriculum Standards. A practicum experience will provide opportunities for student to observe, assist and facilitate literacy learning. Prerequisites: Educ 114, 118, 222. Educ 237 is recommended but not required as a prerequisite. Concurrent enrollment in Educ 326 is required. WRITCOM. Four credits. *Offered every fall.*

**Educ 303  Science/Health Education (PK through Middle School)**
Includes content in health and science, physical science, earth/space sciences and life sciences in addition to current best-practice, research–based methods of inquiry-based teaching, and learning of science and health. Course content is aligned with Simpson’s Teacher Education Program, the Iowa Teaching Standards, school district standards, and the Iowa Core Curriculum. Includes the assessment, diagnosis and evaluation of student learning in science, the integration of technology in teaching science, and the classroom management. Concurrent enrollment in Educ 329 is required. Prerequisites: Educ 114, 118, 222. Two credits. *Offered every spring.*

**Educ 304  Math Education (PK through Middle School)**
Current best-practice, research–based instructional methods in mathematical processes including problem-solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real world experiences for children from PK through middle school. Includes the assessment, diagnosis and evaluation of student learning in mathematics, the integration of technology in teaching, and classroom management relative to mathematics. Course content is aligned with Simpson’s Teacher Education Program, the Iowa Teaching Standards, school district standards, and the Iowa Core Curriculum (including the National Core Standards). Prerequisites: Educ 114, 118, 222. Completion of Math 116 and Math 117 prior to enrollment encouraged, but not required. Concurrent enrollment in Educ 329 is required. Two credits. *Offered every spring.*

**Educ 305  Social Studies Education (PK through Middle School)**
Current best-practice, research-based instructional methods in teaching social studies, including citizenship, history, geography, civic literacy, and economics. Includes the integration of technology, classroom management, and the assessment, diagnosis and evaluation of student learning in social studies. Strategies for integrating reading, language arts, and social studies are explored. Course
content is aligned with Simpson’s Teacher Education program, the Iowa Teaching Standards, school
district standards, and the Iowa Core Curriculum. Concurrent enrollment in Educ 326 is required.
Prerequisites: Educ 114, 118, 222. Two credits. Offered every fall.

**Educ 312 Exceptional Learners (PK through High School)**
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, student who are at-risk, mobile students and
families, etc. The goal is to identify educational strategies that will provide optimal learning
experiences for all students. The legal basis for special education are presented, and the models of
collaborative problem solving, differentiated instruction and co-teaching are emphasized.
Prerequisites: Educ 114, 118, 222. COLLABLDR. Four credits. Offered fall and spring.

**Educ 315 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 clinical field experience. Prerequisites: Educ
114, 118, 222. Must be taken after, or concurrent with, Educ 300. Four credits. Offered every fall.

**Educ 316 Secondary Education and Practicum**
This course is designed to serve students hoping to teach at the middle and/or high school levels,
focusing on strategies and concerns common to most subjects at those levels. The students will build
upon, expand, and apply their understandings of cognition, communication, motivation, management,
research-based teaching strategies, and assessment. It involves an extensive practicum of at least 30
hours. In that practicum students will examine and practice a variety of evidence-based teaching
strategies, including teaching at least one lesson; The students will also use and evaluate educational
technology; and apply techniques that assist secondary-level students in reading in the content areas.
This course must be taken concurrent with, or prior to, taking an Educ 340 course. Prerequisites: Educ
114, 118, 222. Four credits.

**Educ 317 Corrective and Remedial Reading Education**
An in-depth study of research-based, remedial methods and materials appropriate for dealing with
variations in the development of elementary aged students’ reading and writing processes.
Concurrent enrollment with Educ 317L required. Prerequisites: Educ 114, 118, 222, 300 and 315. Educ
237 is recommended but not required. Four credits. Offered every spring.

**Educ 317L Clinical Field Experience**
A clinical and supervised field experience, of a minimum of 20 hours, will provide opportunities for
identification and remediation of students’ proficiencies and needs in reading and writing. Concurrent

**Educ 318 Assessment, Diagnosis, and Programming for K-12 Students with Special Needs**
A study of the appropriate use of informal and formal assessment procedures necessary to plan and evaluate curriculum and teaching practices to best meet the individual needs of students. Includes the collection and use of academic and behavioral data for assessment and instructional planning for students with mild and moderate disabilities in levels K to Grade 12. Prerequisites: Educ 114, 118, 222, and 233. Two credits.

**Educ 320  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 Educ 237 or Eng 220; Educ 300 is required for elementary education candidates. Two credits.

**Educ 321  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. DIVRSTY Four credits.

**Educ 323  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 before Educ 334. Prerequisites: Educ 114, 118, 222, and 234. Must be taken concurrent with Educ 323P. Four credits.

**Educ 323P  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, and concurrent with Educ 323/532. Offered every spring. Zero credit.

**Educ 324  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 114, 118, 222, 233 and 318. (or concurrently with Educ 318 with permission of the Educ 324 instructor). Must be taken concurrent with Educ 324P. Four credits. Offered every fall.

Educ 324P  Elementary Special Education Advanced Practicum
This elementary special education practicum, which is taken concurrently with Educ 324/524, 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, 234, and concurrent with Educ 324. Offered every fall. Zero credit.

Educ 325/325P Early Childhood Education and Advanced Practicum II
Course work plus a practicum in local early childhood programs of a minimum of 35 hours. Prerequisites: Educ 118, 222, 234/514, 323/532, and 334/536 Offered May term. Four credits.

Educ 326P  Elementary Advanced Practicum I
The practicum of a minimum of 30 hours, provides an opportunity for candidates to apply their knowledge, skills, and dispositions to an elementary classroom setting. Must be taken concurrently with Educ 300 and/or Educ 305. Prerequisites: Educ 114, 118, 222, and admission to Gateway 2. One credit.

Educ 327  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 the individual needs of students. A practicum is included. Prerequisites: Educ 114, 118, 222, 233, and 318 (or concurrently with Educ 318 with permission of the Educ 327 instructor). Must take concurrent with Educ 327P. Offered every spring. Four credits.

Educ 327P  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, 234, and concurrent with Educ 327/527. Offered every spring. Zero credit.

Educ 328  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. Four credits. Offered May term in odd numbered years.

Educ 329P  Elementary Advanced Practicum II
The practicum provides an opportunity for candidates to apply their knowledge, skills, and dispositions to an elementary classroom setting. Must be taken concurrently with Educ 303 and/or Educ 304. Prerequisites: Educ 114, 118, and 222. Two credit.
Educ 333  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, 222, 233, and 318. Four credits.

Educ 334  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. Understanding the impact that one person can have on the legislative process is very empowering; let your voice be heard! Prerequisites: Educ 114, 118, 222, 234, and 323. Four credits.

Educ 341  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 of a minimum of 30 hours 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. Must be taken after, or concurrent with, Educ 316. Two credits.

Educ 342  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 of a minimum of 30 hours 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: Education 114, 118, and 222. Must be taken after, or concurrent with, Educ 316. Two credits.

Educ 343  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 of a minimum of 30 hours 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 346. Prerequisites: Education 114, 118, and 222. Must be taken after, or concurrent with Educ 316. Two credits.

**Educ 344 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 of a minimum of 30 hours 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. Must be taken after, or concurrent with, Educ 316. Two credits.

**Educ 345 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 of a minimum of 30 hours 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. Must be taken after, or concurrent with, Educ 316. Two credits.

**Educ 346 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 of a minimum of 30 hours 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. Must be taken after, or concurrent with Educ 316. Two credits.

**Educ 347 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; includes 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, and 318. Three credits.

**Educ 380 Independent Study in Education**
**Educ 388  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. Must be taken concurrently with Educ 389/589 Student Teaching Seminar. Prerequisite: Admission to Gateway 4.

**Educ 389  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 Gateway 4. One credit.

**Educ 390  Special Topics in Education**

**Educ 398  Independent Research in Education**

**Student Teaching**

*Students may combine some sections of student teaching, but all student teachers must student teach for a minimum of 15 weeks (15 semester hours) and must enroll in the student teaching seminar. Students seeking two or more divergent endorsements should expect to student teach longer than 15 weeks. The State of Iowa requires that all student teaching placements are full-time (regular teacher hours) and full-semester. Students are encouraged to limit their work schedules and not take classes or participate in extra-curricular activities during the student teaching semester. Student teaching placements are limited to a 35 mile radius of the Simpson College campus.*

**Educ 388/588 Sections**

- Educ 388/588PK: Student Teaching: Birth - Preschool
- Educ 388/588P: Student Teaching: Primary (K-3rd grade)
- Educ 388/588UL: Student Teaching: Upper Elementary (4-6)
- Educ 388/588LS: Student Teaching: Elementary Instructional Strategist I (K-8)
- Educ 388/588M: Student Teaching: Middle School (4-8)
- Educ 388/588S: Student Teaching: Secondary (7-12)
- Educ 388/588SS: Student Teaching: Secondary Instructional Strategist I (5-12)
- Educ 388ML: Student Teaching: Elementary Music (K-8)
- Educ 388MS: Student Teaching: Secondary Music (5-12)
- Educ 388AL: Student Teaching: Elementary Art (K-8)
- Educ 388AS: Student Teaching: Secondary Art (5-12)
- Educ 388PL: Student Teaching: Elementary Physical Education (K-8)
- Educ 388PS: Student Teaching: Secondary Physical Education (5-12)
- Educ 388PHL: Student Teaching: Physical Education and Health (K-8)
- Educ 388PHS: Student Teaching: Physical Education and Health (5-12)
Graduate Programs in Secondary Education*

*Please see Graduate Catalog for more specific information on Graduate Level Programs at Simpson College.

Master of Arts in Teaching (MAT) and Transition to Teaching (TtoT) Programs

The Simpson College Education department offers two graduate programs for students pursuing secondary licensure. These programs are referred to as the Masters of Arts in Teaching (MAT), which results in both licensure and a master’s degree, and the Transition to Teaching (TtoT) program which results in licensure only.

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 Evening, Weekend, and Graduate (EWG) advisor to complete an initial transcript analysis. The initial analysis may involve contact with the chairs of the education and 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 EWG program, 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 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.

Master of Arts in Teaching Courses

**Educ 500   Graduate Foundations in Education**
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 pubescents and adolescents 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 (PK through High School)
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 and Practicum
This course is designed to serve students hoping to teach at the middle and/or high school levels, focusing on strategies and concerns common to most subjects at those levels. The students will build upon, expand, and apply their understandings of cognition, communication, motivation, management, research-based teaching strategies, and assessment. It involves an extensive practicum of at least 30 hours. In that practicum students will examine and practice a variety of evidence based teaching strategies, including teaching at least one lesson; use and evaluate educational technology; and apply techniques 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 237/337 is recommended but not required pre-requisite. Four credits.

Educ 518  Assessment, Diagnosis, and Programming for K-12 Students with Special Needs
A study of the appropriate use of informal and formal assessment procedures necessary to plan and evaluate curriculum and teaching practices to best meet the individual needs of students. Includes the collection and use of academic and behavioral data for 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, and 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. Prequisites: Educ 500 and 506. Zero credits.

**Educ 588 Student Teaching** (15 credits)
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.
**English**

Wolf, Butts, Harrigan, LaFauci, St. Clair

**Department Mission Statement**

Work in the Department of English includes courses in literature and in expository and creative writing. All courses, whether focused on a genre, author, period, or socio-cultural perspective, help students develop the sensitivity to language, form, and ideas that provides both for understanding and enjoyment of literature and for excellence in their own writing.

Majors acquire a general acquaintance with the traditions of English and American literature and are encouraged to explore in greater detail those writers, periods, and topics that best meet their individual aims and interests. Forty credit hours are required for the major.

English 101, 102, 103, 106 and 108 do not count toward the major or minor. Students may count a maximum of four credits of other 100-level English courses toward the major. Students seeking English/Language Arts teaching endorsements may count Eng 220, Adolescent Literature as an elective for the major or minor. (Note: All English/Language Arts endorsements also require Communications Studies 102, Public Speaking in Society. Please refer to the Education department web site for specific requirements for the elementary and secondary education endorsements.)

**English Major**

*Student will complete nine courses, plus the capstone as follows:*

**One course from the following:**

- Eng 202 Fiction Writing
- Eng 203 Poetry Writing
- Eng 204 Nonfiction Writing

**One course from the following:**

- Eng 209 British Literature I
- Eng 210 British Literature II

**One course from the following:**

- Eng 212 U.S. Literature I
- Eng 213 U.S. Literature II

**One pre-1800 course**

- Eng 331 The Age of Chaucer
- Eng 332 Early Modern Literature
- Eng 333 The Major Plays of Shakespeare
- Eng 335 Major Eighteenth-Century Authors

**One ethnic U.S./global literature course**

- Eng 222 African-American Literature and Culture
- Eng 236 Studies in Ethnic and Multicultural Literatures of the U.S.
- Eng 340 Contemporary Literature
Four additional courses, two of which must be at the 300-level

Eng 360  Senior Project Capstone

English Minor

_Students will complete five courses as follows:_

**One course from the following:**
Eng 116  Heritage of Western Lit I
Eng 117  Heritage of Western Lit II

**One course from the following:**
Eng 202  Fiction Writing
Eng 203  Poetry Writing
Eng 204  Nonfiction Writing

**One course from the following:**
Eng 209  British Literature I
Eng 210  British Literature II
Eng 212  U.S. Literature I
Eng 213  U.S. Literature II

**One ethnic U.S./global literature course**
Eng 222 African-American Literature and Culture
Eng 236 Studies in Ethnic and Multicultural Literatures of the U.S.
Eng 340 Contemporary Literature

**One elective course at the 300-level**

**English Courses**

Eng 106  College Writing: Argument and Persuasion
Continued practice in the writing process, with assignments that teach students to deliberate on issues and ideas they might encounter in the humanities, the arts, and the social and natural sciences, and to present carefully reasoned, well-supported, and -- where appropriate -- documented arguments in support of their opinions on these issues and ideas. The course includes strategies of persuasion and analysis, research, methods of documentation, and other discourse conventions of college writing.
WRITCOM. Four credits.

Eng 108  Linguistics and Writing
Provides the fundamentals of linguistics including phonology, morphology, and grammatical structures of English. Students develop vocabulary and skills necessary for effective writing and the teaching of writing. Encouraged for candidates interested in the Teacher Education Program and required for elementary education candidates and some secondary endorsements. This is not a methods of teaching course. Prerequisites: Educ 114. Four credits. _Offered fall and spring._ May not be used for the English Major or Minor.

Eng 110  Literature and the Human Condition
An introduction to short stories, poems, plays, and novels that enrich the mind and spirit. Although the course aims to extend students' awareness of how to read literature, its primary emphasis is to contribute to the humanistic aims of general studies by exploring visions of the human condition.
Designed for first or second year students who have taken little or no literature in high school. Not recommended for students planning to major in English. Cornerstone 4B. Four credits.

**Eng 116 Heritage of Western Literature I**
A study of works that provide the foundations for the Western literatures, including the Classical, Judeo-Christian, Celtic, and Germanic traditions through the fifteenth century. An examination of such writers as Homer, Sophocles, Plato, Virgil, Augustine, Bocaccio, Dante, and Chaucer, as well as the national epics of Western European countries. The course explores the development of Western culture as revealed by its literature. Cornerstone 1A and HISTRCL. Four credits.

**Eng 117 Heritage of Western Literature II**
A study of works that define the modern tradition in Western literatures. An examination of such writers as Shakespeare, Racine, Rousseau, Mary Shelley, Mill, Dostoevsky, Ibsen, and Kafka. The course explores the development of Western culture since the Renaissance as revealed by its literature. Cornerstone 1B and HISTRCL. Four credits.

**Eng 180 Independent Study in English**

**Eng 190 Special Topics in English**

**Eng 198 Independent Research in English**

**Eng 202 Fiction Writing**
An introductory course for students interested in writing fiction. The course involves discussion of selected texts by accomplished writers, assignments designed to develop specific skills and techniques, class discussion of student work, and individual conferences. As a final project, students are expected to write and revise a substantial short story or group of stories. ART. Four credits.

**Eng 203 Poetry Writing**
An introductory course for students interested in writing poetry. The course involves discussion of selected texts by accomplished writers, assignments designed to develop specific skills and techniques, class discussion of student work, and individual conferences. As a final project, students are expected to write a collection 10-12 pages of revised poetry. ART. Four credits.

**Eng 204 Nonfiction Writing**
An introductory course for students interested in writing nonfiction essays. The course involves discussion of selected texts by accomplished writers, assignments designed to develop specific skills and techniques, class discussion of student work, and individual conferences. As a final project, students are expected to write and revise a substantial nonfiction essay or group of essays. ART. Four credits.

**Eng 209 British Literature I**
A survey course that explores English literature from its Anglo-Saxon beginnings to the Early Modern period with focus on the relationship between cultural shifts and genre development. Students will read epic poetry, lyric poetry, medieval romance, dramas, and essays. Cornerstone 4B and HISTRCL. Four credits.
Eng 210  British Literature II
A survey course that explores Restoration drama, Neoclassicism, Romanticism, Victorianism, Modernism, and Postmodernism as cultural movements in which a variety of genres develop and are modified in response to shifting notions of class, race, and gender. Students will read poetry, novels, drama, short stories and essays. Cornerstone 4B and HISTRCL. Four credits.

Eng 212  U.S. Literature I
This course investigates the literature and culture of (the region now bounded as) the United States during a period when individual, regional, and national identifications experienced great change. As a "survey" course, it takes as broad a swath of the field as possible, considering American Indian voices; colonial encounters with the "New World"; and the literature of the American Revolution, early national, and antebellum periods. It may consider various genres or types of text, such as fiction, nonfiction, oral poetry and stories, and lyric poetry, as well as visual texts and primary sources. Cornerstone 4B, HISTRCL, and INFOLIT. Four credits.

Eng 213  U.S. Literature II
This course investigates United States literature spanning from the end of the Civil War to the end of the twentieth century. It may consider novels, stories, and nonfiction texts from across this period, attending to developments in nineteenth- and twentieth-century U.S. literary history such as Regionalism, Realism, Naturalism, Modernism, and Postmodernism. Students may also consider the political, cultural, and historical events that run parallel to these literary developments. Cornerstone 4B and HISTRCL. Four credits.

Eng 220  Young Adult Literature
A survey of literature written for young adults. The course provides an overview of various genres, cultural perspectives, and themes in adolescent literature and examines the relation of adolescent literature to adult literature. Required for secondary education. This course does not satisfy a Cornerstone 4 requirement. Four credits.

Eng 222  African-American Literature and Culture
A survey of the literature written by African-Americans from slavery times through the civil rights movement. Attention will also be given to outstanding examples of African-American music. The course covers a bit more than a century of African-American writing, from Douglass to Lorraine Hansberry. Selections from writers such as Dunbar, DuBois, Hughes, Hurston, Wright, Petry, Brooks, Ellison, and Baldwin will be included. The historical context of the works will be emphasized throughout the course. Cornerstone 6 and DIVRSTY. Four credits.

Eng 234  Women's Literature, Women's Lives
This course introduces students to literature written by women from the fourteenth century to the present and to feminist analysis as a tool for understanding that literature. Students will examine and analyze the cultural conditions which shaped both the authors' lives and the literature they produced, then apply this analysis to understanding the experience of women in American culture. Cornerstone 6 and DIVRSTY. Four credits.

Eng 236  Studies in Ethnic and Multicultural Literatures of the U.S.
Readings in the literatures of ethnic and other groups who have traditionally been assigned minority status and marginalized in U.S. culture. Such groups include the writing of Native Americans, Asian
Americans, Hispanic Americans, and Gay and Lesbian Americans, among others. The specific focus may vary each time the course is offered. Cornerstone 6 and DIVRSTY. Four credits.

Eng 280 Independent Studies in English

Eng 290 Special Topics in English

Eng 298 Independent Research in English

Eng 311 Studies in Twentieth Century British Literature
A study of important writers, trends, or topics in twentieth century British literature. The particular writers to be studied will be announced each time the course is offered. Cornerstone 4B. Four credits.

Eng 314 Studies in Twentieth Century U.S. Literature
A study of writers, trends, or topics in U.S. literature since World War I. The particular writers to be studied will be announced each time the course is offered. Cornerstone 4B, HISTRCL, and WRITCOM. Four credits.

Eng 331 The Age of Chaucer
A study of the works of Chaucer and his influences. Cornerstone 4B, WRITCOM, and INFOLIT. Four credits.

Eng 332 Early Modern Literature
A study of influential works from the fifteenth through the seventeenth centuries. Cornerstone 4B and WRITCOM. Four credits.

Eng 333 The Major Plays of Shakespeare
Intensive study in significant plays from the histories, comedies, tragedies, problem plays, and romances. Emphasis on close readings of texts as well as their cultural contexts. Cornerstone 4B and WRITCOM. Four credits.

Eng 335 Major Eighteenth-Century Authors
Poetry, prose, and drama from the late 1600s to 1800. Cornerstone 4B. Four credits.

Eng 336 The Novel
Reading and analysis of novels, with emphasis on the development and evolution of the genre. Cornerstone 4B. Four credits.

Eng 337 Romanticisms
A study of theories of art and culture dominant in Europe, Great Britain, and the United States from the late eighteenth through the nineteenth centuries. Cornerstone 4B. Four credits.

Eng 338 The Long Century
A study of literature, primarily British, from 1750-1900 that focuses on the interplay of cultural and political movement such as Romanticism, Victorianism, Decadence and Modernism, the development of print cultures, gendered narratives, and transatlantic conversations in a variety of genres and fields. Cornerstone 4B and HISTRCL. Four credits.
Eng 340  Contemporary Literature
Selected works of living writers from around the world. The course explores current developments in the forms of fiction, poetry, drama, and nonfiction and emphasizes literature as a means of understanding the perspectives and experiences of people in different cultures. Cornerstone 4B. Four credits.

Eng 345  Literary Theories
An introduction to the field of literary theory, with special emphasis on the philosophy, historical roots, and applications of those theories employed by contemporary critics. Strongly recommended for students anticipating graduate work in English. WRITCOM. Four credits.

Eng 360  Senior Project
In collaboration with a member of the English faculty, students develop an individualized program of reading and writing, culminating in the presentation of a substantial piece of writing, followed by an oral examination over the project involving all departmental faculty. Pre-requisite: open only to senior English majors. INFOLIT and WRITCOM. Four credits.

Eng 370  English Seminar
A concentrated study of an author, genre, theme, or text(s). Four credits.

Eng 380  Independent Study in English

Eng 390  Special Topics in English

Eng 398  Independent Research in English
History
Proctor, Friedricks, Livingston, Sasser, Walden

Department Mission Statement
Simpson College history majors will graduate with a critical understanding of the essential features of the western tradition, a discriminating knowledge of cultures different than their own, and the communication and thinking skills necessary for both a career and full participation as citizens.

History Major
Students will complete ten courses plus a capstone as follows.

Western Traditions (Two courses required)
Choose one of the following courses:
Hist 101 Western Civilization I
Hist 111 Western Civilization I (RTTP)
Hum 101 Western Traditions I

Choose one of the following courses:
Hist 102 Western Civilization II
Hist 112 Western Civilization II (RTTP)
Hum 102 Western Traditions II

200 Level Survey Electives
Developing World (One course required)
Hist 275 History of India
Hist 276 History of China
Hist 277 History of the Muslim World
Hist 278 History of Latin America

U.S. History (One course required)
Hist 201 U.S. History to 1877
Hist 202 U.S. History since 1877
Hist 211 African-American History
Hist 222 American Women’s History
Hist 261 American Environmental History

European History (One course required)
Hist 231 History of England to 1688
Hist 232 History of England since 1688
Hist 234 History of France since 1789
Hist 270 The Crusades

One additional elective chosen from the three groups above.
300 Level Electives

European History (One course required)
Hist 305 Renaissance and Reformation 1300-1648
Hist 308 Nineteenth Century Europe 1789-1914
Hist 309 Contemporary Europe
Hist 322 Women and Gender in European History
Hist 333 Crime & Punishment in European History
Hist 344 Readings in European History

U.S. History (One course required)
Hist 355 History of Iowa
Hist 358 Constitutional History of the United States
Hist 359 Colonial and Revolutionary America
Hist 363 American Civil War
Hist 364 Readings in United States History
Hist 367 Modern America 1877-1920
Hist 368 Recent America

Integrative (One course required)
Hist 319 Public History Internship
Hist 369 Historical Simulation Design
Hist 386 Senior Research Seminar

One additional elective chosen from the three groups above.

Senior Capstone (Taken in Senior Year)
Hist 385 Interpretations of History and Historiography

History Minor

Student will complete 6 courses as follows:

Western Traditions (Two courses required)
Choose one of the following courses:
Hist 101 Western Civilization I
Hist 111 Western Civilization I (RTTP)
Hum 101 Western Traditions I

Choose one of the following courses:
Hist 102 Western Civilization II
Hist 112 Western Civilization II (RTTP)
Hum 102 Western Traditions II

200 Level Survey Electives
Choose two of the following courses:
Hist 201 U.S. History to 1877
Hist 202 U.S. History since 1877
Hist 211 African-American History
Hist 222 American Women’s History
Hist 231 History of England to 1688
Hist 232 History of England since 1688
Hist 234 History of France since 1789
Hist 261 American Environmental History
Hist 270 The Crusades
Hist 275 History of India
Hist 276 History of China
Hist 277 History of the Muslim World
Hist 278 History of Latin America

300 Level Electives
Choose two of the following courses:
Hist 305 Renaissance and Reformation 1300-1648
Hist 308 Nineteenth Century Europe 1789-1914
Hist 309 Contemporary Europe
Hist 319 Public History Internship
Hist 322 Women and Gender in European History
Hist 333 Crime & Punishment in European History
Hist 344 Readings in European History
Hist 355 History of Iowa
Hist 358 Constitutional History of the United States
Hist 359 Colonial and Revolutionary America
Hist 363 American Civil War
Hist 364 Readings in United States History
Hist 367 Modern America 1877-1920
Hist 368 Recent America
Hist 369 Historical Simulation Design
Hist 391 Honors in History

History Courses
Hist 101 History of Western Civilization I
A brief examination of cultural contributions of the ancient Middle East, followed by a survey of the classical civilizations of Greece and Rome and an investigation of the rise of Christianity. A survey of the Middle Ages serves as a background for the development of European life culminating in the era of the Renaissance and Reformation. Cornerstone 1A, CIVIC, and CRITTHNK. Four credits. Offered every fall.

Hist 102 History of Western Civilization II
Beginning with the early modern era, the survey of Western civilization continues during the second semester with a consideration of the changes wrought by the Intellectual and Scientific Revolution, English ferment, the French Revolution, and the growth of modern industry and nationalism. The course concludes with an examination of the great world upheavals of the twentieth century. Cornerstone 1B, CRITTHNK and CIVIC. Four credits. Offered every spring.
Hist 111 Western Civilization I (RTTP)
This course is an introduction to the western tradition through reading, discussion, lecture, and historical simulation games. Students will play one or more multi-week historical simulations as part of the course. The course will cover the ancient Middle East, the classical civilizations of Greece and Rome, the development of Christianity, medieval Europe, and the Renaissance and Reformation. Cornerstone 1A, COLLABLDR and ORALCOM. Four credits. Offered every fall.

Hist 112 Western Civilization II (RTTP)
This course is an introduction to the western tradition through reading, discussion, lecture, and historical simulation games. Students will play one or more multi-week historical simulations as part of the course. Beginning with the early modern era, the survey of Western civilization continues during the second semester with a consideration of the changes wrought by the Scientific Revolution and Enlightenment, the French Revolution, and the growth of modern industry and nationalism. The course concludes with an examination of the great world upheavals of the twentieth century. Cornerstone 1B, COLLABLDR and ORALCOM. Four credits. Offered every spring.

Hist 180 Independent Study in History

Hist 190 Special Topics in History

Hist 198 Independent Research in History

Hist 201 U.S. History to 1877
An examination of the forces which have shaped American history from the earliest colonial settlements to the Civil War. Emphasis upon the American Revolution, the establishment of the government under the Constitution, and the succeeding political, social, and economic movements which culminated in the Civil War. Cornerstone 4B, HISTRCL, and INFOLIT. Four credits. Offered every fall.

Hist 202 U.S. History since 1877
An introductory analysis of the factors which have defined our history from the Reconstruction after the Civil War to America’s position in the twentieth century. Emphasis on industrialization, urbanization, and the emergence of the United States as a world power in the twentieth century. Cornerstone 4B, HISTRCL and INFOLIT. Four credits. Offered every spring.

Hist 211 African-American History
The history of the Black Americans is traced from the time of their appearance as slaves in the New World to the struggle for equality in the twentieth century. Cornerstone 6 and DIVRSTY. Four credits. Offered every fall.

Hist 222 American Women’s History
This course treats women’s history as both an integral element of American history and as a unique subject of historical investigation. Students will learn to think critically about how the category of gender interacts with class, race, ethnicity, and sexuality. Cornerstone 6 and DIVRSTY. Four credits. Offered every spring.
Hist 234 History of France since 1789
This course will survey the history of France from the French Revolution until the present. It will focus on political ideals and institutions as a way of understanding the legacy of the Revolution for France. It will also consider the role France has played in Europe in the 19th and 20th centuries, from the time of the Revolution and the Napoleonic wars, through the revolutions of 1830 and 1848, the Paris Commune, the two world wars of the 20th century and the evolution of the European Union. The modernization of France’s economy, society and culture in the context of European developments will also be discussed. Cornerstone 4B. Four credits.

Hist 231 History of England to 1688
A survey of English political, social, economic, and intellectual development from the beginnings to 1688. After a brief consideration of Roman and Saxon Britain, the course focuses on English medieval institutions and constitutional developments. Tudor and Stuart times are given extended treatment, with special attention to religious and political changes. Cornerstone 4B, CRITTHNK and HISTRCL. Four credits. Offered every other fall.

Hist 232 History of England since 1688
A survey of English history from 1688 to present. An examination of the Hanoverian monarchy, the growth of cabinet government, the development of political parties, the industrial revolution, the age of reform, and the expansion of Britain abroad. The course concludes with a consideration of Britain's significance in the twentieth century. Cornerstone 4B, CRITTHNK and HISTRCL. Four credits. Offered every other spring.

Hist 261 American Environmental History
This course deals with the interaction between people and the natural world in North America from colonial times to the present. Various ideas of nature, the environmental consequences of European settlement, the spread of market agriculture, and the impact of industrialization are among the topics that will be examined. Cornerstone 4B, CRITTHNK, HISTRCL, and INFOLIT. Four credits. Offered every other year.

Hist 270 The Crusades
This course explores the nature and idea of the Crusades by examining their religious, political and cultural motivations and their effect they had on the people of Europe, Byzantium and the Islamic world. The course culminates in an examination of the legacy of the Crusades and how later generations invoke their image and memory as inspiration. Cornerstone 4B, CRITTHNK, and GLOBAL. Four credits. Offered every other year.

Hist 275 History of India
A survey of the history of the Indian subcontinent, with emphasis on the period from the Mughal Empire to independence and partition. Topics include Hindu and Muslim traditions, caste, imperialism, Indian nationalism, the life and ideas of Gandhi, and decolonization and its aftermath. Cornerstone 4B, COLLABLDR, GLOBAL, and ORALCOM. Four credits. Offered every other fall.

Hist 276 History of China
An introduction to Chinese history and culture, with emphasis on the period from 1600-present. Topics covered include major religious and philosophical traditions, imperial dynasties, “opening” to the West, early 20th century political conflicts, civil war, Communist rule, and China’s place in the 21st
century global economy. Cornerstone 4B, WRITCOM, ORALCOM, and GLOBAL. Four credits. Offered every other fall.

Hist 277 History of the Muslim World
This course introduces students to the history of those parts of the world in which the religion of Islam has been influential. Students study the development of the religion of Islam, the conquest of the first Arab empire and the creation of an Islamic civilization, the establishment of the Ottoman, Safavid and Mughal empires and the struggle to meet the multiple challenges posed by the West since from the eighteenth century to the present. Cornerstone 4B. Four credits.

Hist 278 History of Latin America
This course will analyze the forces that have shaped Latin American society from the Mayan, Aztec and Incan civilizations to the present, focusing on the importance of race, religion and class in the development of political and social institutions as well as the armed conflicts that continue to plague many parts of Latin America today. Cornerstone 4B and GLOBAL. Four credits.

Hist 280 Independent Study in History

Hist 290 Special Topics in History

Hist 298 Independent Research in History

Hist 305 Renaissance and Reformation 1300-1648
The period of transition from medieval to modern times. Emphasis will be placed upon the origins of humanism, capitalism, and the nation state; the beginnings of modern science; the Protestant and Catholic Reformations; and the political and religious settlement at the end of the Thirty Years' War. Cornerstone 4B, CRITTHNK, and HISTRCL. Four credits. Offered every other year.

Hist 308 Nineteenth Century Europe 1789-1914
A survey of major events and developments in European history from the French Revolution to the outbreak of World War I. The course will be particularly concerned with how nationalism and imperialism affected Europe internally and influenced its relations with the rest of the world. We will also cover such standard subjects as the Industrial Revolution, Napoleon, and the revolutions of 1848, the rise of Germany, the emergence of mass society and the transformation of culture by technology and science. Cornerstone 4B, CIVIC, INFOLIT, and WRITCOM. Four credits. Offered every other year.

Hist 309 Contemporary Europe
An examination of the events, developments and ideas that have influenced Europe during the twentieth century, including the impact of global wars, the effects of increasing economic interdependency, the appeal of extremist ideologies such as fascism and communism, the growth of the “great state” and the transformation of society and culture by rapid technological advances. There will be particular emphasis on the changing place of Europe in relation to Russia, the United States and the former colonial world. Cornerstone 4B. Four credits. Offered every other year.

Hist 319 Public History Internship
These internships provide students with experience in a public history setting and are ideal for those considering careers involving history in areas outside of teaching. Typically, these internships take place in museums, historical societies, libraries, archives, living history sites, and oral history projects.
Available during fall, spring, and summer terms. Prerequisite: Completion of at least one 300 level history course and permission of instructor. Offered every semester.

**Hist 322 Women and Gender in European History**
This course focuses on the actions, roles, and perceptions of women in European history, with attention to the interaction of gender expectations in regard to women’s economic, political, social, and cultural experiences. Cornerstone 4B GLOBAL and INFOLIT. Four credits. Offered every other year.

**Hist 333 Crime and Punishment in European History**
Criminal behavior is historically relative, determined by the values and concerns of society at a particular moment in time. What and how a society chooses to prosecute and punish crime reveals a great deal about the values of that society. This course explores how European societies, particularly in Britain, have thought about, defined and dealt with crime throughout history. Cornerstone 4B, HISTRCL and INFOLIT. Four credits. Offered every other year.

**Hist 344 Readings in European History**
This seminar provides an extensive background in European or British history through a close reading of the significant secondary literature of a particular topic or time period. Emphasis is placed on developing the ability to deal critically with historical writing. Cornerstone 4B and HISTRCL. Four credits.

**Hist 355 History of Iowa**
A survey of Iowa and its people from prehistoric times to the present. Emphasis will be placed on key personalities and the social, cultural, economic, and political developments that have impacted the lives of Iowans. Cornerstone 4B, HISTRCL and COLLABLDR. Four credits. Offered every spring.

**Hist 358 Constitutional History of the United States**
A history of the development and interpretation of American law and politics from the earliest colonial settlements to the present time. Same as Political Science 358. Cornerstone 4B and HISTRCL. Four credits. Offered every other spring.

**Hist 359 Colonial and Revolutionary America**
This study of 17th and 18th century North America examines issues like religious toleration, race relations, identity politics, class conflict, immigration, environmental degradation, and property rights through the perspective of Indian, African, and European servants, slaves, artisans, farmers, soldiers, and merchants. Cornerstone 4B, HISTRCL, CRITTHNK, and INFOLIT. Four credits. Offered every other year.

**Hist 363 American Civil War**
A survey of the major issues, events and personalities of the American Civil War from the origins of the sectional conflict throughout the ultimate failure of Reconstruction. This course investigates how the war changed the lives of all Americans, including those who never set foot on the battlefield. Cornerstone 4B, CRITTHNK, HISTRCL, and INFOLIT. Four credits. Offered every other year.

**Hist 364 Readings in United States History**
This seminar provides an in-depth understanding of American history through an intensive study of the secondary literature of a particular topic or period. Emphasis is placed on developing the ability to deal critically with historical writing. Cornerstone 4B and HISTRCL. Four credits.
Hist 367  Modern America 1877-1929
This course concentrates on decades which saw the emergence of modern American society. Focus is on the social forces which transformed American life in this period — industrialization, immigration, and urbanization — and how Americans understood and adapted to the changes going on around them. Particular attention is paid to the rise of big business and big government and to changes in the nature of everyday life, including work, family, school, and leisure. Cornerstone 4B, CRITTHNK, HISTRCL and INFOLIT. Four credits.

Hist 368  Recent America
This course surveys the major personalities, ideas, events, and developments in the United States since 1929. The period is examined through the eyes of conventional as well as unconventional people, and various schools of historical interpretation will be considered. Cornerstone 4B, CRITTHNK, HISTRCL and INFOLIT. Four credits.

Hist 369  Historical Simulation Design
Students will work together to research, design, and write prototypes of several games, which they will playtest and refine over the course of the semester. COLLABLDR and ORALCOM. Offered every other spring. Four credits.

Hist 370  Europe and World War I
This course examines aspects of World War I including the causes of the war, military tactics and innovations, the impact of war on both soldiers and civilians, the global impact of the war, the resulting peace treaties, and the depiction of the war in art, literature, and film. WRITCOM, INFOLIT, and GLOBAL.

Hist 380  Independent Study in History

Hist 385  Interpretations of History and Historiography
A senior seminar which seeks to explore the methodological problems in historical research, followed by a survey of the important theories of history. Against this background in historical interpretation, the course considers selected topics in European and American historiography. Open only to seniors (or juniors with permission) whose major field of concentration is history. WRITCOM. Four credits. Offered every fall.

Hist 386  Senior Research Seminar
This course allows majors to apply their understanding of the discipline by preparing an original piece of historical work. Students will select a topic, examine the appropriate primary and secondary sources, and prepare an interpretative research paper based on their study. INFOLIT and WRITCOM. Prerequisite: History 385. Four credits.

Hist 390  Special Topics in History

Hist 391-392  Honors in History

Hist 398  Independent Research in History
Iowa History Center at Simpson College

Founded in 2006, the Iowa History Center is committed to preserving and promoting the state’s history and encouraging a public conversation about the story of Iowa.

Mission Statement

The mission of the Iowa History Center is to advance the understanding and appreciation of Iowa history among our state’s students, scholars, and the general public.

Programs

For Simpson College students we offer courses in Iowa history and internships at facilities such as the State Historical Museum, Terrace Hill, and the Ft. Des Moines Museum and Education Center.

For elementary school students, we fund Iowa history oriented field trips.

For graduate students and scholars we give an annual prize for the best master’s thesis in Iowa history and provide grants to support research in Iowa history.

And for the general public, we are recording and transcribing the stories of Iowans with our Iowa Oral History Project, hosting lectures and presentations in our Iowa History Speaker Series, and publishing works on Iowa history.

Contact Information

Bill Friedricks
Director, Iowa History Center
515 961-1634
Humanities
St. Clair, Calkins, Gammon, Proctor, Pauley, Sasser, Walden, D. Wolf

Hum 101  Western Traditions I
An interdisciplinary introduction to enduring ideas of the classical and Judeo-Christian traditions at the root of Western civilization. Through study of selected works of literature by Greek, Roman, Hebrew, early Christian, and Renaissance authors, students will explore issues surrounding citizenship, leadership, justice, honor, war, death, and friendship. This course may be substituted for Hist 101, Eng 116, or Rel 103. Cornerstone 1A, or CIVIC, CRITTHNK, and WRITCOM. Offered every fall.

Hum 102  Western Traditions II
An interdisciplinary introduction to enduring ideas of Western civilization from the Reformation to the present. Through study of selected primary texts, students will explore issues surrounding citizenship, leadership, justice, honor, war, death, and friendship. This course may be substituted for Hist 102 or Eng 117, and may count for credit in Religion. Cornerstone 1B or GLOBAL, WRITCOM, and CRITTHNK. Offered every spring.
Department Mission Statement
The Independent Interdisciplinary Major (IIM) is available to students who wish to study a multidisciplinary field of concentration that is not provided by one of the current majors or multidisciplinary concentrations of the college. The student will design the IIM around a topic, theme, issue, or set of questions that cannot be adequately addressed within a single existing major. Students are recommended to look for interdisciplinary programs at other institutions as models or interdisciplinary study recommended by graduate of professional programs.

Students can submit a proposal for an IIM after the completion of the first year and before the second semester of the junior year. The student must complete two semesters of work at Simpson after approval of the IIM. The major will include 11 courses including a senior project. The course list should include options that allow for changes in course availability. The course list must include:

- No more than four 100-level courses
- At least four 300-level courses
- No more than two independent studies (IntSt 180, IntSt 280 or IntSt 380), not including the senior project
- The courses must span at least two academic departments.

No more than 4 courses may be counted as part of the IIM and any other major or minor. Other requirements common to all majors (minimum GPA, etc.) also apply to the IIM.

A senior project is required as a capstone experience for the IIM. The student, in consultation with student-chosen advisory board, will design the senior project, which must be appropriate for the field of study. Possibilities include advanced readings in the field, undergraduate research, performance or internship.

To propose an IIM, students must have a strong academic record demonstrated by a cumulative GPA of 3.0 or higher. Students must also request two letters of recommendation from faculty or staff to demonstrate seriousness of purpose and an ability to work independently and in a dialogue with faculty advisors.

For more information on the application process, contact the program faculty.

Independent Studies Courses

InSt 180 Independent Study in Interdisciplinary Studies

InSt 251 The Call of Service
This course is designed to help students connect their gifts, talents, and deep gladness with the hunger of the world. The course begins with an on-campus week of readings, discussion, and a brief reflection paper. The classes will involve systematic and rigorous study of the major conceptual themes of community, service, compassion, social justice, social change, and leadership. The second week of the course involves an intensive service experience that addresses a specific need such as homelessness. During the last week, students will participate in a retreat to reflect on the studies, the week of service, and to incorporate the experience into an understanding of their own gladness in relation to the hunger witnessed and addressed during the service week. Four credits. Every May.
InSt 280  Independent Study in Interdisciplinary Studies

InSt 380  Independent Study in Interdisciplinary Studies

InSt 385  Interdisciplinary Capstone Experience
The capstone experience is designed to give a student the opportunity to synthesize the course work and experiences of the Independent Interdisciplinary Studies Major. In consultation with one or more faculty advisors, the student will formulate and carry out an interdisciplinary research project, internship or other capstone experience. Students will be required to present both written and oral reports of their capstone experience to the Interdisciplinary Studies Program faculty and the student’s advisory board at the conclusion of the capstone experience. Prerequisite: Senior standing and acceptance into the Independent Interdisciplinary Major program. Three credits.

InSt 398  Independent Interdisciplinary Research
Investigations in the concentration area of an Independent Interdisciplinary Major. Research in interdisciplinary studies is to be completed in consultation with one of more faculty advisors. Students will be required to present both written and oral reports of their research work to the Interdisciplinary Studies Program faculty and the student’s advisory board at the conclusion of the research experience. Prerequisite: Acceptance into the Independent Interdisciplinary Major program. 1 to 3 credits.
Department Mission Statement

The Mathematics program is designed to give students an opportunity to develop a mathematical foundation as a tool for understanding the world and society in which they live. The major curriculum allows students to develop their problem solving and deductive reasoning skills and enhances their ability to model the present and predict the future status of systems in a changing world.

The goal of the Mathematics Department is to give students the opportunity to develop mathematics as a tool applicable throughout their professional and personal lives. We do this by building a community of learners consisting of students and faculty and by building interdisciplinary relationships with our partner disciplines. Experiences beyond the classroom, including undergraduate research, give our students a competitive edge in the job market or for graduate school.

The Mathematics Department offers three majors, Mathematics, Honors in Mathematics and Actuarial Science, and one minor, Mathematics. The department prepares students for graduate study, careers in secondary education or employment in mathematics-related fields. The teaching and learning process incorporates modern technology and innovative techniques to assist students in developing critical analytical skills. Oral and written communication are integrated into the curriculum so graduates have the ability to effectively communicate technical results.

Mathematics majors can strengthen their resume by completing a major or minor in a related area. Suggested disciplines include Economics, Biology, Chemistry, Physics, Computer Science, Accounting, Philosophy, Psychology and Education.

More information can be found at our website, www.simpson.edu/math including information on careers in mathematics, extracurricular opportunities in mathematics and biographies of current and past students. On the website, you will also find recommendations on which courses to take for different career paths and a plan of study for the majors. Notes about the Honors in Mathematics Major: A student will typically apply for the Honors in Mathematics Major in the fall of his or her junior year. The student submits an application (which can be found at www.simpson.edu/math) to the department to receive approval. The student must complete 3 semesters of work at Simpson after approval of the honors major.

Mathematics Major

Students must complete ten courses plus the capstone as follows:

Required:
- Math 151  Calculus I
- Math 152  Calculus II
- Math 251  Calculus III
- Math 265  Introduction to Advanced Mathematics
- CmSc 150  Intro to Programming
200-Level Electives
Take one of the following:

Math 245 Mathematical Modeling
  Or
Math 255 Linear Algebra

Capstone:
Math 385 Senior Research Seminar
  or
Math 386 Senior Experience Seminar

Electives: Four additional 4-credit 300-level mathematics courses from the following list:
Math 315 Graph Theory
Math 325 Topology
Math 331 Real Analysis
Math 335 Probability and Statistics I
Math 336 Probability and Statistics II
Math 345 Differential Equations
Math 350 Abstract Algebra
Math 360 Complex Variables
Math 375 Geometry
Math 390 Special Topics in Mathematics
CmSc 365 Theory of Computation

A student cannot get an Actuarial Science Major in addition to the Mathematics Major or Honors in Mathematics Major.

Actuarial Science Major
Students must complete ten courses plus the capstone as follows:

Required:
Math 151 Calculus I
Math 152 Calculus II
Math 251 Calculus III
Math 255 Linear Algebra
Math 335 Probability and Statistics I
Math 336 Probability and Statistics II
Math 337 Actuarial Exam Prep

Capstone:
Math 385 Senior Research Seminar
  or
Math 386 Senior Experience Seminar
Electives: Three courses chosen from the following list:
- Econ 100 Economic Principles
- Econ 337 Investments and Securities Markets
- Econ 370 Econometrics
- Acct 201 Introduction to Accounting
- Acct 250 Introduction to Accounting Systems
- Acct 341 Intermediate Accounting I
- CmSc 150 Intro to Programming
- CmSc 155 Data Struct & Obj Ornt
- CmSc 255 Introduction to Database Systems

A student cannot get a Mathematics Major, an Honors in Mathematics or Mathematics Minor in addition to the Actuarial Science Major.

Honors in Mathematics
A GPA of 3.5 or higher must be earned in the courses for the major. A grade of A- or better must be earned in five of the 200-level courses or 300-level electives. In addition, students must write and defend a thesis and be active in mathematical extracurricular activities.

Students must complete ten courses plus the capstone and second major or minor as follows:

Required:
- Math 151 Calculus I
- Math 152 Calculus II
- Math 251 Calculus III
- Math 265 Introduction to Advanced Mathematics
- CmSc 150 Intro to Programming

200-Level Electives
Take one of the following:
- Math 245 Mathematical Modeling
  Or
- Math 255 Linear Algebra

Capstone:
- Math 385 Senior Research Seminar (minimum grade of A)
  and
- Math 398 Honors Research in Mathematics (minimum grade of A)

Second Major or Minor in mathematics-related discipline

Electives: Four additional 4-credit 300-level mathematics courses from the following list:
- Math 310 Mathematical Modeling
- Math 315 Graph Theory
- Math 325 Topology
- Math 331 Real Analysis
Math 335 Probability and Statistics I
Math 336 Probability and Statistics II
Math 345 Differential Equations
Math 350 Abstract Algebra
Math 360 Complex Variables
Math 375 Geometry
Math 390 Special Topics in Mathematics
CmSc 365 Theory of Computation

Mathematics Minor

Students will complete five courses as follows:

Required:
Math 151 Calculus I
Math 152 Calculus II

Electives: Three additional 4 credit mathematics courses from the following list:
- Math 245 Mathematical Modeling
- Math 251 Calculus III
- Math 255 Linear Algebra
- Math 265 Introduction to Advanced Mathematics
- Math 290 Special Topics in Mathematics
- Math 315 Graph Theory
- Math 325 Topology
- Math 331 Real Analysis
- Math 335 Probability and Statistics I
- Math 336 Probability and Statistics II
- Math 345 Differential Equations
- Math 350 Abstract Algebra
- Math 360 Complex Variables
- Math 375 Geometry
- Math 390 Special Topics in Mathematics
- CmSc 365 Theory of Computation

Mathematics Courses

Math 105  Quantitative Reasoning
A survey of quantitative topics to prepare students for college courses requiring quantitative reasoning skills. Interdisciplinary topics will build skills in these areas: descriptive statistics; graphical analysis with an emphasis on dimensional analysis and slope; problem solving and informal proof; functions, ratios and proportions. Emphasis will be placed on the use of technology and writing-to-learn mathematics. Cornerstone 2B and QUANT. Satisfies the Quantitative Literacy Competency. Four credits. Offered fall and spring.

Math 105T  Quantitative Reasoning
An examination of the concepts in Math 105. Passing this exam satisfies the Quantitative Literacy Competency and serves as a prerequisite for subsequent courses, but does not satisfy Cornerstone 2B and QUANT. Graded as P/NP only. Zero credit.

**Math 106 Explorations in Mathematics**
Applications of quantitative reasoning and methods of problem solving and decision making. Emphasis will be placed on non-algebraic topics in mathematics; possible topics include mathematical analysis in sports, sustainability, game theory, quilting and biology. The course topics will be announced each semester. Cornerstone 2B or QUANT. Satisfies the Quantitative Literacy Competency. Four credits.

**Math 116 Foundations of Arithmetic for Elementary Teachers**
This course is the one of two courses designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. Topics covered include problem-solving techniques, whole numbers and numeration, set theory, elementary number theory, integers, rational numbers, ratios, proportions, decimals, and percents. This is not a "methods-in-teaching" course. Prerequisite: Educ 114 and one of the following: Math 105/105T/106, Math ACT of 22 or higher, or Math SAT of 530 or higher. Cornerstone 2B and QUANT. Four credits. Offered fall.

**Math 117 Foundations of Geometry for Elementary Teachers**
This course is the one of two courses designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. Topics covered include geometric vocabulary and concepts in two and three dimensions, coordinate geometry, measurement, elementary probability and descriptive statistics. This is not a "methods-in-teaching" course. Prerequisite: Educ 114 and one of the following: Math 105/105T/106, Math ACT of 22 or higher, or Math SAT of 530 or higher. Cornerstone 2B and QUANT. Four credits. Offered spring.

**Math 130 College Algebra**
Fundamentals of college algebra including equations and inequalities in one variable; linear, polynomial, rational, radical, exponential and logarithmic functions; graphing; and systems of equations. Prerequisite: Students with a Math ACT lower than 18 are strongly encouraged to take Math 105 before Math 130. Satisfies the Quantitative Literacy Competency. QUANT Four credits. Offered every fall.

**Math 130T College Algebra**
An examination of the concepts in Math 130. Passing this exam satisfies the Quantitative Literacy Competency and serves as the prerequisite for subsequent courses. Graded as P/NP only. Zero credit.

**Math 131 Trigonometry**
Fundamental concepts of trigonometry needed for calculus including right triangle and general trigonometry and trigonometric functions. Prerequisite: One of the following: Math 130T, Math 130 (can be enrolled concurrently), Math ACT of 24 of higher, Math SAT of 570 or higher. One credit. Offered fall and spring.

**Math 151 Calculus I**
Topics include limits, continuity, derivatives, applications of derivatives, and definite and indefinite integrals as applied to algebraic, trigonometric, exponential and logarithmic functions. Prerequisite: One of: Math 130/130T, Math ACT of 24 or higher, or Math SAT of 570 or higher. Students whose backgrounds do not include trigonometry should register for Math 131 concurrently with Math 151. Cornerstone 2B and QUANT. Four credits. Offered fall and spring.

**Math 152  Calculus II**
Topics include applications of integration, methods of integration, improper integrals and polar coordinates. Prerequisite: Math 151. QUANT. Four credits. Offered fall and spring.

**Math 180  Independent Study in Mathematics**

**Math 190  Special Topics in Mathematics**

**Math 198  Research in Mathematics**
Independent research in any area of mathematics. Cannot be used as an elective for the mathematics major or minor. There is no limit to the number of times a student may take Math 198. Prerequisite: Permission of the instructor. One to Four credits.

**Math 245  Mathematical Modeling**
An introductory study of mathematical models used in the social, life, physical, computational and/or management sciences and how they predict real-life phenomena. A variety of mathematical content is used, possibly including algebra, calculus, differential equations and linear algebra. Emphasis will be placed on collaboration and expository writing of mathematics. Prerequisite: Math 152. WRITCOM and INFOLIT. Four credits. Offered once per year.

**Math 251  Calculus III**
An introduction to multivariable calculus including functions of several variables, partial derivatives, multiple integrals, infinite series, and vector calculus. Use of a computer algebra system will allow for exploration of multidimensional calculus concepts. Prerequisite: Math 152. QUANT. Four credits. Offered fall and spring.

**Math 255  Linear Algebra**
Linear Algebra. Topics include systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, diagonalization, and applications. Prerequisite: Math 152. ORALCOM. Four credits. Offered every spring.

**Math 265  Introduction to Advanced Mathematics**
A bridge from elementary to abstract mathematics. Emphasis on basis discrete and continuous mathematical concepts and methods of proof. Topics may include logic, operations, relations, functions, sets, topology of the reals and number theory. Prerequisite: Math 130/130T, Math ACT of 24 or higher, or Math SAT of 570 or higher. CRITTHNK and WRITCOM. Four credits. Offered fall and spring.

**Math 280  Independent Study in Mathematics**

**Math 290  Special Topics in Mathematics**
Math 298  Research in Mathematics
Independent research in any area of mathematics. Cannot be used as an elective for the mathematics major or minor. There is no limit to the number of times a student may take Math 298. Prerequisite: Permission of the instructor. One to Four credits.

Math 315  Graph Theory
An introduction to the study of graph theory, including connectivity, trees, cycles, matching theory, coloring and planarity. Prerequisite: Math 265. Four credits. Offered spring of even years.

Math 319  Internship in Mathematics

Math 325  Topology
Topology is the study of the properties of mathematical objects that are preserved under continuous deformations; for example, the properties of curves, surfaces, and other geometric objects that are preserved when they are stretched or twisted, but not torn or glued. In topology, we investigate the abstract relationships between mathematical objects, while ignoring their detailed form, to better understand why they are fundamentally similar or different objects. This course is an introduction to general topology, including set theory, topological spaces, connectedness, compactness, and the countability and separation axioms. Prerequisite: Math 265. Four credits. Offered fall of odd years.

Math 331  Real Analysis
A study of the basic concepts of real analysis, including real numbers, limits, continuity, derivatives, Riemann integrals, and infinite series. Prerequisite: Math 265. Four credits. Offered fall of even years.

Math 335  Probability and Statistics I
A calculus-based approach to probability, discrete and continuous probability distributions, basic sampling distribution theory, and estimation, nonparametric methods of statistical inference, chi-square tests of models, linear statistical models, and tests of statistical hypotheses. Co-requisite: Math 251. Four credits. Offered fall of odd years.

Math 336  Probability and Statistics II
A continuation of Math 335 Probability and Statistics I. Prerequisite: Math 335. Four credits. Offered spring of even years.

Math 337  Actuarial Exam Preparation
Actuarial Exam Preparation. Students will use materials approved by the Society of Actuaries to prepare for Exam P or Exam FM. Four credits. Offered May Term of odd years. Prerequisites: Math 335 and Math 336.

Math 345  Differential Equations
Topics include ordinary differential equations, systems of ordinary differential equations and applications of differential equations. Use of a computer algebra system will allow for the computation of complex systems of differential equations and their applications. Prerequisite: Math 251. Four credits. Offered spring.

Math 350  Abstract Algebra
Fundamentals of modern algebra, including a survey of the following algebraic systems: semi-groups, groups, rings, integral domains, fields, and vector spaces. Prerequisite: Math 265. Four credits. Offered spring of odd years.

Math 360 Complex Variables
An introduction to the study of functions of a complex variable, including the algebra of the complex numbers, the topology of the complex plane, analytic functions, integration techniques, conformal transformations and applications. Prerequisite: Math 251. Four credits. Offered spring of odd years.

Math 375 Geometry
A review of Euclidean geometry based upon Hilbert's axiom system and an introduction to hyperbolic geometry. Prerequisite: Math 265. Four credits. Offered fall of even years.

Math 380 Independent Study in Mathematics

Math 385 Senior Research Seminar
A capstone course in mathematics. Emphasis will be placed on further development of skills in the areas of written and oral communication, problem solving, and research. Prerequisite: Declared mathematics major and successful completion of two 300-level mathematics electives. ORALCOM and WRITCOM. Four credits. Offered fall and spring.

Math 386 Senior Experience Seminar
A capstone course in mathematics. Emphasis will be placed on further development of skills in the areas of written and oral communication in the context of upper-level mathematics. One credit. Prerequisite: Declared mathematics major, the successful completion of two 300-level mathematics electives, and the successful completion of or concurrent involvement with a Research Experience for Undergraduates at Simpson or other college or university, a mathematically-related internship, or a mathematically-related capstone experience from another department, as approved by the mathematics department. ORALCOM and WRITCOM. One credit. Offered fall and spring.

Math 390 Special Topics in Mathematics

Math 398 Honors Research in Mathematics
Independent research in any area of mathematics. Prerequisite: An A in Math 385 and admission to the Honors in Mathematics program. Four credits. Offered fall and spring.
Part-time and affiliate faculty: Linda Benoit, violin and viola; Carl Gravander, organ; Seth Hedquist, guitar; Kimberly Helton, flute; Robert Larsen, vocal coach, piano, music history; Steve McCombs, percussion; Sue Odem, oboe; Jim Oatts, trumpet; Mike Short, tuba & euphonium; Kariann Voigts, clarinet; Mike Wilson, French horn.

Staff accompanists: Park

**Department Mission Statement**

The Department of Music offers a program for those students planning to teach music in the elementary and secondary schools as well as for those who look forward to graduate school and careers as performing musicians. Individual instruction from artist-teachers is available in voice, piano, organ, percussion, guitar, string and wind instruments.

Musicians will find ample scope for study and meaningful experience, and those whose cultural and intellectual pursuits include music are given opportunity for exploration and training. By a careful and thorough integration of music as an art and music as an academic study, the department seeks to achieve a comprehensive technical foundation for the artist as well as a significant challenge for the serious student.

The department holds full membership in the National Association of Schools of Music.

**Degrees**

The Department of Music provides a broad plan for the study of music. In order to serve all types of music students, courses leading to the following degrees are offered:

- Bachelor of Music with a major in performance or music education.
- Bachelor of Arts, with a major in music.

**Bachelor of Arts Degree with a Major in Music**

Students will complete ten courses plus a capstone as follows:

**Required:**

- Mus 151  Theory 1 (.75 course) & Mus 153 Aural Skills 1 (.25 course)
- Mus 152  Theory 2 (.75 course) & Mus 154 Aural Skills 2 (.25 course)
- Mus 251  Theory 3 (.75 course) & Mus 253 Aural Skills 3 (.25 course)
- Mus 101  Survey of Music Literature (.5 course)
- Mus 281  Conducting (.5 course)

**Choose two courses from the following three:**

- Mus 201  Medieval and Renaissance Music
- Mus 202  Music of the 17th and 18th Centuries
- Mus 203  Music of the 19th and 20th Centuries

**Choose ten credits (2.5 courses) of the following:**
Mus 270   Applied Music

Choose six credits (1.5 courses) of the following:
Mus 214   Ensembles

Capstone:
Mus 000B or Mus 000S   Senior recital (no credit)
Mus 00X   Piano Proficiency (no credit)

Bachelor of Music

Students will complete 14.5 courses plus a capstone as follows:

Core Courses in the Bachelor of Music Degree
Required:
Mus 151   Theory 1 (.75 course) & Mus 153 Aural Skills 1 (.25 course)
Mus 152   Theory 2 (.75 course) & Mus 154 Aural Skills 2 (.25 course)
Mus 251   Theory 3 (.75 course) & Mus 253 Aural Skills 3 (.25 course)
Mus 252   Theory 4 (.75 course) & Mus 254 Aural Skills 4 (.25 course)
Mus 101   Survey of Music Literature (.5 course)
Mus 201   Medieval and Renaissance Music
Mus 202   Music of the 17th and 18th Centuries
Mus 203   Music of the 19th and 20th Centuries
Mus 281   Conducting (.5 course)
Mus 283   Advanced Conducting (.5 course)

Complete the following as directed:
Mus 270   Applied Music - (16 credits needed)
Mus 214   Ensembles - (8 credits needed)

Capstone:
Mus 000   Senior recital – (no credit)
Mus 00X   Piano Proficiency (no credit)

Additional Courses Required for the Performance Major (B.M.)

Required:
Mus 220   Diction for Singers I (voice majors only) (.25 course)
Mus 221   Diction for Singers II (voice majors only) (.25 course)
Mus 270   Applied Music (8 credits needed)
Mus 305   Counterpoint
Mus 309   Orchestration
Mus 310   Form and Analysis
Mus 000J   Junior Recital (no credit)

Choose one, 2-credit course from the following:
Mus 321   Pedagogy-Voice
Mus 324   Pedagogy-Piano

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Advanced History: Choose four courses from the following:
Mus 292 Church Music Literature (.5 course)
Mus 350 Romanticism in the Arts (.5 course)
Mus 351 Symphonic Literature (.5 course)
Mus 352 History of Opera (.5 course)
Mus 353 Music of the 20th Century (.5 course)
Mus 354 Piano Literature (.5 course)
Mus 355 Vocal Literature (.5 course)
Mus 257 History of Jazz (4 credits)
Mus 380 Independent Study (.5 course)
Mus 290 Special Topics (.5 course)
Mus 358 Chamber Music Literature (.5 course)

Additional Courses Required for the Music Education Major (B.M.)
Required:
Choose four from the following (for a total of 4 credits):
Mus 181, 182, 183, 184, 185, 186 (.25 course each)
Instrumental majors are required to take Music 185, Vocal Methods, as one of their 4 choices. Voice majors may not take Mus 185.

Mus 282 Choral Techniques (.5 course)
OR
Mus 284 Instrumental Techniques (.5 course)

Mus 322 Elementary Music Methods
Mus 323 Secondary Music Methods

Courses required outside the Music Department for Teacher Licensure in the Music Education Major (B.M.)
Required:
Educ 114 Foundations of Education
Educ 118 Student Development and Learning
Educ 222 Assessment, Planning and Teaching (.5 course)
Educ 312 Exceptional Students
Educ 321 Human Relations in Teaching
Mus 241 Field Experience in Music
Educ 388 ML Student Teaching – Elementary (7 credits)
Educ 388 MS Student Teaching – Secondary (7 credits)
Educ 389 Student Teaching Seminar (.25 course)

All students with a voice concentration in the Bachelor of Music or Bachelor of Arts Degree must take both semesters of Music 220-221: Diction for Singers or two semesters of a single foreign language, after completing the college foreign language requirement.
Music Minor

*Students will complete requirements as follows:*

**Required:**
Mus 101 Music Survey (.5 course)
Or
Mus 103 Discovering Music

Mus 151 Theory I (.75 course) & Mus 153 Aural Skills 1 (.25 course)
Mus 152 Theory II (.75 course) & Mus 154 Aural Skills 2 (.25 course)

**Choose one of the following:**
Mus 201 Medieval and Renaissance Music
Mus 202 Music of the 17th and 18th Centuries
Mus 203 Music of the 19th and 20th Centuries

**OR**

**Choose one of the following:**
Mus 292 Church Music Literature
Mus 350 Romanticism in the Arts
Mus 351 Symphonic Literature
Mus 352 History of Opera
Mus 354 Piano Literature
Mus 355 Vocal Literature
Mus 357 History of Jazz
Mus 358 Chamber Music Literature

**Complete six semesters of Ensemble:** Mus 214

**Complete four semesters of Applied Music:** Mus 270

**Piano**  The study of piano is a combination of professional preparation and cultural pursuit. For professional students a thorough course is followed, including the early clavecinists, the works of Bach, and the sonatas of Mozart, Haydn, and Beethoven. In addition to composers of the Romantic and Impressionist schools, stress is placed on 20th-century music, including the works of Griffes, Barber, Schoenberg, Bartok, Prokofiev, and Ginastera. Piano students are given instruction and experience in techniques of accompanying when appropriate.

**Organ**  Representative compositions from all major periods and styles of organ composition are taught, with particular emphasis on major composers of the 18th-, 19th-, and 20th-centuries. In addition, emphasis is placed on preparing organ students in the area of church service playing. A thorough piano background is required of beginning organ students.

**Voice**  The ultimate goals are beautiful tone, dependable technique, a musical style of singing and knowledge of repertoire from the 17th-century to the present. Emphasis is placed on the use of the voice
as a natural instrument. Repertoire is chosen to foster technical development. During the course of four years, the student gains experience singing in at least three foreign languages.

**Guitar, Woodwind, Brass and Percussion Instruments** The goal of the instrumentalist is to attain the highest degree of proficiency and artistry possible within the limits of the individual talent. This is accomplished by a thorough study of solo literature, technical material, etudes, and orchestral excerpts. Transposition is taught for those instrumentalists who require a working knowledge of that skill. Typical of literature performed by Simpson instrumentalists are works of Bach, Mozart, Brahms, Strauss, Hindemith, and Haydn. Technical and etude materials and scales are included in the studies. Emphasis is placed on developing and mastering the appropriate techniques applicable to each instrument.

**Strings** Although the music department does not offer a major in orchestral strings, study of string instruments is available to students who wish to take lessons in this area. Private instruction includes technical studies as well as study of the standard repertory from the Baroque period to the 20th-century. A string methods class provides music education majors with an introduction to string pedagogy.

**Ensembles** Ensemble organizations for credit include The Simpson College Choir, Women’s Chorale, Chamber Singers, Jazz Ensemble, The Madrigal Singers, Opera Workshop, and Symphonic Band. Two credits in ensemble per year are required of Bachelor of Music students and participation in at least one ensemble is required each semester of full time academic work. Each ensemble is given one credit per semester. Students with a voice concentration are required to be in the Choir, Chamber Singers or Women’s Chorale each semester. Students with instrumental concentrations are required to be in the Symphonic Band each semester. In addition, numerous non-credit ensembles are often available including Trombone Quartet, Saxophone Quartet, Flute Choir, Brass Quintet, Saxophone Ensemble, and Woodwind ensembles.

**Jury** At the end of each semester, final examinations in applied music are conducted by a jury composed of selected faculty members. All students enrolled in applied music are required to perform a jury.

**Piano Requirements** All students in the Bachelor of Music program or with a Bachelor of Arts major in music are encouraged to study piano and are required to pass a piano proficiency examination. This examination may be taken at any regularly scheduled time, but is required of all students before they may register (normally after the fourth semester) for 300-level courses in music. No student may register for student teaching until he/she has passed this examination. The proficiency exam must be passed one full semester before student teaching is undertaken. Students must enroll continuously in piano until the proficiency exam is passed if the exam was not passed on the first attempt.

**Recital Requirements** Bachelor of Music in Performance students are required to perform full recitals in both the junior and senior years. Bachelor of Music in Music Education students are required to perform a full recital in the senior year. A half recital is required of Bachelor of Arts students with a major in music in the senior year. All degree seeking candidates must be enrolled in the applied music area of concentration when degree recitals are performed. The senior recital is normally performed in the seventh or eighth semester of attendance. Any exceptions must be approved by the department chair. Attendance at weekly music convocations, visiting artist recitals, ensemble and opera performances, faculty recitals, all senior and junior performance major recitals is required of the major
in music. All full-time degree-seeking candidates must be enrolled in Music 001 Recital Attendance, each semester of attendance.

**Performance Major**  Admission to the Performance Major is determined by audition for the music faculty at the end of the sophomore year or its equivalent. Until this audition is successfully completed, a student is not a Performance Major.

**Theory, History and Applied Study Courses**

**Mus 001 Recital Attendance**
Fall semester - attendance at all music convocations, faculty, visiting artist, ensemble, opera and required degree recitals.
Spring semester - attendance at 20 of the above designated events, including all music convocations, faculty and visiting artist recitals. No credit. Offered every semester.

**Mus 014 Non-credit ensembles**
Some examples include: Brass Ensemble, Flute Choir, Percussion Ensemble, Saxophone Quartet, Trombone Quartet, Woodwind Ensemble. No credit. Every semester.

**Mus 101 Survey of Music Literature**
(Open to non-majors with permission of the instructor.) The great periods of music history with particular attention to the development of listening skills. Growth of musical form and significant major works in all media of the medieval to the twentieth centuries as well as the interaction of the fine arts and their function within changing societies, including examination of non-western music traditions will be covered. INFOLIT. Two credits. Offered every spring.

**Mus 103 Discovering Music**
A study of the history of Western art, classical music and how music has helped shape and reflect the human spirit throughout various cultures and time periods from which it emanates. Students will come to realize that music moves beyond the realm of entertainment and that an understanding and appreciation of music can profoundly enrich the quality of living. This course will concentrate mainly on traditional Western art music, but there will also be studies of other genres, such as world folk music, ethnic music and different types of American popular music. ART. Four credits. Offered every semester.

**Mus 151 Theory 1**
Study of scales, intervals, triads, seventh chords, and their inversions. Harmonization of melodies and basses, modulation, analysis. Creative use of materials. Prerequisite: placement examination. Three credits. Offered every fall. This 3-credit course is normally taken in conjunction with the Mus 153 1-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

**Mus 152 Theory 2**
Study of scales, intervals, triads, seventh chords, and their inversions. Harmonization of melodies and basses, modulation, analysis. Creative use of materials. Prerequisite: Mus 151 or placement examination. Three credits. Offered every spring. This 3-credit course is normally taken in conjunction with the Mus 154 1-credit course as a complete 4-credit course. However, the either course may be taken separately if one of the two requirements has been completed.
Mus 153 Aural Skills 1
Aural and vocal study of rhythmic patterns, scales, intervals, triads, seventh chords, and song and choral materials primarily in treble and bass clef. Prerequisite: placement examination. One credit. *Offered every fall.* This 1-credit course is normally taken in conjunction with the Mus 151 3-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

Mus 154 Aural Skills 2
Aural and vocal study of rhythmic patterns, scales, intervals, triads, seventh chords, and song and choral materials primarily in treble and bass clef. Prerequisite: Mus 153 or placement examination. One credit. *Offered every spring.* This 1-credit course is normally taken in conjunction with the Mus 152 3-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

Mus 180 Independent Study in Music

Mus 190 Special Topics in Music

Mus 198 Independent Research in Music

Mus 201 Medieval and Renaissance Music
Monophonic sacred and secular musical expression in early periods; the emergence of polyphony and its development in the Romanesque and Gothic; the musical Renaissance throughout Europe. Four credits. *Offered every fall.*

Mus 202 Music of the 17th and 18th Centuries
Vocal and instrumental music of the Baroque and classical periods. Great masters such as J. S. Bach, Handel, Haydn, and Mozart considered in some depth. Four credits. *Offered every spring.*

Mus 203 Music of the 19th and 20th Centuries
Romanticism as an important phenomenon in all of the arts at the turn of the nineteenth century; the decades of musical thought and creation that follow in its wake. Impressionism, expressionism, and the multiplicity of movements, philosophies, and systems that make up the music of Europe and America in the twentieth century. Four credits. *Offered every fall.*

Mus 205 World Music
A study of non-Western music and how music reflects the history, culture and values of the society from which it develops. We will discuss the relationships between music and religion, geography, environment and language. Students will actively engage in performance as they dance, sing and play indigenous instruments. GLOBAL. Four credits. *Offered in the spring of even years.*

Mus 214 Ensembles
The Simpson College Chamber Singers, Choir, Chorale, Jazz Ensemble, Madrigal Singers, Symphonic Band, and Orchestra. One credit for each ensemble. *Offered every semester.*

214D Ensemble Discussion
Students seeking to fulfill their AR requirement through ensemble participation must complete one semester of MUS 214D, an on-line discussion section which provides the reflective component of the AR (ART) requirement. Corequisite: MUS 214. P/NP. 0 hours. Every semester.

**Mus 220-221  Diction for Singers**  
The first semester will include the study of the International Phonetic Alphabet (IPA) and its application to singing English, German and Italian. The second semester will continue the study of IPA and will introduce its application to French and Spanish. Practical usage will be emphasized, employing examples from the repertoire and student performances in class. One credit. *Offered every semester.* Mus 220 fall in even years, Mus 221 spring in odd years.

**Mus 251  Theory 3**  
Study of chromatically altered triads and seventh chords; ninth, eleventh, Neapolitan, and augmented sixth chords; non-dominant resolutions. Creative use of materials. Prerequisite: Music 152 or placement examination. Three credits. *Offered every fall.* This 3-credit course is normally taken in conjunction with the Mus 253 1-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

**Mus 252  Theory 4**  
Study of chromatically altered triads and seventh chords; ninth, eleventh, Neapolitan, and augmented sixth chords; non-dominant resolutions. Creative use of materials. Prerequisite: Music 251 or placement examination. Three credits. *Offered every spring.* This 3-credit course is normally taken in conjunction with the Mus 154 1-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed. QUANT.

**Mus 253  Aural Skills 3**  
Aural and vocal work in all clefs together with keyboard study emphasizing improvisation, transposition, score reading, and modulation. Prerequisite: Music 154 or placement examination. One credit. *Offered every fall.* This 1-credit course is normally taken in conjunction with the Mus 251 3-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

**Mus 254  Aural Skills 4**  
Aural and vocal work in all clefs together with keyboard study emphasizing improvisation, transposition, score reading, and modulation. Prerequisite: Music 154 or placement examination. One credit. *Offered every spring.* This 1-credit course is normally taken in conjunction with the Mus 252 3-credit course as a complete 4-credit course. However, either course may be taken separately if one of the two requirements has been completed.

**Mus 257  Race Relations in the History of Jazz**  
In the 20th Century, the often-fraught relationship between blacks and whites can be clearly identified in economic, societal, and artistic realms. The history of jazz from roughly 1900 to the present day highlights many of the challenges that black musicians faced these three areas. The complicated and tragic story of the relationship between black and white society is deeply interwoven in the history of “America’s music.” This class will explore the music of jazz and study how the art form’s development was influenced by the musical, economic, and societal realities of its time. No prior knowledge of jazz or
musical skills are necessary for successful completion of this course. CS 6. Four credits. Offered spring of even years.

**Mus 261  Studies in Composition**
Students will explore, discuss and implement various compositional techniques resulting in original compositions. Musical elements will be analyzed, discussed and manipulated to better understand how music is created. Music of the masters, with assigned readings, will serve as resources for the course. May be taken more than once. Prerequisite: Permission of the instructor. Two credits. *Offered every semester.*

**Mus 270  Applied Music**
Private study in instruments and voice. One or two credits. *Offered every semester.*

**Mus 280  Independent Study in Music**

**Mus 281  Conducting**
Designed to develop ability in directing vocal and instrumental groups through the correct use of the baton, score reading, and useful rehearsal techniques. COLLABLDR. Two credits. *Offered every fall.*

**Mus 283  Advanced Conducting**
Applied experiences in conducting with vocal and instrumental ensembles. Additional work in score reading and an introduction to the challenges of symphonic, oratorio and opera conducting. Prerequisite: Music 281. Two credits. *Offered every spring.*

**Mus 290  Special Topics in Music**

**Mus 292  Church Music Literature**
(Open to non-majors with the permission of the instructor.) Choral and organ literature with an awareness of the church year. Music for children's and youth choirs, as well as anthems, cantatas, and oratorios for adult choirs. Attention given to the organization and administration of church choirs. Two credits.

**Mus 298  Independent Research in Music**

**Mus 305  Counterpoint**
The study of tonal counterpoint in two and three voices. Course activities include exercises in modified species counterpoint and composition of original pieces in historical genres. Four credits. *Offered spring semester in odd numbered years.*

**Mus 309  Orchestration**
A general study of the instruments of the orchestra, their ensemble possibilities, and limitations. Preparation of scores and parts using computer notation programs is emphasized, along with practical scoring for small ensembles. Four credits. *Offered fall semester in odd numbered years.*

**Mus 310  Form and Analysis**
A study of the most significant musical forms of the 18th-, 19th-, and 20th-centuries with attention to historical context. Representative pieces for each form are considered in detail. Students write one
major analysis paper on a piece of their choosing. Four credits. *Offered spring semester in even numbered years.*

**Mus 321** Pedagogy - Voice  
Designed for prospective teachers of applied voice. A survey of teaching and performing materials and their specific use in terms of individual problems and general purposes. CRITTHNK. Two credits. *Offered fall semester in odd numbered years.*

**Mus 324** Pedagogy – Piano  
Designed for prospective teachers of applied piano. A survey of teaching and performing materials appropriate for varying age and proficiency levels is emphasized as is the approach to various technical needs. Two credits. Fall every third year.

**Mus 325** Pedagogy – Instrumental  
Designed for prospective teachers in applied instrumental areas. A survey of teaching techniques, literature appropriate for teaching and performing with emphasis on methods specific to a particular instrument. Where applicable, instrument repair, tuning and reed making will be addressed. Two credits. *Offered as needed.*

**Mus 350** Romanticism in the Arts  
A seminar on the nature of Romanticism and the beginning of the romantic movement in the literature and art of the late eighteenth century; the social and artistic milieu of Beethoven and Schubert's Vienna-of Paris during the Napoleonic era and the reign of Louis Philippe; the intense nationalism in the arts in the last half of the nineteenth century. Two credits. *Offered spring semesters of even numbered years.*

**Mus 351** Symphonic Literature  
The repertoire of the symphony orchestra, with the emphasis upon the literature frequently performed in the twentieth century concert hall. Two credits. *Offered spring semesters of even numbered years.*

**Mus 352** History of Opera  
A chronological approach to standard operatic literature. Though details of stylistic trends and the various schools of operatic composition are discussed, this is primarily a survey course dealing with major works for the operatic stage from Monteverdi's *Orfeo* to Adam's *Nixon in China*. Two credits. *Offered spring semesters in odd numbered years.*

**Mus 353** Music of the 20th Century  
A course combining an overview of compositional styles and significant groupings of composers in our century with score study and analysis. Some creative work by suggested plan and imitation will serve to illuminate systems and distinctive approaches to musical materials in the twentieth century. INFOLIT. Two credits. *Offered fall semesters in even numbered years.*

**Mus 354** Piano Literature  
A history of the literature for keyboard from the virginalists of Elizabethan England to the recognized composers for the piano in the twentieth century; taught through lecture, performance projects, and score study. Two credits. *Offered as needed.*

**Mus 355** Vocal Literature.
A chronological history of the solo song with stress on the German lied and French song of the nineteenth century as well as significant twentieth century contributions to the literature. Class performance will be an integral part of the study. Two credits. Offered spring semester in even numbered years.

**Mus 358  Chamber Music Literature**
An historical perspective of chamber music works from the 17th century to the present with an emphasis on major works from the 19th and 20th centuries. Two credits. Offered fall semester of even numbered years.

**Mus 380  Independent Study**

**Mus 390  Special Topics in Music**

**Mus 398  Independent Research in Music**

**Music Education Courses**

**Mus 181  Instrumental Methods: Brass**
An introduction to the discipline of the principal brass instruments (trumpet, cornet, horn, trombone, baritone, tuba). The nature of the instruments is discussed and brass instruments are presented. Practical experience is gained by playing one or more of these instruments in a class ensemble. One credit. Offered every spring.

**Mus 182  Instrumental Methods: Woodwinds**
An introduction to the disciplines of the principal woodwind instruments (flute, clarinet, saxophone, oboe and bassoon). The nature of the instruments is discussed and methods of teaching the various woodwinds are presented. Practical experience is gained by playing one or more of these instruments in a class ensemble. One credit. Offered every fall.

**Mus 183  Instrumental Methods: Strings**
An introduction to stringed instruments. Practical experience is gained through a class ensemble. One credit. Offered every fall.

**Mus 184  Instrumental Methods: Percussion**
An introduction to the disciplines of percussion instruments and miscellaneous percussion (e.g., bass drum, tambourine, maracas). The nature of the various instruments is discussed and teaching methods are presented. Practical experience is gained by playing one or more percussion instruments in a class ensemble situation. The acquisition of a good foundation in snare drumming will be emphasized. One credit. Offered every spring.

**Mus 185  Vocal Methods**
An introduction to using the singing voice in elementary and secondary teaching. Pedagogical techniques and repertory for working with high school age singers will be presented. One credit. (This course is not open to voice majors and is required of all instrumental majors.) Offered as needed.
Mus 186  Instrumental Methods: Guitar
An introduction to the guitar. Emphasis is placed on learning to play basic chords and strums. Practical experience is gained by using the guitar as an accompaniment instrument and learning a variety of folk songs useful in the music classroom. One credit. *Offered every fall.*

Mus 282  Choral Techniques
Designed to furnish choral conductors with sound rehearsal techniques and materials and methods for preparing vocal groups for public performance. Special attention is given to program building. Prerequisite: Music 281. Two credits. *Offered every spring.*

Mus 284  Instrumental Techniques
Procedures for administrating and directing instrumental music ensembles in elementary and secondary schools. Curriculum writing, administrative techniques, selecting instructional material and ensemble literature, organizational and rehearsal techniques for concert band, marching band, jazz band, and the small instrumental ensemble will be included. Two credits. *Offered fall semesters in even years.*

Mus 322  Elementary and Intermediate Methods.
A preparation for teaching music in the primary and intermediate grades. Singing, rhythm, listening, and creative activities. Four credits. *Offered every fall.*

Mus 323  Secondary School Methods
Problems of teaching vocal and/or instrumental music in junior and senior high school. Management and organization. Four credits. *Offered every spring.*

Mus 381  Marching and Field Band Techniques
Class and laboratory instruction in the fundamentals of the marching band through direct experience in a high school band program. Emphasis will be placed on all aspects of production of football half-time shows. Two credits. *Offered fall semester in odd numbered years.*

Mus 382  Jazz Methods
An immersion in the stylistic elements of jazz methodologies and pedagogy through hands-on training by working with a jazz ensemble in a local high school. Jazz literature, appreciation, improvisation, resources and justification will be covered. COLLABLDR. Two credits. *Offered fall semester in even numbered years.*

Mus 390  Special Topics in Music Education.

**Frequently Taught May Term Courses:**
Opera Workshop (every other year)
History of Rock and Roll
European Madrigal Singers Tour (every other year)
World Music
**Natural Science**  
* Singer, Warnet, Whalen  

**NaSc 102  Introduction to Meteorology**  
This course provides an introduction to basic concepts in meteorology such as forecasting, atmospheric measurements, radiation, stability, precipitation, winds, fronts, and severe weather. Applied topics include but not limited to: precipitation formation, the effect of clouds, soils and snow on temperature, global warming and its effects on biodiversity, and other topics course will be able to fully understand and demonstrate their proficiency in the scientific art of forecasting. Laboratory exercises that center on weather forecasting are interwoven throughout the course and students will use real-time data to analyze the current and future states of the atmosphere. Cornerstone 2A, QUANT, and SCIREASON.  
Four credits w/lab.  

**NaSc 102L  Laboratory: Meteorology**  

**NaSc 107  General Nutrition**  
A study of the nutrients, where they are found, and how they are used by the human body; special emphasis on nutritional strategies for improved health, weight management, and athletic fitness.  
Four credits.  

**NaSc 180  Independent Study in Natural Science**  

**NaSc 190  Special Topics in Natural Science**  

**NaSc 290  Special Topics in Natural Science**  

**NaSc 380  Independent Study in Natural Science**  

**NaSc 390  Special Topics in Natural Science**  

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Philosophy
Pauley, Wolf, Gougelet

Department Mission Statement
Courses in philosophy may be taken by students who seek a deeper and more critical understanding of themselves, their values, and the philosophies competing for their allegiance. The aim is to develop a deepened awareness of the persistent and ultimate questions that people have asked themselves about their world, and to provide some significant answers that have been given to these questions. The department also seeks to help students understand the manner in which philosophy aids in the study of all other disciplines, and in the endeavor to formulate and resolve practical problems in contemporary society and culture. The final aim of the department is to teach and examine all the main questions of philosophy and their practical implications in relation to what it means to live a good and valuable human life.

Studying philosophy is greater beneficial to students pursuing a wide variety of careers, including: law, politics, business, journalism, and the humanities. Its focus on developing key skill sets in critical thinking, writing, and reading will allow students all various interests to graduate with abilities and knowledge employers are seeking. Moreover, philosophy has a strong record of preparing students who wish to pursue post-graduate studies. According to data collected by Law School Admissions Council, philosophy majors do better than any other major on the LSAT with the exception of physics/mathematics majors. According to the Guide to the Graduate Record Exam, Students declaring an intention to go to graduate school in philosophy have the highest mean scores on the Verbal section of the GRE (mean: 589) of any major. Similarly, according to the Graduate Management Admissions Council, philosophy prepares students for the GMAT better then a degree in business.

To address the diverse interests and needs of a large variety of students who study philosophy, the department offers two major tracks, a minor in philosophy and a minor in ethics. Students cannot major in both philosophy and applied philosophy, and they cannot combine either the philosophy or applied philosophy majors with a minor in ethics.

Philosophy Major
Students will complete nine courses plus the capstone as follows:

Required:
Phil 102 Introduction to Philosophy
Phil 105 Introduction to Ethics
Phil 110 Introduction to Logic
Phil 265 Metaphysics and Epistemology
Phil 340 Value Theory

Choose one of the following:
Phil 121 Ancient/Medieval Philosophy
Phil 122 Modern Philosophy

Choose one of the following:
Phil 211 Feminist Ethics
Phil 311 Feminist Philosophy
Choose two 300-level electives in Philosophy

Capstone:
Phil 385 Senior Seminar

Applied Philosophy Major
*Student will complete nine courses plus the capstone as follows:*

Choose one of the following:
Phil 102 Introduction to Philosophy
Phil 109 Critical Thinking

Choose one of the following:
Phil 121 Ancient/Medieval Philosophy
Phil 122 Modern Philosophy

Required:
Phil 211 Feminist Ethics
Phil 220 Political Philosophy
Phil 250 Applied Ethics
Phil 335 Philosophy of Technology
Phil 345 Philosophy of Science

Choose two Philosophy Electives as follows:
One Ethics course
-And-
One Philosophy elective course one at the 300 level

Capstone:
Phil 385 Senior Seminar

Philosophy Minor
*Students will complete six courses as follows:*

Required:
Phil 102 Introduction to Philosophy
OR
Phil 109 Critical Thinking

Phil 105 Introduction to Ethics
OR
Phil 250 Applied Ethics

Phil 121 Ancient/Medieval Philosophy
OR
Phil 122 Modern Philosophy

Phil 265 Metaphysics and Epistemology
Choose two electives in Philosophy
(One of which must be at the 300-level)

Philosophy Minor-Ethics Concentration
Students will complete six courses as follows:

Required:
Phil 109  Critical Thinking
Phil 105  Introduction to Ethics
Phil 211  Feminist Ethics
Phil 225  Ethical Issues in Sex and Sexuality
 OR
Phil 235  Health Care Ethics
 OR
Phil 245  Ethics of Globalization
Phil 250  Applied Ethics
Phil 340  Value Theory

Philosophy Courses

Phil 102  Introduction to Philosophy
Philosophy means “love of wisdom” and the discipline of philosophy intends to help us to become wise by exploring and understanding our world. In this class, students will have the opportunity to learn the skills that philosophers employ to become wise and to learn about ourselves and the world through engaging with historical and contemporary philosophical texts that deal with a variety of classic philosophical questions. These questions may include: What is the nature of justice and/or the good life? What is knowledge and how do we acquire it? Who am I? What is the nature of identity? What is the nature of reality? What exists and does not exist? What is beauty? Etc. Cornerstone 4A and CRITTHNK. Four credits.

Phil 105  Introduction to Ethics
What does it mean to lead an ethical life? This is the fundamental question the course is designed to help students answer. In order to help students reflect on the nature of an ethical life and determine how they should live such a life, we will investigate how a variety of philosophers have (and continue to) answer this question. Cornerstone 4a and ETHICS. Four credits.

Phil 109  Critical Thinking
In this class we will discuss and explore basic forms of reasoning. Some topics to be covered include argument construction and criticism, the nature of evidence and how to use it in argument construction, statistical reasoning, and probability. Students will also be introduced to logical fallacies and how to identify them in informal arguments. Cornerstone 4A and CRITTHNK. Four credits.
Phil 110  Introduction to Logic
Critical thinking involving the systematic use of language, fallacies of reasoning, modes of valid deduction, sets, truth tables, and natural deductions as found in modern symbolic logic. Cornerstone 4A and CRITTHNK. Four credits.

Phil 121  History of Ancient and Medieval Philosophy
Selected philosophers from Thales to Aquinas. Attention is given to the fundamental ideas which shaped the birth and development of the Western philosophical tradition. Offered in the fall semester. Cornerstone 1A and HISTRCL. Four credits.

Phil 122  History of Modern Philosophy
The birth and development of modern philosophy from the Scientific Revolution through the nineteenth century. Of particular concern is the interplay between the Continental philosophers and the British Empiricists, for example: Descartes and Locke, Kant and Hume, and Hegel and Berkeley. Offered in the spring semester. Cornerstone 1B and HISTRCL. Four credits.

Phil 180  Independent Study in Philosophy

Phil 190  Special Topics in Philosophy

Phil 198  Independent Research in Philosophy

Phil 211  Feminist Ethics
This course is an investigation into feminist ethical theory and its application. In the first half of the class we will explore the major tenets and trends within the two major movements of feminist ethics: the care approach and the power approach. In the second half of the course we will examine applications of these approaches to various issues of concern for feminists, for example, issues about the ethical approach toward creating and conceptualizing ethical relationships with others, domestic violence, and reproductive freedom. Cornerstone 6, CRITTHNK and DIVRSTY. Four credits.

Phil 220  Political Philosophy
Political philosophy is primarily concerned with questions about justice and fairness at the societal level. The primary question of political philosophy is: What is a just and fair society? In this class you will have the opportunity to explore this question by focusing on topics such as: What is a good citizen? What is the proper relationship between a citizen and her or his government? How should governments and citizens act in the face of oppression and injustice? Are we citizens of one nation or of the world? Cornerstone 4A, CIVIC, WRITCOM, and CRITTHNK. Four credits.

Phil 225 Ethical Issues in Sex and Sexuality
What constitutes good (i.e. ethical) sex? In this class, students will have the opportunity to use ethical theories, principles, and scholarship to explore this question. More specifically, students will have the opportunity to explore ethical issues arising with respect to the nature of sexual activity, forms of sexual behavior, and types of sexual relationships. Four credits.

Phil 235  Health Care Ethics
The United States is experiencing a health care crisis. This crisis has two elements. The first element is the large and growing numbers of people who have no access to health care, people who have no health insurance, or people who have too little health insurance because of the rising costs of health care. The second element is that once people receive health care, they are often not treated in ethical ways. In this course, we will study the roots of the crisis and how the tools of philosophical ethics can help us resolve it by asking: What is a just health care system? And, what kind of services must be
included in a just health care system, (i.e. assisted death, abortions, infertility treatments, body enhancements)? Cornerstone 4A, ETHICS, and CRITTHNK. Four credits.

**Phil 245 The Ethics of Globalization**
It is no secret that we are in a world where globalization is a fact of life. We are constantly bombarded with debates about whether globalization is a positive or negative for the United States and other nations, but rarely are we able to investigate what globalization is and what ethical issues it produces or alleviates. In this class we will examine these questions by focusing on different aspects of globalization (for example, economic, political, cultural, and/or philosophical) and the ethical issues they raise in Latin America. Cornerstone 4A, GLOBAL, and CRITTHNK. 4 Credits.

**Phil 250 Applied Ethics**
The application of various ethical theories to contemporary moral problems in our society. Sample topics include: moral dilemmas in the business world, capital punishment, environmental ethics, and animal rights. Students will be asked to critically examine and evaluate specific cases. Cornerstone 4A, CRITTHNK, and ETHICS. Four credits.

**Phil 265 Metaphysics & Epistemology**
In this course, we will address some of the basic questions in metaphysics and epistemology and the methodology implemented to answer these questions. Students will analyze the questions as they were first formulated by Plato and Aristotle, and will then trace the transformation of both questions and methodology through the enlightenment. The last section of the course will focus on the renewed interest in these questions in contemporary thought. Cornerstone 4A and WRITCOM. Four credits.

**Phil 280 Independent Study in Philosophy**

**Phil 290 Special Topics in Philosophy**

**Phil 298 Independent Research in Philosophy**

**Phil 311 Feminist Philosophy**
This class will be a detailed examination into the nature of feminist philosophy. Students will have the opportunity to investigate and perform conceptual analysis of core feminist ideas (such as oppression, privilege, sex, gender, sexuality, and the way they differ by race, class, religion, etc.), explorations into the nature of feminist epistemology and investigations in feminist metaphysics. Students will also have the opportunity to apply their knowledge through exploring and analyzing current issues using feminist philosophical methodology and theories. Cornerstone 6, CRITTHNK, and DIVRSTY. Four credits.

**Phil 332 Philosophy of Religion**
The nature of philosophy of religion, its methods, and the relation of its method and content to the modern philosophical tradition. An examination of the philosophical importance of religious sensibility for understanding the structures of personal being and knowledge. Same as Religion 332. Cornerstone 4A. Four credits.

**Phil 335 Philosophy of Technology**
This class examines the nature of technology and how it has shaped the way our society thinks and acts. Specifically, how technology informs, distorts, or improves our understanding of human relations, the natural world, labor leisure, politics and the ethical/spiritual life. Cornerstone 4A and CRITTHNK. Four credits.
Phil 340  Value Theory
This class will explore and discuss the grounds for judgment concerning what is good and valuable. Focus will be on practices that our culture regards as worthy of pursuit including: art, science, athletics, leisure, the pursuit of wealth, technology and religious/spiritual life, and the relationship between the value of these activities and conceptions of an ethical life. Cornerstone 4A, WRITCOM, and CRITTHNK. Four credits.

Phil 345  Philosophy of Science
The philosophy of science interrogates the nature and history of science in order to understand and critique it. This class will give you the opportunity to explore questions in the philosophy of science. Specifically, we will investigate: what constitutes a science, what constitutes the scientific project, what the goals are of science, whether science gives a true account of the world, whether science is objective or value-laden, what constitutes good science, the relationship between science, the scientist, and the political and social ideas of the day, and more. Cornerstone 4A and WRITCOM. Four credits.

Phil 350  Philosophy of Language
This class will examine several of the most current debates in the philosophy of language. Are the universal components of spoken language hardwired or do we learn these universal components empirically? Are animals, specifically the great apes, capable of learning language or is language unique to humans and constitutive of our humanity? Does language have the power to shape social or political reality? We will also examine the traditional questions in the philosophy of language including: how do we determine the meaning of words, and what is the relationship between language and thought. Cornerstone 4A. Four credits.

Phil 380  Independent Study in Philosophy

Phil 385  Senior Seminar in Philosophy
This capstone course for majors in philosophy requires students to engage some of the important methodological questions in doing research in philosophy and religion. Each student will prepare a major research paper and present it to the departmental faculty during the final weeks of the spring semester. Four credits.

Phil 390  Special Topics in Philosophy

Phil 391  Honors Program

Phil 392  Honors Program

Phil 398  Independent Research in Philosophy
Political Science
Bardwell, Epperson, Magalhães

Department Mission Statement
Courses in political science are designed to provide students with critical knowledge of the political institutions and public policies of the United States and other nations, leading to an appreciation for issues of social justice. The program is designed to help students fully understand and effectively participate in public affairs as engaged citizens. The perspectives and skills acquired by students in political science classes are particularly helpful for students planning careers in teaching, public service, journalism, politics and the legal profession.

Students considering graduate work in political science, international relations, law, or public policy are strongly advised to take POSC 285 Political Research.

Normally, May Term courses do not satisfy departmental requirements.

No more than four credits from an internship (POSC 319) may be counted as an elective toward the major or minor.

Political Science Major
Students must complete nine courses plus Senior Seminar

Required:
POSC 101 American Government
POSC 240 World Politics
POSC 385 Senior Seminar

One course in Comparative Politics:
POSC 230 West European Politics
POSC 231 Politics of Russia and Eastern Europe
POSC 232 Asian Politics
POSC 233 Latin American Politics

One course in American Institutions:
POSC 215 American Political Parties and the Electoral Process
POSC 250 American Presidency
POSC 315 Supreme Court and the Constitution

One course in Public Policy:
POSC 245 Global Issues
POSC 270 American Public Policy
POSC 370 Environmental Politics

Political Science Electives
Choose four Political Science courses.
International Relations Major

Students must complete nine courses and Senior Seminar as follows:

Required:
PoSc 240 World Politics
PoSc 340 Politics of a Changing World
PoSc 385 Senior Seminar

Three courses from among the following: (at least two courses from Political Science)
PoSc 230 West European Politics
PoSc 231 Politics of Russia and Eastern Europe
PoSc 232 Asian Politics
PoSc 233 Latin American Politics
Span 213 Ideas and Cultures: Latin America *
Hist 309 Contemporary Europe
Hist 275 History of India
Hist 276 History of China
Hist 277 History of the Muslim World
Hist 278 History of Latin America

Three from among the following:
Anth 110 Cultural Anthropology
Art 204 Survey of Non-Western Art
Econ 230 Economic Growth & Development**
PoSc 245 Global Issues
Rel 120 Intro to World Religions
Rel 233 Islam
Rel 263 Ethics, Religion and Conflict

One semester of a World Language above the 102 level

With permission of the department, participation in the Drew University Semester of the United Nations may substitute for some requirements.
With permission of the department, participation in the CHIP semester in Washington DC may substitute for some requirements.
*Prerequisite for Spanish 213 is Spanish 202 or equivalent.
**Prerequisite for Economics 230 is Economics 100.
Political Science Minor

*Students must complete five courses as follows:*

**Required:**
PoSc 101  American Government
PoSc 240  World Politics
Political Science electives (3 courses)

**Pre-Law**

The pre-law student should be involved in one or more of the following majors: Political Science, History, English, Philosophy, Business Management and Economics, Criminal Justice, and Communications. The student, in preparation for Law School, needs to be in a rigorous academic discipline. It is recommended that the student take the following courses:

| Phil 110 | Introduction to Logic |
| Econ 100 | Principles of Economics |
| Acct 201 | Introduction to Accounting |
| Mgmt 231 | Business Law and Business Ethics I |

(Two of the following courses)

| Hist 201 | US History to 1877 |
| Hist 202 | US History Since 1877 |
| CJ 220 | Criminal Justice Systems |
| Comm 301 | Media Law & Ethics |

(Two of the following courses)

| PoSc 101 | American Government |
| PoSc 315 | The Supreme Court and the Constitution |
| PoSc 325 | The Supreme Court and Civil Liberties |
| PoSc 358 | Constitutional History of the U.S |
Political Science Courses

PoSc 101 American Government
An introduction to the basic elements of the American political system. Major topics will be the socio-economic environment of American politics, the nature of the political process, problems in constitutionalism and civil liberties, the institutions of government, the policy-making process, and the dimensions of contemporary political issues. Cornerstone 3 and CIVIC. Four credits. Offered every semester.

PoSc 130 Model United Nations
Supervised, practical experience in the organization and policy-making process of the United Nations through participation in the Model United Nations. One credit. Four hours maximum credit may be earned for Political Science 130. Offered every spring.

PoSc 180 Independent Study in Political Science

PoSc 190 Special Topics in Political Science

PoSc 198 Independent Research in Political Science

PoSc 213 U.S. Congress
A seminar on the role and operation of the United States Congress in the American political system. Topics will include the importance of the committee system, the role of leadership and political parties, the impact of interest groups, and the relationship between members of Congress and their constituents. INFOLIT, and WRITCOM. Four credits. Offered spring odd years.

PoSc 215 American Political Parties and the Electoral Process
An in-depth analysis of the American electoral process focusing on the political party system. Particular emphasis will be given to the development of the party system, the nature of Presidential politics, and the dynamics of political campaigning. Cornerstone 3, and CIVIC. Four credits. Offered fall even years.

PoSc 220 Political Philosophy
A survey of the major figures and ideas in western political philosophy. This course will cover Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, Calvin, Hobbes, Locke, Kant and Rousseau. We will start with the Greek concept of a polis, consider Roman law, work our way through the Christian transformation of politics, and finish with social contract theory. We will pay careful attention to the philosophical background that shaped democratic theory and the contemporary notion of human rights. Same as Philosophy 220. Cornerstone 4A. Four credits. Offered spring odd years.

PoSc 219 Employment Experience in Political Science

PoSc 230 West European Politics
An examination of the politics and policies of the major West European powers including Great Britain, the Federal Republic of Germany, France, and Italy. Scandinavian countries will also be included, as will the European Union. Emphasis will be on comparative political structures, public policies, and the historical processes which lead to the evolution of different patterns of state activities. Cornerstone 7, and GLOBAL, and ORALCOM. Four credits. Offered fall even years.
PoSc 231  The Politics of Russia and Eastern Europe  
A study of the former communist countries of Eastern Europe. Emphasis will be placed upon historical heritage, particularly the period of communist government; problems and prospects for democracy; decision-making processes and governmental institutions and their development; important groups in society including new political parties; and policy problems including ethnic conflict, economic reform, and foreign policy. Cornerstone 7 and GLOBAL. Four credits. Offered fall odd years.

PoSc 232  Asian Politics  
An examination of the variety of political organizations in Asia, focusing primarily on China, Japan, and India, but also examining other nations as well. The focus of this course will be to compare and contrast the ideas, institutions, and interest groups of these nations, as well as their policy-making processes and policies, particularly economic, foreign and developmental. Cornerstone 7 and GLOBAL. Four credits. Offered spring odd years.

PoSc 233  Latin American Politics  
An examination of the problems of political change in the developing world, focusing on the nations of Latin America. Emphasis will be placed upon historical heritage and the effects of that heritage on current political institutions, power groups, and patterns of behavior. Contrast will also be made between the Latin American and North American experiences, and the sources of the differences between the two. Cornerstone 7 and GLOBAL. Four credits. Offered spring even years.

PoSc 240 World Politics  
An introductory course designed to develop analytic tools which permit an understanding of complex issues in world politics. Focus on distinguishing different actors, patterns of interaction, availability and use of resources, and interaction between domestic and external politics as evidenced in East-West, North-South, and regional conflicts. Cornerstone 3 and INFOLIT. Four credits. Offered every fall.

PoSc 245  Global Issues  
A seminar on global issues like poverty, trade, health, the environment, and human rights, with a focus on developing nations. We will study how governments, global institutions, non-profits, and citizens are engaging these problems, as well as key barriers to success. GLOBAL and WRITCOM. Four credits. Offered every three years.

PoSc 250  American Presidency  
An analysis of the major issues surrounding the development of the modern Presidency. Topics to be covered include the nature of the institutional Presidency, the President as policy-maker with particular emphasis on the conduct of foreign affairs, and the central problems involved in maintaining the Presidency as a politically responsible institution. Four credits. Offered spring even years.

PoSc 255  Mass Media and Politics  
A review of the history and impact of media in American politics, focusing on the role of mass media in setting agendas, framing public policy issues, and covering candidates and campaigns. Selected topics include media bias, the rise of alternative media, the effects of political ads, and coverage of U.S. politics by global media. CRITTHNK. Four credits. Offered fall odd years.

PoSc 265  Latino Politics in the U.S.  
In this course, we will examine the political experience of the fastest-growing minority group in the
United States. Focusing primarily on Mexican-Americans, Puerto Ricans, and Cuban Americans, we will look at the political history of Latinos in the U.S., the impact of the dominant culture and society on Latinos (and Latinos on it), Latino electoral participation, and the major public policy issues and challenges facing Latinos today. In addition, we will look at the challenges of developing a unique identity, as a minority group, and the impact of those challenges on Latino political power. Cornerstone 6 and DIVRSTY. Four credits. Offered spring odd years.

PoSc 266 Women and Politics
This course explores the role of gender in American political life. In the last several decades, women in the U.S. have made significant progress in the struggle for equality, yet women have not been as visible in electoral politics as we might expect. In this course we will examine the historical evolution of the role of women in American politics, the political participation of women as candidates or elected officials, and public policy issues related to women. Cornerstone 6 and DIVRSTY. Four credits. Offered fall even years.

PoSc 270 American Public Policy
A seminar on national issues, highlighting the role of legislators, citizens, and ethics in policy making. Students will study and debate controversial issues like the federal budget, taxation, health care reform, social and economic policy, and the environment. Prerequisite: POSC 101 or permission of the instructor. COLLABLDR. Four credits. Offered fall odd years.

PoSc 275 Religion and American Politics
An exploration of religion and politics in America, including how religion influences political behavior and social movements. We will study the politics of the major religious traditions, church-state controversies, and the impact of religion and ethics on public policy debates. WRITCOM. Four credits. Offered fall even years.

PoSc 285 Political Research
A practical introduction to political science research. Students will learn to craft a research question, suggest explanations, analyze survey or election data, and interpret the results. The class will help students better understand political research and quantitative findings reported in the media. Open to junior and senior political science majors. INFOLIT and QUANT. Four credits. Offered fall odd years.

PoSc 280 Independent Study in Political Science

PoSc 290 Special Topics in Political Science

PoSc 298 Independent Research in Political Science

PoSc 302 American Political Thought
This course is an introduction to the most important and interesting theoretical writing about American politics. Particular attention is focused on topics such as constitutionalism, the nature of liberty and equality, the nature of justice, and the role of the state in America. WRITCOM. Four credits. Offered spring odd years.

PoSc 315 Supreme Court and the Constitution
A case-by-case examination of the Supreme Court’s role in the American system of government. Emphasis will be placed on how the Court has resolved disputes concerning the nature of judicial review, the power of the President and Congress, federalism, and the authority of government to regulate the economy. Four credits. Offered fall odd years.

PoSc 319 Internship in Political Science

PoSc 325 Supreme Court and Civil Liberties
A case-by-case investigation of the Supreme Court’s historical and contemporary role in adjudicating the scope of individual liberties in the Federal system. Emphasis will be placed on the nature of due process and the rights of criminal defendants, freedom of expression and association, equal protection of the law, and freedom of religion. CRITTHNK. Four credits. Offered every spring.

PoSc 340 Politics of a Changing World
The second in the World Politics sequence, the aim of this course is to develop an understanding for the rapidly changing dynamics of international politics. Focus will be upon those issues and actors that transcend the old style of international interaction, including multinational corporations, international governmental organizations, human rights, collective security, the environment, terrorism, and economic interdependence. ORALCOM. Four credits. Offered spring odd years.

PoSc 358 Constitutional History of the United States
A history of the development and interpretation of American law and politics from the earliest colonial settlements to the present time. Same as History 358. Cornerstone 4B and HISTRCL. Four credits. Offered spring even years.

PoSc 370 Environmental Politics
A seminar on the political context of American environmental policies. Issues for discussion will include climate change, alternative energy, and the impact of citizens’ everyday choices. Students will also design and lead a seminar session on an environmental topic of interest. Prerequisite: POSC 101 or permission of the instructor. ORALCOM. Four credits. Fall even years.

PoSc 380 Independent Study in Political Science

PoSc 385 Senior Seminar
A capstone seminar on the foundational issues in the study of politics, such as the meaning of justice, human rights, and the responsibilities of citizenship. Through reading, discussion, and action, students will integrate the knowledge and skills of the major. Students will engage a critical domestic or global problem in a research study or service project. Open only to seniors (or juniors with permission) whose major field is Political Science or International Relations. ORALCOM and WRITCOM. Offered every spring.

PoSc 390 Special Topics in Political Science

PoSc 398 Independent Research in Political Science
Department Mission Statement

Students who study the science of psychology will gain an understanding of the major concepts, theories, and findings that characterize mental processes and behavior. Students will learn how to practice the science of psychology by designing, conducting, and interpreting empirical research. The psychology major will provide students with the quantitative reasoning, critical thinking, and communication skills needed to become informed citizens. In addition, students will learn the ethical principles that guide the professional conduct of psychologists.

The major in psychology is designed with four purposes in mind: (1) preparation for graduate study and a career in psychology; (2) preparation for vocations where extensive background in psychology is necessary, such as general counseling and some careers in human services; (3) general preparation for related vocations, such as business, education, law, advertising, or nursing; and (4) a broadening educational experience which will contribute to the understanding of self and others.

Psychology Major

Student will complete ten courses and Capstone as follows:

**Introduction to the Field of Psychology**
Psyc 101 Introduction to Psychology

**Methods Courses**
Psyc 203 Psychological Research I
Psyc 213 Psychological Research II

**One Foundation course from each group**

*Foundations in Cognitive and Biological Processes*
Psyc 233 Biological Psychology
Psyc 237 Cognitive Psychology

*Foundations in Clinical and Developmental Processes*
Psyc 201 Developmental Psychology
Psyc 250 Abnormal Psychology

**One Upper Level course from each group**

*Cognitive and Biological Processes*
Psyc 329 Cognitive Neuroscience
Psyc 331 Learning and Motivation
Psyc 336 Sensation and Perception

*Clinical, Developmental, and Social Processes*
Psyc 322 Social Psychology
Psyc 339 Behavioral Medicine
Psyc 342 Theories of Personality
**Electives**
Two additional courses, at least one numbered 300 or above, from those listed above or the following:
Psyc 328 Psychometrics
Psyc 220 Psychology of Gender
Phil 345 Philosophy of Science
Biol 275 Behavioral Ecology

**One Synthesis of Psychological Knowledge course**
Psyc 340 History of Psychology
Psyc 351 Practicum in Psychology
Psyc 375 Advanced Research I

**Capstone:**
Psyc 388 Capstone in Psychology (2 credits)

**Psychology Minor**
*Student will complete five courses as follows:*

**Required:**
Psyc 101 Introduction to Psychology

**Choose four of the following courses, at least two of the courses must be at the 300 level.**
Psyc 233 Biological Psychology
Psyc 237 Cognitive Psychology
Psyc 201 Developmental Psychology
Psyc 250 Abnormal Psychology
Psyc 329 Cognitive Neuroscience
Psyc 331 Learning and Motivation
Psyc 336 Sensation and Perception
Psyc 322 Social Psychology
Psyc 339 Behavioral Medicine
Psyc 342 Theories of Personality
Psyc 328 Psychometrics
Psyc 220 Psychology of Gender

**Honors Program in Psychology**
The Honors program in psychology requires completion and defense of a thesis that is proposed in Psychology 375: Advanced Research I and executed in Psychology 376: Advanced Research II. A grade of at least A- in each course is required for a student to receive honors in psychology. In addition, the thesis must be defended before a committee of faculty who must decide that the student is worthy of the distinction of Honors in Psychology.
Psychology Courses

Psyc 101 Introduction to Psychology
This course introduces students to the science of psychology with an emphasis on how knowledge in the field is established through the application of scientific method. Students will be introduced to theory, research, and application in diverse areas of psychology such as human development, learning, memory, biopsychology, cognitive psychology, social psychology, and abnormal psychology. SCIREASON. Four credits

Psyc 180 Independent Study in Psychology

Psyc 190 Special Topics in Psychology

Psyc 198 Independent Research in Psychology

Psyc 201 Developmental Psychology
This course will provide a survey of the psychological development of human beings from conception through adolescence. An examination of major theoretical perspectives and research on the nature of developmental change are considered. Areas of focus in this course include physical, cognitive, personality, and social changes that take place as maturation unfolds. (Not open to those who have received credit for Educ 165, Educ 118 or SW 201). Four credits. Prerequisite: Psyc 101.

Psyc 203 Psychological Research I
An introduction to psychological research with a focus on statistical techniques used to analyze data from empirical research. Students will learn to distinguish between correlational studies and true experiments, identify independent and dependent variables, determine the appropriate statistical technique to use, and use descriptive and inferential statistics, power, and effect size to test hypotheses in psychology and communicate the results. Statistical tests taught will include tests, analysis of variance, correlation, regression, and chi-square. (Not open to those who have received credit for Math135, Biol 135, Econ 135, Psyc 210, or Soc210). Prerequisites: One of the following: Math 130/130T, Math ACT of 22 or higher, or Math SAT of 530 or higher. Preference for enrollment given to psychology majors. Cornerstone 2B and QUANT. Four credits.

Psyc 213 Psychological Research II
An introduction to psychological research with a focus on research design and evaluation. Students will learn to find and evaluate published research in psychology. They will design research, collect and analyze data, and communicate their work in APA style. Prerequisite: Psychology 203. INFOLIT and WRITCOM. Four credits.

Psyc 219 Employment Experience in Psychology

Psyc 220 Psychology of Gender
Students will use the science of psychology to explore how gender affects women’s and men’s social lives and gender relations. Topics such as sex-role socialization, gender stereotypes, sexism in the workplace, love and romance, and gender and violence will be discussed within a social psychological and experimental framework. The scientific method will be used to describe, explain, and make predictions concerning gender differences, gender similarities, gender relations, and sexism. Cornerstone 6, SCIREASON and CRITTHNK. Four credits.
Psyc 233 Biological Psychology
This course will explore the biological basis of behavior, explaining how understanding biology helps us to better comprehend the psychological issues we encounter in everyday life. We will examine how behavior both influences and is influenced by our physiology, and how both have been shaped over the course of evolution. Students will leave this course with a deeper understanding of the brain’s inner workings and of the biological processes underlying such behaviors as drug addiction, aggression and altruism, sexual and parental behavior, consciousness and sleep, emotion and personality, learning and memory, and various psychological disorders. Prerequisite: Psychology 101 or Biology 110 or 111. CRITTHNK. Four credits.

Psyc 237 Cognitive Psychology
An introduction to cognitive psychology, which investigates the processes involved in acquiring and utilizing knowledge. Topics include attention, memory, problem solving, language, concept formation and reasoning. Prerequisite: Psychology 101, or consent of instructor. CRITTHNK. Four credits.

Psyc 250 Abnormal Psychology
A descriptive and explanatory survey of the major behavior disorders of adults and children. The DSM diagnosis, etiology, clinical pictures, and epidemiology are explored from various theoretical perspectives. Prerequisite: Psychology 101. Four credits.

Psyc 280 Independent Study in Psychology

Psyc 290 Special Topics in Psychology

Psyc 298 Independent Research in Psychology

Psyc 319 Internship in Psychology

Psyc 322 Social Psychology
This course explores the ways situations, particularly social situations, influence people’s thoughts, feelings, and behaviors. Attention is given to such topics as attitudes, social influences, stereotyping and prejudice, social judgment, personal relationships, and the dynamics of small groups. Prerequisite: Psychology 101 and at least one other psychology or sociology course. COLLABLDR. Four credits.

Psyc 328 Psychometrics
This course provides a survey of the concepts of psychological measurement that are consistently relied upon across the various disciplines of psychology. Discussion will center on concepts relating to various types of reliability and validity in all types of psychological testing. The role of psychological tests in different disciplines within psychology (e.g., intellectual assessment, ability testing, interest and career assessment, psychophysiological measures, personality testing, and measurement in industry) and related ethical and professional issues will be explored. Prerequisite: Psychology 101 and Psychology/Sociology 210. QUANT. Four credits.
Psyc 329 Cognitive Neuroscience
Every process that goes on in the mind has physiological underpinnings, and unlocking the secrets of learning, memory, and perception as they are supported by neurons and neural connections is a longstanding and elusive problem in psychology. Through this class students will gain a working understanding of brain processes and relevant contemporary theories that support such processing. The best understanding of any cognitive process or clinical disorder comes from approaching the issue from multiple perspectives. Therefore, we will seek understanding from the standpoint of normal functioning as measured via such physiological techniques as fMRI and PET as well as disrupted functioning as evidenced from deficits due to brain injury, stroke and congenital abnormalities. Prerequisite: Psychology 233 or Biology 111. Four credits.

Psyc 331 Learning and Motivation
A survey of the general as well as uniquely human principles of learning and motivation. Consideration is given to the relationship between learning and motivation. Prerequisites: Psychology 101, 213, and Psychology 231 or 233, or consent of the instructor. Four credits.

Psyc 336 Sensation and Perception
How do we use our senses to obtain meaningful information about the world around us? How do we identify events by listening to sounds? How do we perceive the texture of objects via touch? How do smell and taste together provide information about flavor? In this course we will seek to understand the complex processes that underlie these questions by examining how sensory information is transformed, reduced, elaborated, stored, recovered, and used in meaningful perception. We will review both historical and contemporary theory and experimentation. We will examine behavior, anatomical structure of sensory systems, and neurophysiology. In addition, we will explore the applications of many of these topics as they pertain to life and, where applicable, examine what we can learn about normal function through impairment (brain damage). Prerequisite: Psychology 237 or 233 or Biology 111. Four credits.

Psyc 339 Behavioral Medicine
A survey of the experimental basis and clinical application of psychological techniques used to treat human problems whose psychological basis largely has been overlooked in the past. Topics such as health appraisal, pain management, physiology of stress, reduction of stress, biofeedback, and physiological measurement are considered. Prerequisite: Psychology 101. Biology 104, or 105, or 225 recommended. Four credits.

Psyc 340 History of Psychology
A survey of the philosophical origins of psychology as an independent scientific discipline, with emphasis upon developments in the nineteenth and twentieth centuries. Traditional and contemporary approaches to learning, behavior, and personality are examined. Prerequisite: Psychology 101, 213, plus one 300-level psychology or philosophy course. WRITCOM. Four credits.

Psyc 342 Theories of Personality
A survey of classical and contemporary theories, including person-centered, psychodynamic, trait, and cognitive approaches. Attention is given to the historical roots, authors and philosophical implications of each theory. Prerequisites: Psychology 101 and at least one other course in psychology. Four credits.
Psyc 351 **Practicum in Psychology**
A supervised experience in a clinical, counseling, educational, business, or research setting. Opportunity to develop skills such as interviewing, basic counseling techniques, personnel management, ethical decisions, psychological assessment and record keeping. Prerequisites: Psychology 101, 213 plus three 200- or 300-level psychology courses. WRITCOM. Four credits.

Psyc 360-361 **Tutorial Internship**
Testing, tutoring, lecturing, and leading of discussion groups and supervised laboratory projects in selected psychology courses. Prerequisites: Junior or senior standing and invitation by the instructor. Four credits. Maximum of two semesters.

Psyc 375 **Advanced Research I**
A continued study of a variety of topics originally discussed in Psychology 210 and Psychology 213. This course provides students with the opportunity to learn about advanced techniques psychologists use in designing, conducting, and analyzing the results of empirical research (e.g., multiple regression, factor analysis). It is designed to meet the needs of students considering graduate study in psychology. Each student completes a research proposal. Prerequisites: Psychology 210, 213 plus three additional 200- or 300-level Psychology courses. QUANT. Four credits.

Psyc 376 **Advanced Research II**
This course provides students with the opportunity to complete an empirical research project originally planned in Psychology 375 Advanced Research I. Each student gathers data, analyzes the results, and writes an APA format paper. In addition, students complete a poster presentation and an oral defense of their work. This course is designed to meet the needs of students considering graduate study in psychology. Prerequisite: Psychology 375. WRITCOM. Four credits.

Psyc 380 **Independent Study in Psychology**

Psyc 388 **Capstone in Psychology**
A professional seminar in psychology, this course focuses on knowledge and skills relevant to being a practitioner in psychology whether that be working with people or conducting empirical research. This course should be taken concurrently with or immediately after completing History of Psychology, Practicum in Psychology, or Advanced Research II. Prerequisites: PSYC 340, 351, or 375 (can be taken concurrently with any of the prerequisites). ORALCOM. Two credits.

Psyc 390 **Special Topics in Psychology**

Psyc 391 **Honors Research in Psychology I**
Prerequisites: Eligibility for Honors Programs as established by the college, a grade of A- or better in Psychology 375, and a research proposal that has been approved by the department. Four credits.

Psyc 392 **Honors Research in Psychology II**
Prerequisites: Psychology 391 and consent of the department. One to four credits.

Psyc 398 **Independent Research in Psychology**
Department Mission Statement
The Department of Religion at Simpson College facilitates disciplined intellectual inquiry into the religious dimensions of human experience. Through the academic study of religion, students are encouraged to reflect deeply upon and engage effectively with the world around them through rigorous investigation of questions of ultimate concern. In keeping with the college's United Methodist heritage, students are empowered to explore issues of personal integrity, moral responsibility, social justice, and global citizenship by drawing on the diverse resources of Christianity in dialogue with other religious traditions.

A major in religion helps students develop as critical readers, writers, and thinkers, skills important to any of a number of careers. The major is, of course, excellent preparation for seminary or a variety of ministerial careers, including public service, missionary, and youth work. Religion majors also have gone on to careers in law, government, activism, journalism, public relations, sales, and academia.

Theological seminaries generally expect applicants to have a broad spectrum of general knowledge, which students may acquire through the Cornerstone program coupled with nearly any major, though at least a few basic courses in religion are recommended. Students interested in ministry are encouraged to use the many resources available to help them explore their career options, including the Religion department faculty, the Center for Vocation and Integrative Learning, and the Religious Life Community.

Religion Major
Students will complete ten courses and the Senior Capstone as follows:

Required:
Rel 102  Introduction to Christian Thought
Rel 111  Introduction to the Old Testament
Rel 112  Introduction to the New Testament
Rel 120  Introduction to World Religions

Capstone:
Rel 385  Senior Seminar in Religion

One course from the following (Bible):
Rel 201  Readings in the Tanakh
Rel 212  Gospels
Rel 217  Paul’s Interpretation of Jesus
Rel 260  Feminist Interpretation of the Bible
Rel 280  New Testament Greek I
Rel 281  New Testament Greek II

One course from the following (Theology):
Rel 222  Theologies of the Oppressed
Rel 251  Introduction to Christian Ethics
Rel 261  Christian Ethics, Wealth, and Property
Rel 262  The Body in Christian Ethics
Rel 263  Ethics, Religion, and Conflict
Rel 301  Major Figures in Christian Ethics
Rel 315  Readings in Contemporary Theology
Rel 331  Theology and Social Theory

One course from the following (History):
Hum 101  Western Traditions I
Hum 102  Western Traditions II
Rel 221  American Religion
Rel 225  Women and Religion in American Culture
Rel 226  History of Christianity I
Rel 227  History of Christianity II

Religion Electives: Take three courses.
At least one course in religion at the 300-level in addition to Rel 385 is required.
Hum 101, Hum 102, Phil 332 and PoSc 275 may count as electives in religion.

Religion Minor
Students will complete six Religion courses, with at least one course at the 300 level.

Religion Courses

Rel 102  Introduction to Christian Thought
An introduction to the major ideas, authorities, and themes of Christian theology, including interpretations of the trinity, creation, salvation, and church as understood through scripture, tradition, reason, and experience. Cornerstone 4A or ETHICS and CRITTHNK. Four credits. Offered every semester.

Rel 111  Introduction to the Old Testament
Introduction to the history, literature, and religion of the Old Testament/Tanakh, with emphasis on the emergence of monotheism and the development of the religion that came to be known as Judaism. The course considers how Jews and Christians may read this literature differently, and emphasizes how interpretation of various texts from the Tanakh/Old Testament has influenced contemporary Western culture. Cornerstone 4A or HISTRCL and CRITTHNK. Four credits. Offered fall semester.

Rel 112  Introduction to the New Testament
This survey course introduces students to the literature and background of the New Testament. Students will become acquainted with the various literary forms (gospels, letters, apocalyptic literature, sayings, parables) in the New Testament. Students will be exposed to the formation of the community that later became the institutional church, and will explore the relation of the New Testament to the Hebrew Bible (Old Testament). Cornerstone 4A or HISTRCL and CRITTHNK. Four credits. Offered every year.
Rel 120 Introduction to World Religions
This course provides a basic introduction to several major world religions, including Buddhism, Hinduism, and Confucianism from the Eastern tradition and Judaism, Islam, and Christianity from the Western tradition. The course will acquaint students with foundational rituals, concepts and/or literature of each tradition, and will introduce the comparative study of religion. Students will become aware of global religious movements as well as the diversity of religious traditions currently practiced within the United States. Cornerstone 7 or GLOBAL and CRITTHNK. Four credits. Offered every year.

Rel 180 Independent Study in Religion

Rel 190 Special Topics in Religion

Rel 198 Independent Research in Religion

Rel 201 Readings in the Tanakh (Old Testament)
This course will rotate its specific content depending on the interest of students. Typically the class will concentrate on one portion of the Tanakh (Pentateuch, Prophets, or Writings). Students will become acquainted with the biblical literature itself, as well as with historic and recent interpretive methods related to the literature being studied. In every case, the class will connect the biblical material to the Christian New Testament since the older stories set the stage for the story of Jesus. The class will explore how the earlier texts influence modern concepts such as slavery and freedom, gender, and the relationship of humans to the natural environment. Prerequisite: Rel 111 or permission of instructor. Cornerstone 4A or WRITCOM, and INFOLIT. Four credits. Offered every three years.

Rel 212 Gospels
Students will explore the New Testament gospels (Matthew, Mark, Luke, and John), focusing on the portrayal of Jesus in each gospel and charting the development of the early church during the latter decades of the first century CE. To better understand the history and culture of the New Testament material, students will also read portions of Thomas and other non-canonical gospels. Prerequisite: Rel 112 or permission of instructor. Cornerstone 4A or WRITCOM and INFOLIT. Four credits. Offered every three years.

Rel 217 Paul’s Interpretation of Jesus
This course will explore the writings of the Apostle Paul. Attention will be given to the categories he used, the traditions he drew upon, and the structure of the arguments in his monumental effort to think through the meaning of Jesus. How Paul’s teaching was understood later in the Christian tradition may be included as well. Prerequisite: Rel 112 or permission of instructor. Cornerstone 4A or INFOLIT and WRITCOM. Four credits. Offered fall 2011.

Rel 219 Employment Experience in Religion

Rel 221 American Religion
A survey of the major figures, events, and ideas in American Religion from the Puritans to today, including the Great Awakening, black religion, the Social Gospel, Christian realism, Catholicism, and Judaism. Emphasis on how the American context influenced theological development and the ongoing relationship between church and state. Cornerstone 4A. Four credits. Offered every three years.

Rel 222 Theologies of the Oppressed
An exploration of the ways theological traditions change in response to the experience of marginalized groups in American life. Through the study of black, feminist, gay, and liberation theologies, students will explore the importance of race, gender, sexual orientation, and class as moral and religious categories, coming to understand political marginalization as a theological category with unique relevance to specific communities. Prerequisite: Rel 102 or permission of the instructor. Cornerstone 6 or DIVRSTY. Four credits. Offered every three years.

**Rel 225 Women and Religion in American Culture**
An introduction to the life and thought of selected American religious women who have participated in the struggle for justice and equality in religious institutions and society at large. Readings will include history, biography, autobiography and contemporary feminist perspectives. Cornerstone 6 or DIVRSTY, ORALCOM, and WRITCOM. Four credits. Offered spring 2012.

**Rel 226 History of Christianity I**
A study of the major events, figures, and ideas in the history of Christianity from the time of the New Testament to the Reformation, including the Patristic and Medieval periods. Cornerstone 4A or INFOLIT and WRITCOM. Four credits. Offered every two years.

**Rel 227 History of Christianity II**
A study of the major events, figures, and ideas in the history of Christianity from the Reformation to the present, emphasizing the work of the Reformers, the development of theological liberalism, and the reactions of the major figures of the modern period. Cornerstone 4A or WRITCOM and INFOLIT. Four credits. Offered every two years.

**Rel 233 Islam**
A survey of the major texts, figures, events, and ideas of religious life and practice in the Islamic tradition. Through the study of the Qur’an, Islamic history, ritual practices, law, and ethics, students will explore the impact of the tradition on the contemporary world. Cornerstone 7 or GLOBAL and INFOLIT. Four credits. Offered spring 2012.

**Rel 251 Introduction to Christian Ethics**
An exploration of the relationship between faith and practice in the Christian tradition, emphasizing the importance of Christian community and identity. Students will learn the basics of ethical theory in relationship to Christian sources and norms, as well as applications of theory to a number of social-ethical issues, such as poverty, racism, capital punishment, marriage, sexuality, and crime. Prerequisite: Rel 102 or Rel 112, or permission of instructor. Cornerstone 4A or ETHICS. Four credits. Offered every year.

**Rel 260 Feminist Interpretation of the Bible**
This course explores feminist interpretation of the Bible, both as a theoretical orientation and as a feminist interpretive lens pertains to selected texts of the Hebrew Bible and New Testament. Students will be exposed to the work of Jewish and Christian feminist scholars from around the globe. The course introduces feminism as a hermeneutic for sacred texts, and also explores the history of textual interpretation from a feminist perspective. Most students enrolling in this course will want to have taken either Introduction to Women’s Studies or any introductory biblical studies course. Cornerstone 7 or DIVRSTY and WRITCOM. Four credits. Offered every other year.

**Rel 261 Christian Ethics, Wealth and Property**
An examination of basic economic themes drawing on biblical, classical, and modern theological resources. Students will explore the function of money in community, the moral dimensions of private property, and the relation of economic systems to theories of justice. Specific topics may include economics in the Torah and New Testament, the prophetic tradition, Aquinas, Luther, capitalism, Christian socialism, the Social Gospel, and American Evangelicalism. Prerequisite: Rel 102 or Rel 112, or permission of the instructor. Cornerstone 4A or ETHICS. Four credits. Offered spring 2012.

Rel 262 The Body in Christian Ethics
An examination of issues in medical and sexual ethics, drawing on biblical, classical, and modern theological resources. Topics include extramarital sex, homosexuality, abortion, euthanasia, genetic screening, aging, cloning, and human research. Prerequisite: Rel 102 or Rel 112, or permission of instructor. Cornerstone 4A or ETHICS. Four credits. Offered every three years.

Rel 263 Ethics, Religion, and Conflict
An exploration of the role religion plays in social and political conflict on the international stage. After an introduction to the traditions of holy war, just war, and pacifism, students will examine how political theories account for religion, as well as the role of religion in terrorism, ethnic religious conflict, and humanitarian intervention. Cornerstone 4A or ETHICS. Four credits. Offered every three years.

Rel 275 The Meaning of Ministry
This course focuses on the history of lay and ordained ministry in the Church from the first century to the present. Students will engage in critical and reflective conversation on various understandings of these roles within different times and cultures. They then decide what models best reflect their own understanding of what it means to be clergy or laity. Four credits. Offered every year.

Rel 280 New Testament Greek I
The course will introduce students to basic concepts of New Testament Greek, including an introduction to present active indicative verbs. All basic aspects of New Testament grammar except for the complete verb system will be covered. The course will emphasize inductive learning, with students reading New Testament texts as soon as possible. Four credits. Offered every three years.

Rel 281 New Testament Greek II
This course is a continuation of REL 280. By the end of the semester, students will have enough familiarity with New Testament Greek to read, with a lexicon, New Testament passages. Students will be able to consult commentaries that work with the Greek text, will be introduced to issues related to the development and transmission of the New Testament in the ancient world, and will be exposed to software designed to aid in the research of the Greek New Testament. Prerequisite: Rel 280 or equivalent. Four credits. Offered every three years.

Rel 290 Special Topics in Religion

Rel 298 Independent Research in Religion
Rel 301 Major Figures in Christian Ethics
An advanced examination of major figures in Christian moral theology, including Augustine, Aquinas, the Anabaptists, Luther, Calvin, Niebuhr, and Barth. Students will learn how the classical expressions of systematic theology relate to morality, with particular attention to moral psychology and sanctification. A broad overview of each figure in historical context will give way to specific treatments of marriage, sexuality, and political theory. Prerequisite: Rel 102 or permission of instructor. Cornerstone 4A. Four credits. Offered fall 2011.

Rel 310 The Growth and Development of Judaism
In this course students will investigate the development of Judaism and Jewish life from the intertestamental to the modern periods. Students will grapple with central themes and ideas, practices and movements. Both classical and contemporary texts will be employed in order to give students as full an understanding as possible of the rich, fertile and diverse reality of Judaism. Figures as different as Philo, Akiba, Saadia Gaon, Maimonides, the Baal Shem Tov, Spinoza, Theodor Herzl, Hermann Cohen, Abraham Heschel, and Richard Rubenstein will be introduced. Time will also be spent examining Jewish life in America and the development of Jewish thought and life here. Cornerstone 4A. Four credits. Offered occasionally.

Rel 315 Readings in Contemporary Theology
An advanced seminar in which students analyze the work of important contemporary figures in Christian theology, resulting in a significant exercise in independent research. Prerequisite: Rel 102 or permission of instructor. Cornerstone 4A. Four credits. Offered spring 2012.

Rel 319 Internship in Religion

Rel 331 Theology and Social Theory
An advanced seminar treating significant movements in political theology, selected from classical and contemporary sources. Theological examination of nationality, ethnicity, race, and other social distinctions will be examined in conjunction with particular political contexts, leading to a significant exercise in student research. Prerequisite: Rel 102 or permission of instructor. Cornerstone 4A or CIVIC. Four credits. Offered every three years.

Rel 380 Independent Study in Religion

Rel 385 Senior Seminar in Religion
This capstone course for majors in religion requires students to engage some of the important methodological questions in doing research in religion. Each student will prepare a major research paper and present it to the departmental faculty in a public forum, during the final weeks of the semester. INFOLIT and ORALCOM. Four credits. Offered every fall.

Rel 390 Special Topics in Religion

Rel 398 Independent Research in Religion
Department Mission Statement

The fields of sociology and criminal justice study human social interaction in its many forms. The Department of Sociology and Criminal Justice at Simpson provides students an opportunity to develop a keen awareness of the intersection of historical, personal, and social dimensions of life. In addition to studying social processes, social organization, and issues of social justice, most students in the Department engage in at least one Field Experience (an enhanced internship with a seminar component). Departmental graduates should recognize the individuals’ responsibility to contribute to the larger community and should understand the role that individual ethics and social values play in that endeavor. Because knowledge of self and society nourishes both personal freedom and a sense of social responsibility, sociology and criminal justice courses place students at the heart of a liberal arts education.

In addition to offering majors and minors in sociology and criminal justice, the department also offers a minor in social work. For purposes of evaluating transcripts, Criminal Justice, Sociology and Social Work are considered separate disciplines.

Criminal Justice

The major in Criminal Justice is concerned with the application of knowledge derived from a broad range of college subjects, especially the social sciences and humanities. Specifically, students completing the Criminal Justice major will be able to think in the abstract and apply theoretical orientations to the analysis of concrete situations. They will acquire an understanding of the operation of and interactions between components of the criminal justice system in the United States. In addition, students will be able to demonstrate statistical skills and be able to interpret and use quantitative data.

Criminal Justice Major

This major consists of 24 credits of required “core” courses and the selection of one of three concentration areas. In order to complete the major in criminal justice, a concentration must be completed in addition to the required core courses. The concentrations are: Justice, Administration and Corrections.

Students will complete ten courses (including one concentration area) plus a capstone as follows:

Criminal Justice Core

Required:
- Soc 210 Statistics for Social Science
- Soc 252 Standards for Professional Behavior in Human Services
- CJ 220 Criminal Justice Systems
- CJ 342 Juvenile Delinquency
- CJ 343 Criminology
- SCJ 340 Race and Ethnic Relations
Concentration: Choose One Concentration from below.

Capstone:
SCJ 347 Field Experience and Seminar

Concentrations:
Justice Concentration

Required:
CJ 300 Juvenile and Family Law

Choose one of the following:
CJ 360 Criminal Law and the Legal Process
POSC 325 Supreme Court and Civil Liberties

Choose two electives from the following:
Soc 204 Modern Social Problems
SW 342 Human Behavior in the Social Environment
Hist 358 Constitutional History of the U.S.
CJ 223 Current Issues in Criminal Justice
CJ 270 Terrorism
CJ 290/390 Special Topics in Criminal Justice
CJ 333 Sexual Violence, Perpetrators and the C.J. System
SCJ 341 Family Crisis Intervention
SCJ 380 Senior Project

Administration Concentration

Required:
Acct 201 Introduction to Accounting
Magt 131 Management Concepts

Choose one of the following:
Magt 323 Human Resource Management
Magt 333 Organization and Behavior
Magt 340 Labor and Industrial Relations

Electives—Choose one of the following
Soc 320 Sociological Theory
Soc 321 Methods of Social Research
Soc 331 Complex Organizations
CJ 223 Current Issues in Criminal Justice
CJ 290/390 Special Topics in Criminal Justice
CJ 333 Sexual Violence, Perpetrators and the C.J. System
SCJ 341 Family Crisis Intervention
SCJ 380 Independent Study
Corrections Concentration
Required:
CJ 300  Juvenile and Family Law
CJ 344  Correctional Practices in the U.S.

Electives-Choose two from the following:
Psyc 201  Developmental Psychology
Psyc 250  Abnormal Psychology
Psyc 342  Theories of Personality
Soc 321  Methods of Social Research I
SW 301  Counseling Strategies
CJ 223  Current Issues in Criminal Justice
CJ 290/390 Special Topics in Criminal Justice
CJ 333  Sexual Violence, Perpetrators and the C.J. System
SCJ 341  Family Crisis Intervention
SCJ 380  Independent Study

Criminal Justice Minor
Students will complete five courses as follows:

CJ 220  Criminal Justice Systems
CJ 342  Juvenile Delinquency
CJ 343  Criminology

Choose two additional courses in Criminal Justice

Advanced Standing Program in Criminal Justice
Exceptional students enrolled in the Simpson undergraduate program for at least two years may complete up to four 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 CJ300/500: Juvenile and Family Law, CJ342/542: Juvenile Delinquency, CJ343/543: Criminology, CJ344/544: Correctional Practices in the U.S., CJ347/547: Sexual Violence: Victims, Perpetrators and the Criminal Justice System, CJ360/560: Criminal Law and the Legal Process, and CJ334/534: Crime and Place.

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 1st 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 years.

Criminal Justice Courses
Note: courses designated “SCJ” have interdisciplinary content and can often apply to more than one program of study.

SCJ 180 Independent Study in Criminal Justice

CJ 190 Special Topics in Criminal Justice

CJ 198 Independent Research in Criminal Justice

CJ 219 Employment Experience in Criminal Justice

CJ 220 Criminal Justice Systems
Examines and compares the philosophies and operations of the three principal branches of the criminal justice system: police, courts, and corrections. Of particular concern will be the handling of conflict resulting from misunderstanding and confusion regarding the nature and intent of our criminal justice system’s functioning in dealing with certain types of problems. American and British comparisons in dealing with selected issue areas will be analyzed. Four credits. Offered every fall.

CJ 223 Current Issues in Criminal Justice
A course designed to focus on current criminal justice issues such as victimology, substantive and procedural law issues, enforcement and judicial discretion, capital punishment, gang violence, etc. and the theoretical and policy issues associated with them. CIVIC and CRITTHNK. Four credits.

CJ 224 Police and Society
This course will provide an examination of the structure and function of policing in the U.S. and the interplay between law enforcement policies, practices, decision-making and broader social and community factors. The changing role and mission of policing will be considered, as well as an examination of current issues and innovations in police organizations. Four credits. Offered once per year.

CJ 270 Terrorism
The course focuses on the causes and evolution of the terrorist response in the support of social causes. Primary concerns of the course include but are not limited to the trap of “tribal” reactions to social issues, the demoralization of the adversary, historical development of the terrorist response, terrorism in the current social environment and the response to the terrorist challenge. GLOBAL and WRITCOM. Four credits.

CJ 280 Independent Study in Criminal Justice

CJ 290 Special Topics in Criminal Justice

CJ 298 Independent Research in Criminal Justice

CJ 300/500 Juvenile and Family Law
This course addresses the legal understandings and issues surrounding juveniles and families in the United States. The links between the criminal justice system and human service agencies will be investigated. Prerequisite: Criminal Justice 220 and Junior or Senior standing. Graduate standing required for 500-level enrollment. CIVIC. Four credits.
CJ 319  Internship in Criminal Justice

CJ 333  Sexual Violence: Victims, Perpetrators and the CJ System
This course is an extensive introduction to the sociological study of sexual violence. In this course, students can expect to explore the causes of, theories about, and statistics on sexual violence in U.S. society. Additionally, this course will survey the various components of the criminal justice system involved with victims and/or perpetrators of sexual violence. Prerequisite: Criminal Justice 220 or Criminal Justice 343. Graduate equivalent: Criminal Justice 547. Four credits.

CJ 334/534  Crime and Place
The purpose of this course is to critically examine and consider place-based issues of crime and justice, by focusing on where and when crime occurs and how crime is distributed geographically. Topics may include environmental criminology, routine activities, social disorganization and related theories; offending patterns, geographic profiling, and journey to crime analysis; hot spots and criminal careers of places; displacement of crime; spatial and temporal analysis of crime, and related areas. Prerequisites: CJ 220 or CJ 343. Four credits. Offered every other year fall or spring.

CJ 335  Inequality and Justice
This course will introduce students to criminological thought on the intersection between crime and multiple social constructs such as race/ethnicity, gender, class, and sexual orientation. The course will consider how these areas impact people’s interactions with the criminal justice system as offenders, victims, and workers, as well as how issues of inequality are related to crime and criminal behavior. Prerequisites: CJ 220, CJ 343, or SOC 101. DIVRSTY. Four credits. Offered every other year.

SCJ 340  Race and Ethnic Relations
This course explores the dynamics and results of inter-group relations. Prejudice and discrimination are examined in both historical and international perspective. Among the concrete topics discussed are affirmative action, multiculturalism, institutional discrimination, and the interrelationship of sex, class, and ethnicity. Cornerstone 6 and DIVRSTY. Four credits. Offered every semester.

SCJ 341/541  Family Crisis Intervention
This course is designed to present conceptual frameworks and useful methods of intervention to help us understand and address a variety of crises confronting people in families and within their communities. We will examine numerous situations and have student study and practice responses to various crisis situations. Such topics as family violence, divorce/separation/desertion, sexual abuse of children in families, loss of family members through death, chemical abuse, criminal victimization, hostage situations, suicide, and community disasters will be examined. ORALCOM. Four credits.

CJ 342/542  Juvenile Delinquency
The extent and cause of criminal behavior of children, adolescents, and young adults. Development and operation of juvenile courts and theories and methods of juvenile treatment and rehabilitation are examined. Graduate standing required for 500-level enrollment. Cornerstone 3, CIVIC and CRITTHNK. Four credits.

CJ 343/543  Criminology
The extent and cause of adult criminal behavior, adjudication procedures, penal theories and practices, rehabilitation programs, and crime prevention. Graduate standing required for 500-level enrollment. Cornerstone 3. Four credits.

**CJ 344  Correctional Practices in the U.S**
An examination and comparison of past, present, and future rehabilitative and correctional procedures for juvenile delinquents and criminals is undertaken. Various community-based and institutional settings will be analyzed in terms of different measures of success or failure in dealing with clients. Prerequisite: Criminal Justice 342 or 343. CIVIC. Four credits. *Offered yearly.*

**SCJ 347  Field Experience and Seminar**
Required Capstone in the department. Placement in a court, planning agency, or other criminal justice agency for a minimum of 120 hours of supervised fieldwork. Open to majors with Junior or Senior standing. Four credits. *Offered every semester.* (May be repeated up to three times).

**CJ 360/560  Criminal Law and the Legal Process**
An introduction to the American legal system, with emphasis placed on the major elements of the criminal process. Topics to be covered include the nature of criminal law, the rules of criminal procedure, and the roles of lawyers and judges in the system. Graduate standing required for 500-level enrollment. Four credits.

**SCJ 380  Independent Study in Criminal Justice**

**SCJ 390  Special Topics in Criminal Justice**

**SCJ 391-392  Honors Tutorial Program**

**SCJ 398  Independent Research in Criminal Justice**
Master of Arts in Criminal Justice
Simpson College’s 44 semester hour Master of Arts in Criminal Justice (MACJ) addresses the educational needs of both professionals seeking criminal justice employment and those who are currently employed in the criminal justice system. Simpson’s MACJ degree program will help students gain a greater understanding of the criminal and juvenile justice process, the causes of crime, law enforcement issues, administrative challenges, adjudication, and the correctional system. Social justice and integrity in our personal responses to others are key emphases of the educational process at Simpson College and will be consistent themes evident in all MACJ coursework.

The program consists of a core of eight courses and an elective set of four courses chosen through consultation with an academic advisor and based on one’s professional interests.

I. Requirements for Entry into the Program.
Prospective students must:
   A) Have earned a bachelor’s degree from a regionally accredited institution with a major in criminal justice, sociology, social work, political science, or economics. For other majors, remedial coursework may be required in order to satisfy program prerequisites.
   B) Have earned a cumulative undergraduate GPA of 3.0 and a minimum GPA of 3.0 within their major. An applicant who fails to meet the minimum GPA requirements may be accepted conditionally with the understanding that the applicant must complete the Graduate Record Examination (GRE) and report his/her scores to Simpson College before becoming eligible for full admission.
   C) Complete the graduate application for admission.
   D) Submit official transcripts from the college or university where undergraduate degree was awarded.
   E) Meet with a MACJ academic advisor to review initial transcript analysis.
   F) Provide two letters of recommendation from current and/or past supervisors.

II. The MACJ Academic Program
A. Required Core Courses:
   CJ 502 Seminar in Justice Issues
   CJ 503 Seminar in Criminal and Juvenile Justice Theory
   CJ 504 Seminar in Justice System Decision Making and Policy Implementation
   CJ 505 Standards of Professional Behavior
   CJ 506 Justice System Statistics
   CJ 507 Research Methodologies
   CJ 540 Social Justice and Human Rights Issues
   CJ 595 Comprehensive Examination Study

B. Elective Courses. MACJ students will chose four of the
following elective course options to complete their program of study.
CJ 300/500 Juvenile and Family Law
CJ 333/547 Sexual Violence: Victims, Perpetrators and the CJ System
CJ 342/542 Juvenile Delinquency
CJ 343/543 Criminology
CJ 344/544 Correctional Practices in the U.S.
CJ 360/560 Criminal Law and the Legal Process
CJ 501 Victimology
CJ 508 Legal Issues for Justice Professionals
CJ 539 Budget Building and Resource Allocation for CJ System Agencies
CJ 545 Police Effectiveness
CJ 546 Strategic Policing
CJ 580 Independent Study
CJ 590 Special Topics
Magt 323/523 Human Resource Management
Magt 333/533 Organization and Behavior
Magt 340/540 Labor & Industrial Relations
SW 301/501 Counseling Strategies I
SW 302/502 Counseling Strategies II
SW 341/541 Family Crisis Intervention
SW 342/542 Human Behavior in the Social Environment

III. Course Descriptions for Graduate-Only Courses in Criminal Justice*
*Course descriptions of additional elective options appear as cross-listed 300/500-level courses in the undergraduate listing of course descriptions for criminal justice, management and social work.

CJ 501 Victimology
This course will examine the relationship of the victim, the offender, and the society. Students will examine sociological theories as they relate to crime victims, as well as qualitative and quantitative research issues involving crime victims, the impact of victimization, and legal system responses to victims. In addition, students will examine the history of victimization, the impact of criminal trauma on victims and their families, and the current issues facing victims and victim advocates in the criminal justice system. Graduate standing required. Four credits.

CJ 502 Seminar in Justice Issues
This course is designed to provide experience in critical analysis of current and emerging justice policies and practices. Graduate students will analyze published evaluation research, assess the value of quantitative and qualitative analyses, and learn how to implement systematic evaluation techniques. Graduate standing required. Four credits. Offered every fall.

CJ 503 Seminar in Theories of Criminal Justice and Crime
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.

CJ 504  Seminar in Justice System Decision Making and Policy Implementation
This course focuses on discretionary decision making throughout the criminal justice system. Students will examine how to identify and define discretionary decisions in the justice system, how to structure discretionary responses, and how to establish methods for checking discretion. The course will include assessment of policy decisions and the impact of policy on daily functioning of the justice system, as well as systemic effects of decision making. Goals of fairness, justice and equality in criminal justice policy will be critically analyzed. Graduate standing required. Four credits.

CJ 505  Standards of Professional Behavior
Ethical concerns for justice system professionals will be examined. Dilemmas involving confidentiality and privacy, conflicts of interest, deception, coercion and control, and human subjects review will be explored within the broader context of the concepts of justice, fairness and respect. In addition to theoretical constructs of ethical issues that arise in social science disciplines, various written codes of conduct (such as National Association of Social Workers, American Corrections Association, International Association of Chiefs of Police, American Bar Association, and American Psychological Association) will be examined and analyzed from a justice system policy perspective. Graduate students will read original research and provide in-depth analysis of ethical issues. Graduate standing required. Four credits.

CJ 506  Justice Systems Statistics
This required course will examine the basic principles of statistical techniques that are commonly used in criminal justice and public policy research, which techniques are appropriately used for various research purposes, and how to interpret statistics and communicate the results meaningfully. Graduate standing required. Prerequisite: Math 201, Soc 210 or equivalent. Four credits.

CJ 507  Research Methodologies
This course provides an overview of scientific procedures in criminal justice research. We will examine the boundaries of scientific inquiry, the nature of causal explanation, the relationship between theory and observation, and the differences between positivist and interpretive models of study. Surveys, experiments, fieldwork and archival methods will be studied with a critical emphasis on development of research designs that are appropriate to particular empirical goals. Graduate standing required. Four credits.

CJ 508  Legal Issues for Justice Professionals
The course examines criminal, administrative and civil law issues that commonly arise among justice agencies, including civil remedies for violations of individuals' constitutional rights; investigative powers and limitations; legal relationships between crime victims and public agencies; public corruption prosecution; and administrative policies and procedures. Graduate standing required. Four credits.

CJ 539  Budget Building and Resource Allocation for Criminal Justice System Agencies
Introduces basic concepts in public finance, basics of public financial statement analysis, process and formats of budgetary systems, budgetary politics and strategies, and other issues of public financial management. Prerequisites: Acct 251 and 252 or permission of instructor. Graduate standing required. Four credits.
CJ 540  Social Justice and Human Rights Issues
This course is designed to examine social justice and human rights issues reflected in the U.S. Constitution and the United Nation’s Universal Declaration of Human Rights as they interplay in various aspects of the criminal justice system including corrections, juvenile justice, enforcement, administration and legal action. Issues will include, but not be limited to, the influence of sexism, racism, ethnicity, homophobia, ageism, disability and other discrimination in the form of harassment, inappropriate action, group conflict, prejudice and discrimination in the United States and in the world community. Graduate standing required. Four credits.

CJ 544  Correctional Practices in the U.S.
An examination and comparison of past, present and future rehabilitative and correctional procedures for juvenile delinquents and criminals is undertaken. Various community-based and institutional settings will be analyzed in terms of different measures of success or failure in dealing with clients. Prerequisite CJ 542, CJ 543 or permission of instructor.

CJ 545  Police Effectiveness
The course examines the origins of policing; traditional and innovative policing methods within police organizations and by individual officers; and the relationship between police, the public and society. It includes critical analysis of empirical research on policing efforts and programmatic evaluation. Graduate standing required. Four credits.

CJ 546  Strategic Policing
The course focuses on maximizing the use of technology to implement problem-oriented policing strategies in modern police agencies. In addition, it examines the changing reliance on intelligence information, the methods used to gather the information, the development of analytical skills to identify and synthesize relevant data, and the standard practices of intelligence analysis. The course will examine problem-solving by individual police officers and the use of intelligence information to assist in strategic planning by police departments. Graduate standing required. Four credits.

CJ 547  Sexual Violence: Victims, Perpetrators and the CJ System
This course is an extensive introduction to the sociological study of sexual violence. In this course, students can expect to explore the causes of, theories about, and statistics on sexual violence in U.S. society. Additionally, this course will survey the various components of the criminal justice system involved with victims and/or perpetrators of sexual violence. Undergraduate equivalent: Criminal Justice 333. Four credits.

CJ 580  Independent Study in Criminal Justice
Independent study is limited to those who have completed a minimum of 24 semester credits of graduate level course work and have accumulated a minimum GPA of 3.2. Independent study is intended for those who have a special interest in an area of study and/or research not usually available as a regular offering of the college. Enrollment in independent study is by petition. Graduate standing required for 500-level enrollment. Independent study carries one to four credits.

CJ 590  Special Topics in Criminal Justice
There may be periodic graduate offerings on special topics designed to investigate a detailed area of study within criminal justice or a related field. Graduate standing required. Four credits.

**CJ 595 Comprehensive Examination Study**

This course encompasses the preparation period for the comprehensive examination in the Master of Arts degree program in criminal justice. All core curriculum courses in the program must be completed prior to enrollment in CJ595. The student is to prepare for an examination covering three areas: theory, methods and statistics, and criminal justice policy considerations relative to issue areas. CJ595 requires the payment of a fee equivalent to the cost of one credit that guarantees the student continued access to campus services and resources though all classes may be completed. CJ 595 registration is required of all students prior to taking comprehensive examinations. Prerequisites: completion of all core courses in the Master of Arts degree program in criminal justice. Zero credit.

**Sociology**

Sociology is concerned with the nature and workings of human group life. Courses are built around selected group functions, social institutions, and social problems with the objective of providing: 1) an understanding of the concepts of the major sociological paradigms; 2) the ability to apply theories derived from these paradigms in concrete situations; 3) comprehension of the variety and complexity of human social interaction in both large and small social contexts; 4) development of methodological and statistical skills in the acquisition, organization, analysis, and interpretation of quantitative data.

Students may complete courses of study for a number of purposes, including general education; subject matter specialization for teaching at the secondary level; employment in public or private service; and preparation for graduate study in sociology, anthropology, social work, theology, law, and other disciplines.

Students majoring in Sociology may choose a generalized major emphasizing breadth in elective course work; or students may choose to complete the required “core” courses and select a concentration in Social Justice or Social Work.
**Sociology Major**

*Students will complete ten courses plus a capstone:*

**Core:**

**Required:**
- Soc 101  Introduction to Sociology
- Soc 210  Statistics for Social Science
- Soc 320  Sociological Theory
- Soc 321  Methods of Social Research
- Soc 323 Methods of Social Research II

**Electives:**
Choose five additional sociology or anthropology courses.

**Capstone:**
- SCJ 347  Field Experience and Seminar

Students choosing a sociology major with a concentration will take the same five core courses above plus the capstone, and will add five more courses, including both concentration requirements and concentration electives replacing the Sociology Major electives.

**Social Justice Concentration**

In addition to the five required core courses plus capstone listed above, students completing the social justice concentration must also take:

**Required:**
- SCJ 340  Race and Ethnic Relations
- Soc 311  Women: The Struggle for Equality
- Soc 360  Social Movements

**Electives - Choose two courses from the following:**
- Anth 310  Indians of the Americas
- Hist 211  African American History
- PoSc 265  Latino Politics in the U.S.
- Rel 222  Theories of the Oppressed
- Eng 236  American Minority Literature & Culture
- SW 343  Social Welfare Policy
- Phil 211  Feminist Ethics

**Social Work Concentration**

In addition to the five required core courses listed above, plus the capstone, students completing the social work concentration must also take:

**Required Concentration:**
- Soc 252  Standards of Professional Behavior
- SW 343  Social Welfare Policy
Electives—Choose three courses from the following:
SW 301  Counseling Strategies
SW 342  Human Behavior in the Social Environment
SCJ 341  Crisis Intervention

Sociology Minor

*Students will complete five courses as follows:*

**Required:**
Soc 101  Introduction to Sociology
Soc 204  Modern Social Problems

**Electives—Choose three courses from the following subjects:**
Sociology
Anthropology
Social Work

Sociology Courses

**Soc 101  Introduction to Sociology**
An introduction to the ways that group relations affect human behavior. Considers interactions between individuals, institutions, communities, and culture. Examines ongoing processes that shape society. Cornerstone 3 and CIVIC. Four credits. *Offered every semester.*

**Soc 180  Independent Study in Sociology**

**Soc 190  Special Topics in Sociology**

**Soc 198  Independent Research in Sociology**

**Soc 204  Modern Social Problems**
An overview of the nature and meaning of selected social problems from an interdisciplinary social science perspective. Topics normally examined include such problems as racism, sexism, poverty, crime, and environmental pollution. This course includes an analysis of proposed solutions to such problems. Cornerstone 3 and CRITTHNK. Four credits. *Offered yearly.*

**Soc 210  Statistics for the Social Sciences**
An introduction to statistical techniques commonly used in the Social Sciences. Topics include scales of measurement, measurement of central tendency and variability, probabilities, distributions, hypothesis testing and confidence intervals, linear regression and correlations. Prerequisite: One of the following: Math 105/105T, Math 130/130T, Math ACT of 22 or higher, or Math SAT 05 530 or higher. Not open to those who have received credit for Econ 135. QUANT. Four credits. *Offered every semester.*

**Soc 211  Sociology of the Family**
An examination of historical and contemporary lifestyles ranging from single adulthood through polygamous unions, unmarried cohabitation, blended parent, utopian communities, and traditional
monogamous marriages with a view toward families of the future and the student’s adoption of an intentional personal lifestyle. Cornerstone 3. Four credits.

Soc 219  Employment Experience in Sociology

Soc 252  Standards for Professional Behavior in the Human Services
Ethical concerns in human services professions will be examined. Dilemmas involving confidentiality and privacy, conflicts of interest, deception, coercion and control, and human subjects review will be explored within the broader context of the concepts of justice, fairness and respect. In addition to theoretical constructs of ethical issues that arise in social science disciplines, various written codes of conduct (such as National Association of Workers, American Corrections Association, International Association of Chiefs of Police, American Bar Association and American Psychological Association) will be explored. Four credits. Offered yearly.

Soc 271 Individual and Community
This course critically explores the meanings Americans attach to the notions of individualism and community. The course adopts as its guiding questions: "How are the commitments to individualism and the sense of community bound together in American society? How do we as individuals move beyond personal concerns characteristic of our strong commitment to individualism to become civically engaged so that mutual rather than personal interests are addressed?" CIVIC.

Soc 280  Independent Study in Sociology

Soc 290  Special Topics in Sociology

Soc 298  Independent Research in Sociology

Soc 311  Women: The Struggle for Equality
This course explores women’s struggle for equality in the United States. The minority/subordinate status of women will be addressed through such perspectives as conservatism, liberalism, traditional Marxism, radical feminism, and socialist feminism. Cornerstone 6 and DIVRSTY. Four credits.

Soc 319  Internship in Sociology

Soc 320  Sociological Theory
A survey of the form and substance of both classical and contemporary sociological theory. Emphasis is given to the construction and critique of theory, and to the place of theory in everyday life. The course will examine such topics as Marxism, feminism, postmodernism and social change theories. Prerequisite: Junior standing or six credits of 300-level sociology courses. HISTRCL. Four credits. Offered yearly.

Soc 321  Methods of Social Research I
Contemporary methods are employed in assembling, analyzing, and interpreting social data. Data base management and statistical software packages are used to evaluate research findings. Individual research assignments and class projects introduce the student to techniques for dealing with specific types of theoretical and social research problems. Prerequisites: Sociology 210 and Sociology 320. INFOLIT. Four credits. Offered yearly.
Soc 323 Methods of Social Research II
This course serves as a component of the Department of Sociology and Criminal Justice’s Honors program. Select students are invited to enroll in the Honors program, via this course. Under the guidance of the instructor each student will design and execute an original research project of either quantitative or qualitative design. Prerequisite: Invitation only. Four credits.

Soc 331 Complex Organizations
We live out much of our lives interacting with organizations. This course aims for both a theoretical and concrete understanding of several types of social organizations, such as government, business, medical, and media organizations. We emphasize organizations’ “internal” relationships with their members and “external” relationships with their clients and other organizations. Cornerstone 3. Four credits.

Soc 350 Environmental Sociology
This course examines how people affect places. Some topics covered include the population size and distribution on life quality with respect to health, nutrition, housing, air and water, economic opportunity, political stability, and other issues in a global context. Cornerstone 3. Four credits.

Soc 360 Social Movements
This course examines the history and theory of social movements such as the American women’s and civil rights movements, the international “Green” movement, revolutionary movements, and conservative movements. The course will focus on movement organization, strategy, use of media and interactions with government. Among the questions to be explored are: What kinds of experiences turn everyday people into “activists”? Why do some social movements succeed while others fail? How have social movements altered American culture, economy, and politics? Prerequisites: One course in sociology. Four credits. Offered yearly.

Soc 380 Independent Study in Sociology

Soc 390 Special Topics in Sociology

Soc 391-392 Honors Tutorial

Soc 398 Independent Research in Sociology
Social Work Minor
The social work Minor is designed to augment a related major such as criminal justice, Spanish, religion, psychology, etc. Students who plan on either a career in human service or graduate study in social work are urged to consider the sociology major with a concentration in social work. Students majoring in sociology with a concentration in social work may not add the social work minor.

Students will: demonstrate workable understanding of major elements of the human service systems in the United States; demonstrate beginning level counseling skills and strategies for problem-solving; and will know and be able to use a multi-layered understanding of human behavior in the social environment.

Students will complete five courses as follows:

Required:
SW 342  Human Behavior in the Social Environment
Soc 252  Standards for Professional Behavior in the Human Services
SCJ 347  Field Experience and Seminar

Electives-Choose two of the following:
SW 301  Counseling Strategies
SW 343  Social Welfare Policy
SCJ 341  Crisis Intervention

Social Work Courses
SW 180  Independent Study in Social Work
SW 190  Special Topics in Social Work
SW 198  Independent Research in Social Work
SW 219  Work Experience in Social Work
SW 280  Independent Study in Social Work
SW 290  Special Topics in Social Work
SW 298  Independent Research in Social Work

SW 301/501. Counseling Strategies
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.

SW 319  Internship in Social Work
SW 342/542  Human Behavior in the Social Environment
Survey course designed to introduce the student to various theoretical conceptualizations of the levels of human behavior (societal/cultural, community, organization, group, family, and individual). Students will examine issues related to social, cognitive and environmental factors that contribute to personal choice and decision-making. Graduate standing required for 500-level enrollment. Four credits.

SW 343  Social Welfare Policy
An examination of the response of American society to people in need from the colonial period to the present. Social welfare programs in the United States will be studied within the contextual framework of social, economic, political and ideological influences. Students will learn methods for analyzing social welfare policy in light of social justice issues and methods for impacting social welfare policy. Prerequisite: One prior Sociology or Social Work course and Junior or Senior standing. CIVIC. Four credits.

SW 380  Independent Study

SW 390  Special Topics in Social Work

SW 391-392  Honors Tutorial

SW 398  Independent Research in Social Work

Anthropology Courses

Anth 110  Cultural Anthropology
A comparative approach to the study of a wide range of contemporary human societies and cultures. Special emphasis will be given to institutional analysis, cultural change, theories of cultural anthropology, the problems of cross-cultural research, and ethics. Cornerstone 3 and WRITCOM. Four credits.

Anth 180  Independent Study in Anthropology

Anth 190  Special Topics in Anthropology

Anth 198  Independent Research in Anthropology

Anth 219  Employment Experience in Anthropology

Anth 280  Independent Study in Anthropology

Anth 290  Special Topics in Anthropology

Anth 298  Independent Research in Anthropology
Anth 310  Indians of the Americas
An overview of the history and cultures of Native American peoples. The course will emphasize the diversity of aboriginal cultures, the effects of Europeans’ westward settlement and government policies, and Indians’ long struggle for justice and cultural integrity in the face of military, economic, and cultural assault. Cornerstone 6. Four credits.

Anth 319  Internship in Anthropology

Anth 380  Independent Study in Anthropology

Anth 390  Special Topics in Anthropology

Anth 398  Independent Research in Anthropology
Sport Science and Health Education
Nutgrass, Hadden, Whalen

**Department Mission Statement**

The Sport Science and Health Education Department has as its mission the educational development of the student major for a productive, professional career in the fields of education, sports medicine, wellness, recreation or athletics. In addition, we seek to provide, for all students, the information necessary to implement life long living patterns which will enhance the quality of responsible lives through the development of critical thinking, productive work ethic and citizenship with wholesome, healthful and personal fitness habits.

The Sport Science and Health Education (SpSc) Department offers basic and advanced courses designed to prepare students in the fields of physical education, athletic training, exercise science and sport management. Course work may lead to a teaching and/or coaching certification or position in exercise science, sport management or athletic training. Through additional work at the graduate level, positions in physical or occupational therapy may be obtained.

The department requires a grade of C- or better in each course required for the major and the minor. The Physical Education Teacher education (PETE) program requires a 2.75 minimum cumulative grade point average. Student teaching must be completed to be eligible for teacher licensure. However, the PETE major may be obtained if the student teaching is not successfully completed.

**Athletic Training Major**

A certified athletic trainer, or ATC, is a highly educated and skilled member of the allied health care profession that specializes in the prevention, recognition, evaluation, care, and rehabilitation of athletes. As the profession evolves, athletic trainers have the opportunity to impact the health care of the physically active more than ever before by providing preventative measures to injury and cost-effective, quality health care.

Simpson College offers an Athletic Training Major that allows students to be eligible for the Board of Certification Examination. The program is a three-year program that combines coursework and clinical education. Students learn the NATA Educational Competencies as part of the content within the classroom arena while the Clinical Proficiencies are essentially the performance-related skills needed for their clinical education. **Note:** Students interested in this area should contact Mike Hadden, the Program Director of Athletic Training, for specific information and recommendations.

*Students will complete 16.25 courses plus a capstone as follows:*

**Required:**

- Biol 165 Medical Terminology and Pharmacology  (offered in May term)
- SpSc 122 Practicum In Athletic Training I  (.25 course)
- SpSc 201 Basic Athletic Training
- SpSc 221 Practicum in Athletic Training II  (.25 course)
- SpSc 222 Practicum in Athletic Training III  (.25 course)
- SpSc 240 Kinesiology and Body Mechanics
SpSc 251 Contemporary Health
SpSc 260 Therapeutic Modalities (.5 course)
SpSc 271 Recognition of Athletic Injuries I (.5 course)
SpSc 272 Recognition of Athletic Injuries II (.5 course)
SpSc 275 Admin. of Athletic Training/Sports Law
SpSc 310 Exercise Physiology
SpSc 317 Therapeutic Exercise I (.5 course)
SpSc 318 Therapeutic Exercise II (.5 course)
SpSc 322 Practicum in Athletic Training IV (.5 course)
SpSc 323 Practicum in Athletic Training V (.25 course)
SpSc 351 Practicum In Athletic Training VI (.25 course)
SpSc 370 Screening Assessment for Health Conditions
Biol 104 Human Biology with Lab
Biol 225 Human Physiology with Lab
Biol 322 Human Anatomy with Lab
NaSc 107 Nutrition
Psyc 101 Introduction to Psychology

Capstone:
SpSc 352 Practicum In Athletic Training VII

Athletic Training Education Program Admission Requirements*

1) Successfully complete entrance requirements in good academic standing with Simpson College.
2) Completed application on file.
3) Apply to the ATEP by 4/1.
4) Submit signed recommendation forms by 4/1.
5) Interview with Program Director by 4/15.
6) Successfully complete 50 Observation hours
7) Complete a vision statement.
8) Athletic Training Examination (transfers only: the minimum passing score is 70% for the examination. The score represents the amount of knowledge that Simpson College has determined to be appropriate to designate competency on the examination. The ability to pass the examination depends upon the candidate's own knowledge, not the performance on other candidate's taking the test. In the event a student does not pass the examination, they are allowed to re-take the exam only once).
9) Submit a completed Style of Learning Assessment Form.
10) Copy of Physical, Medical History, and Immunization Form.
11) Signed Technical Standards.

*Admission materials can be retrieved in the Student Handbook, website, or Program Director.
Entry into the Athletic Training Education Program is extremely competitive and meeting these requirements does not guarantee acceptance. Applicants will be evaluated by a selection committee with the admission requirements as the criteria for acceptance. The selection committee consists of the Athletic Training Staff. Students who do not complete the admission requirements will not be considered for acceptance. Students who aspire to become a certified athletic trainer, regardless of setting, will have precedence.

An Athletic Trainer's duties encompass a wide array of skills that are needed to perform the many tasks associated with the field of Athletic Training. Admission is based on academic and personal qualifications deemed necessary for successful, competent practice of Athletic Training. In order to preserve the quality of the Athletic Training Education Program, matriculation is dependent upon the number of students currently enrolled in the program. To ensure that every student is given a fair opportunity to compete for admission, these admission requirements have been established.

ALL APPLICATION MATERIALS MUST BE SUBMITTED BY APRIL 1. ADMISSION DECISIONS ARE MADE AND APPLICANTS ARE INFORMED OF THEIR STATUS ON OR ABOUT MAY 1.

Typical Academic Progression:

<table>
<thead>
<tr>
<th>Freshman year</th>
<th>First Year (Level I-Sophomore)</th>
<th>Second Year (Level II-Junior)</th>
<th>Third Year (Level III-Senior)</th>
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<tbody>
<tr>
<td>*SpSc 122</td>
<td>*SpSc 221</td>
<td>SpSc 317</td>
<td>SpSc 275</td>
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<td>SpSc 201</td>
<td>*SpSc 222</td>
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<td>*SpSc 351</td>
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<td>Biol 104</td>
<td>SpSc 271</td>
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<td>*SpSc 352</td>
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<td><strong>SpSc 240</strong></td>
<td>SpSc 272</td>
<td>*SpSc 323</td>
<td>Biol 322</td>
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<tr>
<td>Biol 165</td>
<td>NaSc 107</td>
<td>*SpSc 370</td>
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<tr>
<td>Psyc 101</td>
<td>SpSc 260</td>
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<td>SpSc 310</td>
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</tbody>
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**Bold** indicates courses highly recommended for freshman year.
Numbers in ( ) indicate Cornerstones.
* Indicates Clinical Education Requirement
Biol 165 is offered as a May Term course.
Biol 104 can be taken Freshman or Sophomore year.
Each student is required to be certified in CPR/AED and First Aid.
Clinical Education

The clinical education of the athletic training student takes place outside of the classroom. This is where the student has the opportunity to apply the information learned in the classroom. Students advance in their clinical education by performing well on their clinical evaluations from their Clinical Instructor, or CI. Level II and III students assist CIs and offer feedback of Level I students. Course credit is involved with SpSc 122, 221, 222, 322, 323, 351, 352, and 370.

The clinical experiences involve being assigned to and directly supervised by a CI. Clinical experiences include: football, soccer, volleyball, basketball, wrestling, baseball, softball, track & field, and a sports medicine clinic. These assignments allow the student to integrate knowledge from the classroom setting and facilitate the decision-making process in addition to professional and personal growth.

Once a student is accepted (Level I), each student is required to complete rotations through a series of modules that involves three of the four exposure requirements for Athletic Training. These exposures are equipment-intensive (football) [40 hours], upper-extremity (volleyball, wrestling, softball, baseball), and lower extremity (basketball, soccer, and track & field) [40 hours].

A fourth exposure requirement involves general medical experience through an observation with the team physician, completed in the junior year, as part of SpSc 370. Each student is required to complete each of these exposure requirements through three clinical experience assignments. Level I students must complete these rotations in succession without interruption. These students will be working very closely with Level II – Level IV ATS (Athletic Training Students), who will assist ACI’ (Approved Clinical Instructor) in the evaluation of their rotations.

Once a student has advanced to a Level II-IV athletic training student, they are then prepared to take on team athletic training student duties. This involves being assigned to a CI and another Level II-IV athletic training student. Students begin to utilize their knowledge learned thus far and assist the CI in the healthcare to the athletes. Students have the opportunity to share in the team athletic training student duties with another student which will develop interpersonal communication and the documentation process that is so critical in the allied-health professions.

The Athletic Training Education Program here at Simpson utilizes a modular approach to learning Athletic Training. These modules serve to document the demonstration of clinical proficiencies or skills needed for Athletic Trainers. It also permits students to utilize a “peer” approach, which facilitates the learning over time concept. As a student develops, they become teachers to lower level students by observing their performance with the clinical proficiencies. Each student then completes an exit evaluation with the Program Director, which includes an interview, final ACI evaluation, and student self-evaluation. Students are also given an opportunity to evaluate the quality of their education; both classroom and clinical.

Retention Policies:

- Successfully advancing in their clinical education
- Good academic standing with Simpson College
- Conforming to SC policy by receiving at least a C- in major courses
Completing the graduation requirements mandated by Simpson College and the Athletic Training Education Program.

Transfers:
Accreditation guidelines dictate that a minimum of two years of clinical experience is required and because the ATEP is competency and proficiency driven, transfers must realize completion of graduation requirements will take three years (see Academic policies and services).

Graduation Requirements:
To satisfy the requirements for graduation from the ATEP and Simpson College, students must complete all courses in the ATEP and Cornerstone Studies. Students must have 128 hours to graduate with a maximum of 42 from the Sport Science & Health Education Department and maintain good academic standing with Simpson College. Students must complete their exit evaluation and in an effort to seek programmatic quality assurance, completion of all course evaluations and the program evaluation is required to graduate (see graduation requirements).

Program Goals:
1) To prepare students to pass the Board of Certification Exam.
2) Educate our students in accordance with the Simpson College and Athletic Training Education Program mission statements.
3) Educate our students of the NATA Educational Competencies and Clinical Proficiencies associated with the Domains of Athletic Training.
4) To produce high quality athletic trainers for entry-level employment in educational, clinical, and professional settings.
5) To promote professional behavior and ethical conduct at all times in accordance with the NATA Code of Ethics, Simpson College, Athletic Department, and the Athletic Training Education Program.
6) To provide students the opportunity to develop their athletic training skills and enhance their communication abilities through classroom instruction and a variety of clinical settings.
7) To continually update curricular offerings and clinical experiences to provide students the current knowledge and techniques in the field of Athletic Training.
8) To provide high quality instruction in the classroom and clinical settings by effectively challenging our students to evoke critical thinking through a sound, systematic decision-making approach.
9) To promote the concept of establishing professional contact by attending professional and student meetings.
10) To foster an appreciation of Athletic Training and other allied healthcare professions as a contribution to sports medicine.
11) Administer the highest quality healthcare to Simpson College athletes.
12) Prepare our students to make a positive contribution to society.
Scholarship Information
Athletic Training scholarships are available through the National Athletic Trainers’ Association Research & Education Foundation and the Mid-America Athletic Trainers’ Association. Students should contact the Program Director for additional information.

Student Organizations
The Simpson Athletic Training Society provides students with further involvement outside of the traditional classroom and clinical settings. It is highly recommended students become members of the National Athletic Trainers’ Association, or NATA and the Iowa Athletic Trainers’ Society, or IATS. To receive more information, please contact the Program Director.

Athletic Training Education Program Mission Statement:
Our mission of the Simpson College Athletic Training Education Program is a commitment to the values associated with becoming a certified athletic trainer through a didactic and versatile clinical experience. The integration of both approaches will provide students with the necessary knowledge to contribute positively to society and perform as a competent, reliable, healthcare provider. We strive to use innovative teaching techniques and procedures as well as utilize skills through clinical experiences as it pertains to the domains of athletic training. We desire to establish a solid foundation of health knowledge that applies to physical well-being and leads to a healthier quality of life.

Exercise Science Major or Minor
The Exercise Science program involves the study of the human body during exercise and is designed for students interested in pursuing a career in health promotion, performance enhancement/strength and conditioning, cardiac and pulmonary rehabilitation and corporate wellness. Internships are utilized to allow students to work with healthy and high-risk clients of various age and ability.

Exercise Science Major
*Students will complete ten courses plus as capstone as follows:*

**Required:**
- Bio 104   Human Biology with lab
- NaSc 10   Nutrition
- SpSc 201 Basic Athletic Training
- SpSc 239* Exercise Prescription for Special Populations
- SpSc 240 Kinesiology
- SpSc 255 Exercise Techniques/Weight Training
- SpSc 310 Exercise Physiology with lab
- SpSc 312 Public Community Health and Safety
- SpSc 319 Junior or Senior internship
- SpSc 340 Program Design and Exercise Prescription

**Capstone:**
- SpSc 385 Senior Capstone internship
Students wanting to pursue graduate studies should also take the following:
Chemistry
Statistics
Human Physiology

**Exercise Science Minor**
*Students will complete seven courses as follows:*

**Required:**
- NaSc 107 Nutrition
- SpSc 239 Exercise Prescription for Special Populations
- SpSc 240 Kinesiology
- SpSc 255 Exercise Techniques/Weight Training
- SpSc 310 Exercise Physiology
- SpSc 340 Program Design and Exercise Prescription
- SpSc 319 Internship (on or off campus)

**Physical Education Teacher Education (PETE) Major**
The PETE major prepares students to become a licensed Physical Education teacher. Requirements for this major include courses from the SpSc department as well as from the Education department. Teacher education programs require a 2.75 minimum cumulative grade point average. Student teaching must be completed to be eligible for teacher licensure. However, the PETE major may be obtained if the student teaching is not successfully completed.

**Physical Education Major 5-12 Endorsement #147**
*Students will complete ten courses plus a capstone as follows:*

**Required:**
- Biol 104 Human Biology
- SpSc 116 Movement Education
- SpSc 151 Foundations of Physical Education
- SpSc 201 Basic Athletic Training
- SpSc 205 Theory of Individual and Team Sports
- SpSc 240 Kinesiology and Body Mechanics
- SpSc 241 Health/PE Advanced Practicum
- SpSc 320 *Organization and Administration of Physical Education, Sport, Recreation
- SpSc 321 *Secondary Methods of Physical Education
- SpSc 325 P.E. for Students with Special Needs

**Capstone:**
- SpSc 385 or 388 senior capstone internship or student teaching

**Physical Education Major K-8 Endorsement #146**
*Students will complete nine courses plus a capstone as follows:***
Required:
Biol 104 Human Biology
SpSc 116 Movement Education
SpSc 151 Foundations of Physical Education
SpSc 201 Basic Athletic Training
SpSc 205 Theory of Individual and Team Sports
SpSc 208 *Elementary Methods of Physical Education
SpSc 240 Kinesiology and Body Mechanics
SpSc 241 Health/PE Advanced Practicum
SpSc 325 P.E. for Students with Special Needs

Capstone:
SpSc 385 or 388 senior capstone internship or student teaching

In addition to the major, these courses are required for teaching licensure:
Educ 114 Foundations of Education
Educ 118 Student Development and Learning
Educ 222 Assessment, Planning and Teaching (2 credits)
Educ 312 Exceptional Students
Educ 321 Human Relations in Teaching
Educ 388PL Student Teaching: Elementary PE* (7-14 credits)
Educ 388PS Student Teaching: Secondary PE * (7-14 credits)
Educ 389 D/C Student Teaching Seminar (1 credit)

*Student Teaching component may consist of 2 or more assignments, totaling 14 weeks. Each week equates to one credit.

Education students must also complete a Math licensure requirement to meet Iowa Licensure requirements.

Health Certification
The department of Physical Education and Athletics offers an approval area for students interested in teaching health. The student must complete education courses and the following:

Health, Additional Teaching Area K-12
(State Endorsement #137)

Educ 118 Student Learning and Development
Biol 104 Human Biology
SpSc 151 Foundations of Physical Education
SpSc 240 Kinesiology and Body Mechanics
SpSc 241 Health/PE Practicum
SpSc 251 Contemporary Health
SpSc 312 Public/Community Health and Safety
NaSc 107 Nutrition
The PETE Major, Education 388 PH and 398, student teaching in Physical Education and Health and seminar must be completed to be eligible for the health endorsement.

**Sports Administration Major or Minor**
The Sports Administration major or minor is designed to serve the interests and occupational opportunities for students pursuing the business side of sport and physical fitness. In addition to classroom work, students complete two internships for credit to help them network and gain professional experience.

**Sports Administration Major**
*Students will complete ten courses plus a capstone as follows:*

**Required:**
- SpSc 151   Foundations of Physical Education
- SpSc 214   Recreation and Park Program Management
- SpSc 253   Sport and Fitness Management
- SpSc 263   Sports Law
- SpSc 273   Sport and Fitness Marketing
- SpSc 320   Organization and Administration of PE, Athletics and Recreation
- Acct 201    Introduction to Accounting
- Comm 222    Introduction to Integrated Marketing Communication
- Econ 100   Principles of Economics
- SpSc 319   Junior or senior internship

**Capstone:**
- SpSc 385 Senior Capstone internship

**Sports Administration Minor**
*Students will complete six courses as follows:*

**Required:**
- SpSc 253   Sport and Fitness Management
- SpSc 263   Sports Law
- SpSc 273   Sport and Fitness Marketing
- SpSc 319   Junior or Senior Internship (on or off campus)
- SpSc 320   Organization and Administration of Physical Education, Sport, Recreation
- Comm 222    Introduction to Integrated Marketing Communications
  OR
- Acct 201    Introduction to Accounting Information and Decision Making
Coaching Minor

*Students will complete five or six courses as follows:*

**Required:**
- SpSc 201 Basic Athletic Training
- SpSc 212 Foundations of Coaching
- SpSc 240 Kinesiology

**Take one of the following:**
- SpSc 301-307
- Or
- SpSc 205 Theory of Individual and Team Sport

**Take one of the following:**
- Psyc 201 Human Growth or Development
- Or
- SpSc 116 Movement Education

**Recommended:**
- SpSc 319 Coaching internship

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**Sport Science and Health Education Courses**

**SpSc 101 Physical Education Activity**
Students select from a broad range of activities. These individual, dual, and team activities are designed to further physical fitness, to increase knowledge and recreational resourcefulness, and to provide instruction in and practice of skills and techniques. A maximum of one hour of credit in physical education activity may be applied toward graduation. One-half credit for each activity.

**SpSc 116 Movement Education**
Concepts of movement, dance, use of manipulatives, rhythms, gymnastics, and large apparatus will be examined. Emphasis on individual skill development and preparation of students for teaching in the school setting. Four credits. *Offered every fall and spring.*

**SpSc 122 Practicum in Athletic Training I**
This course is designed to acquaint the incoming student athletic trainer with the beginning skills associated with athletic training and an introduction to training room procedure. The class is task-oriented and the student must complete a series of modules and competencies and proficiencies. It is designed specifically for athletic training majors. One hour. *Offered every fall and spring.*

**SpSc 151 Foundations of Physical Education**
This course examines the history, philosophy, and principles of physical education as a profession and its relationship to modern education. Four credits. *Offered every fall and spring.*
SpSc 165  Medical Terminology and Pharmacology
This course is designed for students pursuing any health-related field. The students will become familiar with common medical prefixes, suffixes and root words and combine these skills to build medical words. Students will also be introduced to basic pharmacology; including common prescription and over-the-counter (OTC) drugs, drug interactions, how drugs are administered, and how they are absorbed and metabolized in the human body. Following the course, students will be able to recognize medical terms and apply them to real-life situations and communicate with other allied-health care professionals. Same as Biology 165. Four credits. Offered every May term.

SpSc 180  Independent Study in Physical Education

SpSc 190  Special Topics in Physical Education

SpSc 198  Independent Research in Physical Education

SpSc 201  Basic Athletic Training
Methods of athletic training and conditioning and the prevention and care of athletic injuries are studied. Practical experience in taping and wrapping techniques are included. There is a minimum charge to each student for tape fees. Four credits. Offered every fall and spring.

SpSc 205  Theory of Individual and Team Sports
This course is designed to develop knowledge of sport rules and allow opportunities for the students to acquire skills and strategies of competition. Designed for the physical education major or minor, it will prepare the student to teach activities in the school setting. Four credits. Offered every spring.

SpSc 208  Elementary Methods of Physical Education
Curricula, administration, activities, and methods of teaching and supervising physical education in the elementary school. Emphasis is on the teaching of activities which contribute to the total development of the elementary school child. Prerequisites: SpSc 151 or Educ 114 or Educ 165. WRITCOM. Four credits. Offered every fall and spring.

SpSc 212  Foundations of Coaching
The organization, administration, financing, legal responsibilities, and ethics of athletic programs for both men and women. The philosophy, psychology, and scientific principles of coaching with emphasis on experiences and problems related to high school athletics. Prerequisite: Education 165 or Psyc 201. Four credits. Offered every fall and spring.

SpSc 214  Recreation and Park Program Management
This course will be a study of leisure and recreation in their sociological aspects with regard to present day needs. Public, private and commercial areas within recreation and philosophical differences between them will be explored. Fundamentals of organizing and administering programs within park and recreation settings will be addressed. Four credits. Offered every fall.

SpSc 219  Employment Experience in Physical Education.

SpSc 221  Practicum in Athletic Training II
This course is task-oriented where each student will continue to complete modules and competencies and proficiencies. Students are required to complete designated clinical education modules which
involves rotating to different clinical instructors through various sports (see clinical education, student handbook, or website). Students will be routinely evaluated by their clinical instructor as well as their peers. Prerequisite: Formal acceptance into Athletic Training Education Program, SpSc 122. One hour. Offered every fall.

SpSc 222 Practicum in Athletic Training III
This is a continuation course in the Athletic Training room where the student continues to complete more advanced modules and competencies and proficiencies. Prerequisite: SpSc 221. One hour. Offered every spring.

SpSc 239 Exercise Prescription for Special Populations
Based on Principles from American College of Sports Medicine (ACSM), this course will assist in the certification process for fitness professionals. It is designed for individuals looking to design and prescribe exercise programs for special populations in a healthcare setting. It will examine exercise principles including indications and contraindications for cardiac and pulmonary patients' pregnant women, elderly clients and children. Special topics will include obesity, diabetes, and hypertension. Offered as a May Term course only. Four credits. Offered every May term. (SpSc 340 recommended.)

SpSc 240 Kinesiology and Body Mechanics
Anatomy and its application in movement, mechanics, and muscular exercise in relation to sports, posture, corrective exercise, and everyday living. Four credits. Offered every fall and spring.

SpSc 241 Health/PE Practicum
Students will explore the teaching profession as they work with large or small groups of students, teach lessons, and assist the physical education/health teacher in a broad variety of authentic educational tasks. Students will have the opportunity to relate their study of human development, methods, teaching strategies and foundations of education to authentic physical education and classroom experiences. Four credit hours. Offered every fall and spring.

SpSc 251 Contemporary Health
This course will examine the major health concerns being experienced in our country. The materials to be studied include: drugs, alcohol, tobacco, human sexuality, communicable diseases, physical fitness, and family life issues. Also, such problems as cancer, heart disease, aging, and weight control will be investigated. Prerequisite: Biology is recommended. COLLAB. Four credits. Offered spring even years.

SpSc 253 Sport and Fitness Management
This course will provide students with the understanding of the management principles and concepts used in sport and fitness organizations as well as the challenges such a positions presents. Problem solving, strategic planning and financial and economic principles will be examined in both sport and fitness arenas. Topics will also include facility and event management, sales, communications and broadcasting in youth, high school, colligate and professional sports. Four credits. Offered every spring.

SpSc 255 Exercise Techniques/Weight Training
Students will learn a better understanding of the many varied exercise techniques associated in the field of exercise science. Emphasis will be placed on performing resistance training exercises with correct technique and spotting protocols. Also studied will be the different stretching techniques and
programs such as static, ballistic, and PNF. Students will utilize many different pieces of equipment within an athletic setting. Prerequisites: SpSc 240. Four credits. Offered every fall.

SpSc 260  Therapeutic Modalities in Sport Medicine
This course will teach students the scientific theories, clinical application, indication, and contraindications for therapeutic modalities used in the sports medicine arena. Specific areas will include ultrasound, electrical stimulation and massage techniques, with an overview of pain and mechanisms of pain relief and basic principles of electricity. Prerequisite: SpSc 201, 240, and any Biology course or permission of instructor. Two credits. Offered every spring.

SpSc 263  Sport Law
This course will begin with a review of the basics of the legal system and then provide an overview of certain legal issues that are prevalent in sports settings. Areas of law included will be contracts, liability for personal injuries and risk management issues (premises liability, worker’s compensation, waivers), employment and labor law, administrative law and regulation (including licensing for athletic and sporting events), a review of federal laws such as Title IX and the Americans with Disabilities Act, professional sports law (including sports agents), and drug testing and other social/legal issues (including civil rights and sexual harassment). Prerequisite: SpSc 253. CIVIC, INFOLIT, and WRITCOM. Four credits. Offered every fall.

SpSc 271  Recognition and Evaluation of Athletic Injuries I
This course introduces students to athletic injury evaluation techniques. Through didactic and clinical classroom experiences, students will acquire the knowledge and skills necessary to evaluate and assess athletic injuries, with a focus on the lower extremity. This course will also help students prepare for the National Athletic Trainers’ Association Board of Certification Examination. Prerequisite: SpSc 201 or permission of instructor. Also highly recommended: SpSc 272. Two credits. Offered every fall.

SpSc 272  Recognition and Evaluation of Athletic Injuries II
This course is a continuation of SPSC 272. Students will acquire the knowledge and skills necessary to evaluate and assess athletic injuries, with a focus on the upper extremity, head and spine. This course will also help students prepare for the National Athletic Trainers’ Association Board of Certification Examination. Prerequisite: SpSc 271. WRITCOM. Two credits. Offered every spring.

SpSc 273  Sport and Fitness Marketing
This course is designed to assist students in creating and critiquing marketing promotion and public relation efforts specific to sport and fitness. Emphasis will be placed on the five P’s of sport marketing: product, price, promotion, place and public relations. Prerequisite: SpSc 253 and junior or senior status. Four credits. Offered every spring.

SpSc 275  Administration of Athletic Training
This course will present the fundamentals of administration aspects of athletic training including; inventory, bidding, program evaluation and development, quality control, organizational structure, insurance claims, and staff supervision. In addition, the student will be introduced to the legal principles that apply to the athletic trainer such as liability, negligence, standard of care, malpractice, and risk management. It will also offer in-depth analysis of documentation and record keeping. Prerequisite: SpSc 201, 271, 272. ORALCOM. Four credits. Offered every fall.

SpSc 280  Independent Study in Physical Education
SpSc 290  Special Topics in Physical Education

SpSc 298  Independent Research in Physical Education

SpSc 301  Theory of Coaching Football
Rules, offensive and defensive systems, strategies, and techniques of football. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits. *Offered every fall.*

SpSc 302  Theory of Coaching Basketball
Rules, strategies, and techniques of basketball. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics are also included. Prerequisite: SpSc 212. Four credits.

SpSc 303  Theory of Coaching Wrestling
Rules, strategies, and techniques of wrestling. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 304  Theory of Coaching Track and Field
Rules and techniques of track and field. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 305  Theory of Coaching Baseball and Softball
Rules, strategies, and techniques of baseball and softball. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 306  Theory of Coaching Volleyball
Rules, offensive, and defensive systems, strategies, and techniques of volleyball. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 307  Theory of Coaching Soccer
Rules, offensive and defensive strategies, and analysis of philosophy of techniques and practices. Designed for the preparation of physical education majors and the coaching endorsement in a program of interscholastic athletics. Prerequisite: SpSc 212. Four credits.

SpSc 308  Health Methods and Curriculum
A course designed to prepare goals, content, material, teaching strategies and evaluation procedures. Students will learn planning and implementing strategies and lessons for a health education program. Topics will include first aid, sex education, drug education, family life issues, health social problems and various others mandated by state guidelines. Prerequisites: Education 114 or SpSc 151. Four credits. *Offered fall term of odd years.*

SpSc 310  Exercise Physiology
The study of how the human body responds to exercise and physical activity. A course designed to acquaint students with the functional responses and adaptations which accompany single and repeated prescribed exercises. Prerequisites: Jr. or Sr. Status, SpSc 240, Biology course. INFOLIT. Four credits. Offered every fall.

**SpSc 312 Public/Community Health and Safety**
This course will introduce to the student the issues relating to consumer health, safety and emergency care; and the relationship of personal health maintenance and the general condition of the environment and the community as a whole. The major subject areas are safety and emergency care, consumer health, and environmental health. For juniors and seniors. Four credits. Offered every fall.

**SpSc 317 Therapeutic Exercise I**
This course will teach the athletic training student considerations in designing and implementing rehabilitation programs for athletic injuries. Content will include, but not limited to, goals in rehabilitation, tissue healing review, psychological aspects of rehabilitation and tools of rehabilitation. Prerequisite: SpSc 240, 272 or permission from of instructor. Two credits. Offered every fall.

**SpSc 318 Therapeutic Exercise II**
This course is a continuation of SpSc 317 and will focus on rehabilitation protocols for specific body parts/injuries. This course will help prepare you for the National Athletic Trainers’ Association board of Certification Examination. Prerequisite: SpSc 317. Two credits. Offered every spring.

**SpSc 319 Internships**

**Exercise Science Internship**
An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with Simpson’s Strength and Conditioning program, performance enhancement facilities, general fitness/wellness centers, cardiac and pulmonary rehab programs, corporate wellness facilities and health promotion programs. Students will work under a certified strength and conditioning specialist or other professionals with approved certifications. Prerequisites include junior or senior status and a declared major or minor in Exercise Science or Physical Education Teacher Education. Candidate must obtain approval from SpSc department chair prior to beginning the experience. Two to four credits.

**Sport Administration Internship**
An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with Simpson’s marketing and event management program, the administration side of general fitness/wellness centers, Special Olympics, high school athletic directors, sport arenas or semi-professional athletic teams. Students will work under a professional in the field and candidates must obtain approval from SpSc department chair prior to beginning the experience. Prerequisites include junior or senior status and a declared major or minor in Sport Administration or Physical Education Teacher Education. Two to four credits.

**Coaching Internship**
An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with a high school, collegiate or recreational coach. Students will work under a professional in the field and candidates must obtain approval from SpSc department chair prior to beginning the experience. Prerequisites: SpSc 212 and SpSc 205 or SpSc 301-307. Two to four credits.
**Athletic Training Internship**
Internship with the Simpson College athletic trainer designed to give students practical “hands-on” experience in the prevention and care of athletic injuries. The student will work under the supervision of a certified athletic trainer. Prerequisites: Biology 110 and either 111 or 225, SpSc 240 and 310. The student must also obtain approval from SpSc department chair prior to the beginning of the experience. Two to four credits.

**SpSc 320 Organization and Administration of Physical Education, Athletics and Recreation**
The course will include discussion of policy formation and organizational tasks; programs in physical education, intramural, recreation, interscholastic, and intercollegiate athletics; evaluation; supervision; public relations; legal questions; and management of financial resources, equipment, supplies and facilities. Prerequisite: SpSc 151. Four credits. *Offered every fall.*

**SpSc 321 Secondary Methods of Physical Education**
A course designed for those planning to teach in the secondary school. Curriculum, evaluation, organization, and administration of secondary school physical education. Emphasis on the method and technique of teaching physical education activities. Prerequisites: SpSc 151 and either Education 114 or Education 165. Four credits. *Offered every spring.*

**SpSc 322 Practicum in Athletic Training IV**
This course is a continuation of SpSc 222. The student continues to complete advanced modules and specific competencies in the Athletic Training room. Students will be routinely evaluated during their clinical education by their clinical instructor. This class also requires a sports medicine clinical experience. Prerequisite: SpSc 222, 271 and 272. Two credits. *Offered every fall.*

**SpSc 323 Practicum in Athletic Training V**
This is a continuation course of SpSc 322. The student continues to complete advanced modules and specified competencies. Students are required to complete designated clinical education modules which involve team athletic training student duties and being assigned to a clinical instructor (see clinical education, student handbook, or website). Students will be routinely evaluated during their clinical education by their clinical instructor. This class also requires a sports medicine clinical experience. Prerequisites: SpSc 271, 272, and 322. One hour. *Offered every spring.*

**SpSc 325 Adapted PE**
The course will be an introduction to physical education programming for students with special needs. Course will include the role of physical education for the disabled; understanding of specific disabilities; motor development and fundamental patterns; evaluation and identification of students’ physical education needs; adapted activities, sports and games; curriculum planning; class organization; and special facilities and equipment. Course will also include a practical experience in which students will have the opportunity to observe and work with those with special needs in physical education and recreation programs. Prerequisite: SpSc 151. Four credits. *Offered every spring.*

**SpSc 340 Program Design, Exercise Prescription & Testing**
This course is designed to teach the student how to construct and implement the principles and exercise techniques into a consolidated exercise program customized to athletes as well as the general
population. Students will also learn how to measure and test clients as well as interpret these results. Prerequisites: SpSc 240 and 255 (310 recommended). Four credits. Offered every spring.

SpSc 351 Practicum in Athletic Training VI
This course is taken by Level III Athletic Training Students where students take part in a senior seminar that involves 30 credits under the supervision of an approved clinical instructor to evaluate clinical proficiency teaching objectives. Students must complete the two XII modules and the X12 module. Students will be routinely evaluated during their clinical education by their clinical instructor. The student also learns how to prepare for the NATA BOC Certification Exam. Prerequisites: SpSc 271, 272, 322 and 323. One hour. Offered every fall.

SpSc 352 Practicum in Athletic Training VII
This is the last in a series of continuation courses that deal with the most advanced competencies and proficiencies in the Athletic Training room. The student also learns how to prepare for the NATA BOC certification exam. Prerequisite: SpSc 271, 272, 351. WRITCOM. Four credits. Offered every spring.

SpSc 370 Screening Assessment of Health Conditions
This course is designed for students who wish to pursue a career in health-related fields. It will focus on examination strategies and techniques outside of the traditional musculo-skeletal area, and prepare the student to perform assessments for diseases such as cancer, AIDS, muscular dystrophy, asthma and many others. Prerequisites: SpSc 271, 272, 322 or permission of instructor. Four credits. Offered every spring.

SpSc 380 Independent Study in Physical Education

SpSc 385 Senior Capstone

Exercise Science Internship
An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with Simpson’s Strength and Conditioning program, performance enhancement facilities, general fitness/wellness centers, cardiac and pulmonary rehab programs, corporate wellness facilities and health promotion programs. Students will work under a certified strength and conditioning specialist or other professionals with approved certifications. Prerequisites: all supporting major requirements must be complete; the student must have senior status and have a declared major in Exercise Science or Physical Education Teacher Education. Candidate must obtain approval from SpSc department chair prior to beginning the experience. 4 credits.

Sport Administration Internship
An internship designed to give students practical “hands-on” experience in one of the related areas for employment. Examples include experience with Simpson’s marketing and event management program, the administration side of general fitness/wellness centers, Special Olympics, high school athletic directors, sport arenas or semi-professional athletic teams. Students will work under a professional in the field and candidates must obtain approval from SpSc department chair prior to beginning the experience. Prerequisites: all supporting major requirements must be complete; the student must have senior status and have a declared major in Sport Administration or Physical Education Teacher Education. 4 credits.

SpSc 390 Special Topics in Physical Education

SpSc 398 Independent Research in Physical Education
Theatre Arts

Department Mission Statement
The department views theatre as an avenue within a liberal arts education for personal discovery, self-discipline, creative expression and artistic excellence. Based on these principles, Theatre Simpson is a dynamic community that embraces the mission of the college and encourages students to participate in a wide range of experiences.

Departmental courses and projects provide students with cultural and artistic experiences and develop their abilities to observe, reflect, think critically and express themselves. Theatre students have the opportunity to apply these skills to coursework, departmental productions and experiences off-campus and are encouraged to take responsibility for their education and to develop their leadership skills.

In an atmosphere of cooperation and respect for the individual, students are challenged to achieve academic, aesthetic, and production standards of quality. Through innovative processes that embrace the notion of collaboration, the department encourages students to aspire to excellence.

In order for each student’s progress to be adequately and regularly assessed, the following requirements must be met by theatre majors and minors over the course of their study at Simpson:

**Year One**--Presentation of Resume, First-year Interview with Faculty (end of second semester).

**Year Two**--Successful completion of all departmental screening activities, culminating in participation at one or more audition and/or interview events off-campus as approved by department faculty. (Note: majors will continue these audition/interview activities each following year; minors required to complete at least once (“Year Two”) but are encouraged to continue in following years.

**Year Three**--Submission of “Goals and Plans” document as an articulation of Long- and Short-term goals for the future, and of tactics to be undertaken to achieve stated goals, including the remainder of Simpson career (due by end of fifth semester). Successful completion of all departmental screening activities and external audition/interview events, as described above under “Year Two” as appropriate.

**Year Four**--Demonstration of satisfactory execution of activities articulated in “Goals and Plans” document. Final Interview with faculty (end of final semester).

Transfer students will integrate their activities accordingly.

To further aid in the assessment of student progress, pertinent materials such as resumes, written response forms and other items will be kept in an assessment portfolio for each student in the department office.

- Auditions for Theatre Simpson productions are open to all students.
- Departmental scholarships are available. Prospective scholarship students must audition and/or be interviewed.
- Work-study positions are available in the scene shop, properties, lighting, sound, costumes, box office/house management, and publicity.
Theatre Arts Major

Students will complete ten and one half courses plus a capstone as follows:

Required departmental core:
Thtr 101  Script Analysis
Thtr 121  Technical Production Skills
Thtr 122  Practicum (.5 course)
Thtr 123  Introduction to Design for the Stage
Thtr 130  Acting I
Thtr 232  Directing I
Thtr 209  Vocation and the Performing Arts I (.5 course)
Thtr 309  Vocation and the Performing Arts II (.5 course)
Thtr 001  Theatre Participation (no credit)

Capstone:
Thtr 385  Theatre Seminar

History/Literature Selection-Choose one course from the following:
Thtr 371  Plays and Performance-Ancient through 18th Century Cultures
Thtr 375  Plays and Performance -18th Century through Contemporary Cultures

Design Selection- Choose one course from the following:
Thtr 220  Lighting and Sound Design Techniques
Thtr 223  Techniques for Set and Costume Designers

Performance Selection-Choose one course from the following:
Thtr 230  Acting II
Thtr 210  Stage and Theatre Mgmt
Thtr 332  Directing II

Electives-Choose one course not taken from above or from the following:
Thtr 112  Discovering Theatre
Thtr 235  Women and Theatre
Thtr 255  Theatre/Drama in America
Thtr 190  Special Topics in Theatre
Thtr 290  Special Topics in Theatre
Thtr 390  Special Topics in Theatre
Other Theatre courses at the 200-level or above

Thtr 001: Theatre Participation —Required every semester for Theatre majors and students on Theatre Scholarship; minimum of one semester required for minors and teacher certification in Speech Communication/Theatre.
**Theatre Arts Minor**

Students will complete six courses as follows:

**Required core:**
- Thtr 101 Script Analysis
- Thtr 121 Technical Production Skills
- Thtr 123 Introduction to Design for the Stage
- Thtr 130 Acting I
- Thtr 232 Directing I
- Thtr 001 Theatre Participation (no credit)

**History/Literature Selection—Choose one course from the following:**
- Thtr 371 Plays and Performance—Ancient through 18th Century Cultures
- Thtr 375 Plays and Performance—18th Century through Contemporary Cultures

**Theatre Courses**

**Thtr 001 Theatre Participation**
In keeping with the department’s commitment to active, process-oriented learning, this course requires participation in each departmental production. Required activities include auditions, cast and/or crew, work calls, box office management, company meetings, strike and other departmental events. Specific assignments will be made by departmental faculty. Successful completion of departmental screening process is also required. 0 credits. **Required every semester for majors and students on Theatre Scholarship; minimum of one semester required for minors and teacher certification in Theatre Arts.**

**Thtr 101 Script Analysis**
This fundamental course will focus on the systematic analysis of dramatic texts. The course will emphasize the careful reading of play scripts for understanding, interpretation, and production. Students in the course will learn techniques to improve their critical analysis of play texts so as to develop their work as theatre artists. The course serves as the basic course in the theatre major. Includes Service Learning Component. ART, CRITTHNK, and WRITCOM. Four credits. **Offered every semester.**

**Thtr 112 Discovering Theatre**
An introduction to the many activities involved in theatre production from script to performance arts. Students will read, discuss, analyze, and read about plays and live productions as a means to heighten their understanding of theatre in today’s society. **Includes Service Learning Component. Cornerstone 5 and ART. Four credits. Offered to first-year students only. Offered every semester.**

**Thtr 121 Technical Production Skills: Set, Lighting, Costume, Makeup for the Theatre**
This course will introduce students to the basic technical theatre skills necessary for the production of scenery, principals of safe tool operation, basic set construction techniques, basic electrical and lighting principles, costume construction and makeup application skills. The course will involve practical exercises as well as theoretical investigation of the subjects. **Includes Service Learning Component. Four credits. Offered every fall semester.**
Thtr 122  Theatre Practicum
This course is a guided execution of a major responsibility in performance, design, management or technical production for a Theatre Simpson project. Prerequisite: sophomore standing and permission. One credit.

Thtr 123  Introduction to Design for the Stage
This course introduces students to the basic elements of visual design and to the rudiments of Scene, Costume and Makeup design. Students will demonstrate the ability to manipulate line, shape, value, texture, color composition and spatial relationships as well as proficiency with common media used in these design areas. This will include the processes and products of designers in each area, practical exercises to demonstrate level of skill mastery, and investigation of theoretical knowledge of the subjects. Includes Service Learning Component. ART. Four credits. Offered each spring semester.

Thtr 130  Acting I
This beginning acting course is designed to acquaint the actor with the importance of action based work. Emphasis will be placed on finding the action of a scene, working toward objectives and utilizing circumstances to flesh out a performance. Beginning scene analysis will be combined with exercises to develop the actor’s focus, relaxation, awareness and communicative abilities. By the end of the course the student should feel more comfortable performing in front of an audience. Includes Service Learning Component. ART and ORALCOM. Four credits. Offered every semester.

Thtr 180  Independent Study in Theatre

Thtr 190  Special Topics in Theatre

Thtr 198  Independent Research in Theatre

Thtr 209  Vocation and the Performing Arts I
The student will prepare to explore vocational topics in the theatrical arts by developing skills in Audition preparation, portfolio development, research about potential vocational options, initial contacts and interview techniques. Through reading, conversation with professionals in and outside the arts, service to the local community and consideration of the unique demands of finding “work” in the arts, the student will begin the process of intentional self-reflection about his/her gifts, passions and interests. Includes service learning component. WRITCOM. Two credits. Pre-requisite: One theatre course. Alternate years, normally spring semester.

Thtr 210  Stage and Theatre Management
A study of the principles and techniques of stage and theatre management. The relationship between aesthetic product and management structure as well as audience development will be emphasized. Includes Service Learning Component. Prerequisite: Thtr 101. Four credits.

Thtr 220  Lighting and Sound Techniques
Students will demonstrate knowledge of the rudiments of lighting and sound design, including such practical skills as computer/CAD for lighting and digital audio editing for sound, as well as theoretical knowledge of the subjects. Includes Service Learning Component. Prerequisite: Thtr 101, 121 and 123. Four credits. Offered alternate fall semesters.
Thtr 223 Techniques for Set and Costume Designers
This course continues the student’s study of Set and Costume design through the practice of skills and techniques necessary for the effective communication of design to colleagues. Students will demonstrate proficiency with CAD, Drawing and Rendering, Paint Elevation and Scene Painting and Modeling. The course will involve practical exercises to demonstrate level of skill mastery, and investigation of theoretical knowledge of the subjects. Includes Service Learning Component. Prerequisites: THTR 101, 123. Four credits. Offered alternate fall semesters.

Thtr 230 Acting II
This course continues the study of basic techniques explored in Acting I. More emphasis will be placed on imaging and character development. The actor will be required to prepare a number of scenes working toward a personal process that incorporates textual analysis, script scores, and rehearsal work. Includes Service Learning Component. Prerequisite: Thtr 101 and Thtr 130. Four credits.

Thtr 232 Directing I
This course will focus on the theories, practices and techniques of directing for the stage. The course will help students develop an understanding of the fundamentals of directing, including text analysis, conceptualization, staging and rehearsal techniques. Includes Service Learning Component. WRITCOM. Prerequisites: Thtr 101, 121 and 130 or permission of instructor. Four credits. Offered every spring.

Thtr 235 Women and Theatre
This course will investigate contemporary theatrical material created and performed by women in America. Students will examine the work of women theatre artists, generally focusing on the work of playwrights and directors, as a way to investigate contemporary social conditions. This course will also examine the ways that meaning is constructed in theatrical writing and performance. Same as English 235. Cornerstone 6, DIVRSTY, and WRITCOM. Four credits.

Thtr 255 Theatre and Drama in America
This course will survey the history of theatrical practice and drama in America from the 17th Century European settlements to the present. Students will gain an understanding of the complexities of the development of American theatre as both entertainment and as a reflection of cultural history. By surveying the work of men and women who both fostered and reacted against the “mainstream,” and by reading plays which represent a wide range of voices, the student will have a sense of the unique characteristics of American theatrical practice and its place in American history. Includes Service Learning Component. Cornerstone 5, HISTRCL, and WRITCOM. Four credits.

Thtr 280 Independent Study in Theatre

Thtr 290 Special Topics in Theatre

Thtr 298 Independent Research in Theatre

Thtr 309 Vocation and the Performing Arts II
The student will continue the exploration of vocational topics in the theatrical arts begun in Thtr 209 through demonstrated progress in and continuing refinement of audition and portfolio development, vocational/internship/graduate-study research, all within the context of intense, intentional, advanced self-reflection about his/her gifts, passions and interests. Through reading, advanced self-analysis and
vocational discernment exercises, more conversation with professionals, and more service to the local community, students will come to a greater understanding of how their creative gifts will contribute to their community beyond college. Includes Service Learning Component. WRITCOM. Two credits. Pre-requisites: Thtr 209 and Junior standing. Offered alternate years, normally Fall semester.

Thtr 319 Internship in Theatre

Thtr 332 Directing II
This advanced directing course will help extend the student’s understanding of creating a performance text. The course will combine further study of textual analysis with analysis of how to construct a performance text and exploration of production styles by investigating various production modes and conventions. Includes Service Learning Component. Prerequisite: Thtr 101 and 232. WRITCOM. Four credits. Offered alternate semesters.

Thtr 371 Plays and Performance in Ancient through 18th Century Cultures
This course will survey the history of theatrical practice and literature from what are presently known as their beginnings through the 18th Century. In addition to major epochs of the Western experience, such as the Greek, Roman, Medieval, Renaissance and Neo-Classical periods, students will also survey non-Western classical forms such as Indian, Japanese, and Chinese theatrical practice. Includes Service Learning Component. Cornerstone 5, HSTRCL, and WRITCOM. Four credits. Offered alternate fall semesters.

Thtr 375 Plays and Performance in 18th Century through Contemporary Cultures
This course will survey the history of theatrical practice and literature from approximately 1700 through the present. In addition to major epochs of the Western experience, English Restoration, Romanticism, “Realism,” the numerous reactions “against” “Realism” the “Avant-Garde” in its numerous forms, and contemporary aesthetics, students will also survey non-Western theatrical forms from Africa, South America and Asia. Includes Service Learning Component. Cornerstone 5, HISTRCL, and WRITCOM. Four credits. Offered alternate spring semesters.

Thtr 380 Independent Study in Theatre

Thtr 385 Theatre Seminar
A capstone course that synthesizes research, reading, and production techniques. Topic area may be defined by a genre, an historical period, the works of an individual or group of artists, or other similar limits. Within the parameters of the topic area, students will undertake a series of research activities and projects. The course culminates in the production of a group of one act plays and a public presentation of research findings, projects, or papers. Course instructor and department faculty will determine the student’s production area assignment, based in part on the “Goals and Plans” document submitted by each student in the Junior year. Prerequisites: Completion of all other courses in “Required Departmental Core” for Theatre Arts Major and senior standing, or permission of instructor. Four credits. Offered every spring.

Thtr 390 Special Topics in Theatre
Designed for the major or non-major in an area of general interest. Different each time. One to four credits.

Thtr 398 Independent Research in Theatre
Women’s and Gender Studies
St. Clair, Callan, Everhart, Freyberg, Lafauci, Livingston, Magalhaes, Meyers, Proctor, Walden, A. Wolf

Department Mission Statement
The Women’s and Gender Studies minor is a multidisciplinary program focusing on social constructions of gender and sex as well as the consequences of these constructions. As sex and gender are enmeshed in a matrix that includes race, ethnicity, class, sexual identity, and religion, the minor explores the experiences of diverse populations, both in the United States and around the world.

The minor provides important perspective on various social institutions and processes, historical developments, scientific methodologies, psychological developments, and creative achievements of those who have been marginalized within their cultures based on sex and gender. The Women’s and Gender Studies minor emphasizes the connections between theory and practice through applied learning in internships, community projects, research, and service learning.

Students wanting to complete a minor in Women’s Studies must complete five courses. The minor is compatible with a number of majors. The following courses are required for the minor:

Women’s Studies Minor
Students will complete five courses and Portfolio as follows:

Required
WmSt 202 Introduction to Women’s Studies
WmSt 399 WS Portfolio in Women’s Studies

Electives—Choose four courses from the following, no more than two in a single department:
Phil 211 Feminist Ethics
Phil 311 Feminist Philosophy
Psyc 220 Psychology of Gender
Hist 222 American Women’s History
Hist 322 Women and Gender in European History
Rel 225 Women and Religion in American Culture
Rel 260 Feminist Interpretation of the Bible
Eng 234 Women’s Literature, Women’s Lives
Thtr/Eng 235 Women and Theatre
Comm 275 Gender, Race, Class and Media
CJ 333 Sexual Violence
Soc 311 Women: The Struggle for Equality
PoSc 266 Women and politics in the U.S.

Regular semester 290/390 Special Topics courses and May Term courses may be accepted, pending administrative approval, for credit toward the minor. In addition, students can request that appropriate internships or research projects count toward the minor.
Senior Portfolios in Women’s Studies

Each student earning a Women’s Studies minor is expected to maintain and submit a portfolio by the end of their final semester containing a reflective essay addressing the goals of the Women’s Studies minor and three significant writing samples from different courses in the program.

Women’s and Gender Studies Courses

WMST 202 Women’s Studies Seminar
This course will provide students with an interdisciplinary examination of the conditions and circumstances affecting the lives of women in the United States. We will discuss sex-based inequities and their impact on women of all classes, races, sexual and ethnic identifications. We will explore the extent to which gender affects access to opportunity, power and resources. Students will learn strategies for critiquing and changing the existing status of women. Furthermore, they will learn to formulate and support their own independent viewpoints of the issues covered. Cornerstone 6 and DIVRSTY. Offered every fall.
Department Mission Statement
The Department of World Language and Culture Studies aims to facilitate intercultural dialogue by
developing students' communication skills in another language, their knowledge of other cultures, and
their openness to the world around them. Through academic opportunities, immersion experiences, and
co-curricular activities, students use languages other than English to engage with different cultural
viewpoints, past and present.

Program overview. Simpson College offers majors and minors in French, German, and Spanish, as well
as an interdisciplinary minor in Latin American Studies and beginning courses in Arabic and Chinese.
Course offerings in all three majors are organized into beginning, intermediate, and advanced levels
with thematic menus of courses at the upper level for maximum flexibility. The three majors each
consist of 10 courses above the 101/102 level, including courses in an approved immersion experience,
plus a one-credit post-immersion analysis course and a final capstone in the major. Minors require 6
courses above the 101/102 level. Students majoring or minoring in a world language must complete at
least 8 credits of their program within the department. In addition to language courses, the
Department also offers courses in culture studies taught in English.

Study abroad. Simpson College offers both May Term travel courses and semester-long study abroad
programs in French-, German-, and Spanish-speaking areas of the world. Language students at all
levels are strongly encouraged to take advantage of Simpson’s immersion opportunities, particularly
the Simpson Experience Abroad programs in Tahiti, French Polynesia; Schorndorf, Germany; and
Rosario, Argentina. More information about study abroad can be obtained from the Office of
International Education, as well as from the World Language faculty.

Double-majoring. World Language programs can be combined with another major or minor,
handing both programs of study. Commonly chosen complementary fields include, but are not
limited to, international management, international relations, history, art, theater, music, biology,
sociology, criminal justice, communications, and education. Students who intend to double-major are
equipped to plan ahead in order to include a semester-long immersion experience into their
programs of study.

Placement. Students entering Simpson with a background in French, German, or Spanish are strongly
encouraged to continue their studies at the appropriate level. Several self-placement tools are available
on the departmental website to help students and their advisors determine which course will be best
suited to their needs. Faculty in World Language and Culture Studies also advise students on
appropriate placement.

CLEP. Students with extensive prior background in language study may earn up to 16 credits in a
world language through the CLEP examination. A minimum passing score for the 101-102 level will be
compensated with 8 hours of credit toward graduation. A minimum passing score for the 201-202 level
will allow the student to earn an additional 8 credits toward graduation if he or she completes an
approved course beyond the 202 level in that same language with a grade of C- or better. In order for a
CLEP score to count for credit, the exam must be taken prior to the completion of any course at
Simpson in that language. CLEP credits for language courses do not carry with them any Engaged
Citizenship designations. For more information about CLEP tests, contact the Hawley Academic Resource Center.

**Arabic courses**

**Arbc 101  Culture Through Language 1: Arabic**  
Introductory course focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in Arabic-speaking cultures. Four credits.  *Offered every fall semester.*

**Arbc 102  Culture Through Language 2: Arabic**  
Introductory course focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in Arabic-speaking cultures. Four credits.  *Offered every spring semester.*

**Chinese courses**

**Chin 101  Culture Through Language 1: Chinese**  
Introductory course focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in China. INTERCUL. Four credits.  *Offered every fall semester.*

**Chin 102  Culture Through Language 2: Chinese**  
Introductory course focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in China. INTERCUL. Four credits.  *Offered every spring semester.*

**French Major**  
*Students will complete ten and a quarter courses plus a capstone as follows:*

**Required:**

**Core Courses:**  
Fren 201  Comparing Cultures  
Fren 202  Gateway to Advanced French  
WLCS 330  Beyond Study Abroad (.25 course)  
WLCS 365  Senior Research Seminar

**Electives-Choose at least one course from the following language-focused courses:**  
Fren 102  Culture through Language 2: French  
Fren 341  French Narratives  
Fren 342  French for Professional Purposes  
Fren 343  Advanced Stylistics  
Fren 344  Spoken Language through Film  
Two workshops must be taken to count as 1 course:  
Fren 211  Vocabulary Workshop (.5 course)*

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Fren 212  Pronunciation Workshop (.5 course)*
Fren 213  Listening Workshop (.5 course)*
Fren 214  Grammar Workshop (.5 course)*
* May be taken twice.

Choose at least one course from among the following culture-focused courses:
Fren 351  French Press
Fren 352  Movements in Art and Literature
Fren 353  Comparative Cinema
Fren 354  Paris through History
Approved travel courses to French-speaking countries

Choose at least four additional courses from either list above.

Study Abroad:
Two to four courses (8-16 credits) of approved course work taught in French.

French Minor
Students will complete six courses as follows:

Required:
Core Courses:
Fren 201  Comparing Cultures
Fren 202  Gateway to Advanced French

Electives-Choose at least one course from among the following language-focused courses:
Fren 102  Culture through Language 2: French
Fren 341  French Narratives
Fren 342  French for Professional Purposes
Fren 343  Advanced Stylistics
Fren 344  Spoken Language through Film
Two workshops must be taken to count as 1 course:
  Fren 211  Vocabulary Workshop (2 credits)*
  Fren 212  Pronunciation Workshop (2 credits)*
  Fren 213  Listening Workshop (2 credits)*
  Fren 214  Grammar Workshop (2 credits)*
  * May be taken twice.

Choose at least one course from among the following culture-focused courses:
Fren 351  French Press
Fren 352  Movements in Art and Literature
Fren 353  Comparative Cinema
Fren 354  Paris through History
Approved travel courses to French-speaking countries

Electives: Take at least 2 additional courses from the language-focused or culture-focused courses.
Simpson Experience Abroad: French Polynesia
Simpson sponsors a semester-abroad program at the University of French Polynesia (UPF) on the island of Tahiti in the South Pacific. The UPF program operates during the spring semester of even-numbered years and is open to all Simpson students, regardless of major. Completion of FREN 101 is required prior to departure. Students entering the program at the 100 level can expect to complete 8 credits of course work in French (applicable toward the French major or minor) with the remainder of courses taught in English. Students entering the program at the 200 and 300 levels will be eligible to take classes in French at UPF. More complete information about the UPF semester is available from the Department of World Language and Culture Studies, as well as from the Office of International Education.

French Courses

Fren 101  Culture through Language 1: French
Introduction to French-speaking cultures and French language with emphasis on the development of intercultural competence and effective communication skills through the exploration of cultural beliefs, values, and aspects of everyday life. Course taught in French. INTRCUL. Four credits. Offered every semester.

Fren 102 Culture through Language 2: French
Introduction to French-speaking cultures and French language with emphasis on the development of intercultural competence and effective communication skills through the exploration of cultural beliefs, values, and aspects of everyday life. Course taught in French. Pre-requisite: FREN 101 or departmental placement. INTRCUL. Four credits. Offered every semester.

Fren 180  Independent Study in French

Fren 190  Special Topics in French

Fren 198  Independent Research in French

Fren 203  Comparing Cultures: French
An intermediate-level course designed to build communication skills through the comparative study of cultural topics of contemporary importance. Correspondence with native speakers, analysis of data from different Francophone cultures, and excerpts from a novel-length reading form the core of materials and activities used in the course. Pre-requisite: FREN 102 or departmental placement. INTRCUL and ORALCOM. Four credits. Offered every fall.

Fren 204  French in History
An intermediate-level course designed to build communication skills through the study of a cultural topic of historical importance. Films, cultural projects, correspondence with native speakers, and excerpts from a novel-length reading form the core of materials and activities used in the course. Prerequisites: Fren 102 or departmental placement. Four credits. Offered every spring.
Fren 211   Vocabulary Workshop
A focus on French vocabulary building with an emphasis on practice. Students set their own learning
goals for vocabulary expansion and design a plan to reach them. Course taught in French. Pre-requisite
or co-requisite: FREN 101 or permission of instructor. Two credits. May be repeated once for credit.
Offered spring semester, odd-numbered years.

Fren 212   Pronunciation Workshop
A study of French pronunciation patterns through authentic speech samples and ample practice.
Course taught in French. Pre-requisite or co-requisite: FREN 101 or permission of instructor. Two
credits. May be repeated once for credit. Offered fall semester, even-numbered years.

Fren 213   Listening Workshop
Intensive oral comprehension practice in French using a variety of spoken language resources. Students
set their own learning goals for building their listening skills and design a plan to reach them. Course
taught in French. Pre-requisite or co-requisite: FREN 102 or permission of instructor. Two credits. May
be repeated once for credit. Offered fall semester, odd-numbered years.

Fren 214   Grammar Workshop
Intensive practice with French grammar rules and their exceptions. Students set their own learning goals
for improving their grammatical accuracy and design a plan to reach them. Course taught in French.
Pre-requisite or co-requisite: FREN 102 or permission of instructor. Two credits. May be repeated once
for credit. Offered spring semester, even-numbered years.

Fren 223   Gateway to Advanced French
A thematically focused course designed to solidify communication skills through the study of a cultural
topic with the aim of preparing students for advanced course work in French. Four credits. Pre-requisite:
FREN 201 or departmental placement. INTRCUL and ORALCOM. Four credits. Offered spring semesters.

Fren 224   Gateway to Advance French
An intermediate-level course designed to solidify communication skills through the comparative study
of cultural topics of contemporary importance with the aim of preparing students for advanced course
work in French. Correspondence with native speakers, analysis of data from different Francophone
cultures, and the completion of a novel-length reading form the core of materials and activities used in
the course. Prerequisites: Fren 204 or departmental placement. WRITCOM and INTRCUL Four
credits. Offered every fall.

Fren 280   Independent Study in French

Fren 290   Special Topics in French

Fren 298   Independent Research in French

Fren 341   French Narratives
A study of different genres of narration in French, including short stories, films, and folk tales, which
serve as springboards for writing original narratives in French. Course taught in French. Four credits.
Pre-requisite: FREN 202 or permission of instructor. Offered spring semester on a 4-year rotation.
Fren 342  French for Professional Purposes
Development of reading, writing, listening, and speaking skills appropriate to professional contexts in the French-speaking world, with emphasis on work-related vocabulary, formal structures, formulaic language, and cultural awareness. Course taught in French. Four credits. Pre-requisite: FREN 202 or permission of instructor.  Offered spring semester on a 4-year rotation.

Fren 343  Advanced Stylistics
Analysis and imitation of a variety of writing styles in French as they relate to genre and purpose. Course taught in French. Four credits. Pre-requisite: FREN 202 or permission of instructor.  Offered spring semester on a 4-year rotation.

Fren 344  Spoken Language through Film
Focused practice on oral communication using French films both as examples of spoken language and as springboards for discussion. Course taught in French. Four credits. Pre-requisite: FREN 202 or permission of instructor.  Offered spring semester on a 4-year rotation.

Fren 351  French Press
Analysis of current events in French-speaking countries through online news media with emphasis on the cultural perspectives revealed through news reports. Course taught in French. Pre-requisite: FREN 202 or permission of instructor.  Offered fall semester on a 4-year rotation.

Fren 352  Movements in Art and Literature
An introduction to major artistic movements in Europe through analysis of representative examples of French art and literature. Course taught in French. Pre-requisite: FREN 202 or permission of instructor.  Offered fall semester on a 4-year rotation.

Fren 353  Comparative Cinema
Comparison of a selection of French films and their American remakes, with emphasis on cultural analysis of the similarities and differences observed. Course taught in French. Pre-requisite: FREN 202 or permission of instructor.  Offered fall semester on a 4-year rotation.

Fren 354  Paris through History
An overview of French history through the lens of Paris with emphasis on selected places, events, and people that have shaped the French nation. Course taught in French. Pre-requisite: FREN 202 or permission of instructor.  Offered fall semester on a 4-year rotation.

Fren 360  Tutorial Internship
Testing, tutoring, lecturing and leading of discussion groups in selected French courses. Prerequisites: Junior or senior standing and invitation by the instructor. Does not count toward the French major. One to Four credits.

Fren 380  Independent Study in French

Fren 390  Special Topics in French

Fren 398  Independent Research in French
German Major

*Students will complete ten and a quarter courses plus a capstone as follows:

**Required:**

**Core Courses:**
- Ger 201  Comparing Cultures: German
- Ger 202  Gateway to Advanced German
- WLCS 330  Beyond Study Abroad (.25 course)
- WLCS 365  Senior Research Seminar

**Electives—Choose at least one course from among the following language-focused courses:**
- Ger 102 Culture through Language 2: German
- Ger 325 Contemporary Germany (language focus)
- Ger 341 Understanding German Narratives
- Ger 342 German for Professional Purposes
- Ger 343 Advanced Stylistics
- Ger 344 Spoken Language through Film

Two workshops must be taken to count as 1 course:
  - Ger 210 Reading Workshop (.5 course)*
  - Ger 212 Vocabulary Workshop (.5 course)*
  - Ger 213 Writing Workshop (.5 course)*
  - Ger 214 Grammar Workshop (.5 course)*

*—May be taken twice.

**Choose at least one course from among the following culture-focused courses:**
- Ger 215  German Culture Project
- Ger 310  German Lifelines
- Ger 325  Contemporary Germany (culture focus)
- Ger 351  Turning Points in German History
- Ger 352  German Cultural Triads
- Ger 353  German Media

Approved travel courses to German-speaking countries

**Electives:** Take at least 2 additional courses from the language-focused or culture-focused courses.

**Study Abroad:**

Four courses (16 credits) of approved course work taught in German.

German Minor

*Students will complete six courses as follows:

**Required:**

**Core Courses:**
- Ger 201  Comparing Cultures: German
- Ger 202  Gateway to Advanced German
Electives-Choose at least one course from among the following language-focused courses:
Ger 102  Culture through Language 2: German
Ger 325  Contemporary Germany (language focus)
Ger 341  Understanding German Narratives
Ger 342  German for Professional Purposes
Ger 343  Advanced Stylistics
Ger 344  Spoken Language through Film
Two workshops must be taken to count as 1 course:
   Ger 210  Reading Workshop (2 credits)*
   Ger 212  Vocabulary Workshop (2 credits)*
   Ger 213  Writing Workshop (2 credits)*
   Ger 214  Grammar Workshop (2 credits)*
* May be taken twice.

Choose at least one course from among the following culture-focused courses:
Ger 215  German Culture Project
Ger 310  German Lifelines
Ger 325  Contemporary Germany (culture focus)
Ger 351  Turning Points in German History
Ger 352  German Cultural Triads
Ger 353  German Media
Approved travel courses to German-speaking countries

Electives: Take at least 2 additional courses from the language-focused or culture-focused courses.

Simpson Experience Abroad: Schorndorf, Germany
Simpson has sponsored a semester-abroad program in Schorndorf, Germany since 1985. The German Semester in Schorndorf operates during the spring semester of every odd-numbered year and is open to all Simpson students, regardless of major. Completion of GER 201 is required prior to departure. Students live with host families while completing 16 credits of coursework in German at the 200 and 300 level. The semester features an extensive travel and cultural program, including week-long trips to Munich and Berlin. More complete information about the German Semester in Schorndorf is available from the Department of World Language and Culture Studies, as well as from the Office of International Education.
German Courses

Ger 101 Culture through Language 1: German
Introduction to German-speaking cultures and German language with emphasis on the development of intercultural competence and effective communication skills through the exploration of cultural beliefs, values, and aspects of everyday life. Course taught in German. INTRCUL. Four credits. Offered every semester.

Ger 102 Culture through Language 2: German
Introduction to German-speaking cultures and German language with emphasis on the development of intercultural competence and effective communication skills through the exploration of cultural beliefs, values, and aspects of everyday life. Course taught in German. Pre-requisite: GER 101 or departmental placement. INTRCUL. Four credits. Offered every spring semester.

Ger 180 Independent Study in German

Ger 190 Special Topics in German

Ger 198 Independent Research in German

Ger 201 Cultural Comparisons: German
A thematic comparison of students’ own culture with cultures of the German-speaking world through interactions with native speakers and the study of cultural products and practices. Course taught in German. Pre-requisite: GER 102 or departmental placement. INTRCUL. Four credits. Offered fall semesters.

Ger 202 Gateway to Advanced German
A thematically focused course designed to solidify communication skills through the study of a cultural topic with the aim of preparing students for advanced course work in German. Course taught in German. Pre-requisite: GER 201 or departmental placement. Four credits. Offered spring semesters.

Ger 210 Reading Workshop
A course focused on acquiring increasingly advanced reading skills in German. Students set their own learning goals and design a plan to reach them. May be repeated once for credit with permission of instructor. Prerequisite: German 102. Two credits. Offered spring semester in even-numbered years.

Ger 211 Orientation: Life and Study in Schorndorf
A pre-departure course required of all students participating in the Schorndorf German Semester Abroad Program. Prerequisite: German 102 or permission of instructor. One credit.

Ger 212 Vocabulary Workshop
German vocabulary building with an emphasis on practice. Students set their own learning goals for vocabulary expansion and design a plan to reach them. May be repeated once for credit with permission of instructor. Prerequisite: German 102. Two credits. Offered in the fall semester of even-numbered years.

Ger 213 Writing Workshop
A study of writing in German for various purposes. Students set their own learning goals and design a plan to reach them. May be repeated once for credit with permission of instructor. Prerequisite: German 102. Two credits. *Offered in the fall semester of odd-numbered years.*

**Ger 214  Grammar Workshop**
Intensive practice with German grammar rules and their exceptions. Students set their own learning goals for improving their grammatical accuracy and design a plan to reach them. Course taught in German. Pre-requisite or co-requisite: GER 201 or permission of instructor. Two credits. May be repeated once for credit. *Offered spring semester, even-numbered years.*

**Ger 215  German Culture Project**
A project-based learning course focusing on cultural topics. Student teams initiate, plan, execute, present, and evaluate their projects on topics of mutual interest. *Offered only in Schorndorf.*

**Ger 280  Independent Study in German**

**Ger 290  Special Topics in German**

**Ger 298  Independent Research in German**

**Ger 310  German Lifelines, 1945-Present**
A course that integrates the reading of literary, autobiographical, biographical and historical writing with interviews of host family members in Schorndorf. *Offered only in Schorndorf.* Cornerstone 4B. Four credits.

**Ger 325  Contemporary Germany**
Prerequisite: concurrent or previous participation in the Simpson German Semester in Schorndorf and permission of the instructor. In collaboration with the German instructor, the student will develop an individual plan to research and write about an important issue in contemporary German culture. A substantial essay in German on this topic will be the final product of the course. Course is taught in German. Four credits.

**Ger 341  Understanding German Narratives**
This course investigates how speakers of German make sense of a “text,” whether that text is a written text, a painting, a song, or a film. Students also explore the cultural themes that resonate most vibrantly with speakers of German, and compare their findings to similar themes in US culture. Course taught in German. Prerequisite: German 202. Four credits. *Offered fall 2015.*

**Ger 342  German for Professional Purposes**
Development of reading, writing, listening, and speaking skills appropriate to professional contexts in the German-speaking world, with emphasis on work-related vocabulary, structures, formulaic language, and cultural awareness. Course taught in German. Pre-requisite: GER 202 or permission of instructor. Four credits. *Offered fall 2011.*

**Ger 343  Advanced Stylistics**
Analysis and imitation of a variety of writing styles in German as they relate to genre and purpose.
Course taught in German. Four credits. Pre-requisite: GER 202 or permission of instructor. Offered spring 2013.

**Ger 344  Spoken Language through Film**
Focused practice on oral communication using German films both as examples of spoken language and as springboards for discussion. Course taught in German. Four credits. Pre-requisite: GER 202 or permission of instructor. Offered spring 2014.

**Ger 351  Turning Points in German History**
An examination of particular points in German history where people or events have caused a radical change that shaped the German nation. Course taught in German. Pre-requisite: GER 202 or permission of instructor. Four credits. Offered spring 2012.

**Ger 352  German Cultural Triads**
Students will research information clusters in German culture, thereby learning about the various lenses through which speakers of German view the world. Course taught in German. Pre-requisite: GER 202 or permission of instructor. Four credits. Offered fall 2012.

**Ger 353  German Media**
Analysis of current events in German-speaking countries through online news media with emphasis on the cultural perspectives revealed through news reports. Students will also examine current trends in media usage by German speakers. Course taught in German. Pre-requisite: GER 202 or permission of instructor. Four credits. Offered fall 2013.

**Ger 360  Tutorial Internship**
Testing, tutoring, lecturing and leading of discussion groups in selected German courses. Prerequisites: Junior or senior standing and invitation by the instructor. Does not count toward the German major. One to Four credits.

**Ger 380  Independent Study in German**

**Ger 390  Special Topics in German**

**Ger 398  Independent Research in German**
Latin American Studies Minor

The Latin American Studies Minor is an interdisciplinary minor offered through the Department of World Languages and Culture Studies in conjunction with the Department of Political Science and Department of History. The minor gives the students the opportunity to study issues and characteristics unique to Latin America.

Students will complete six courses as follows:

Required:

Core Courses:
Port 105   Beginning Portuguese
Span 213   Ideas and Cultures: Latin America
Span 215   Latin American Studies

One of the following:
PoSc 233   Latin American Politics
PoSc 265   Latino Politics in the U.S.
Hist 278   History of Latin America

One of the following:
Span 305   Introduction to Literature
Span 310   Topics in Latin American Literature
-OR-
Any literature/film course on Latin America

One of the following:
PoSc 197   Politics of the New Democracy; Brazil*
Hum 197    Ethics of Globalization in Costa Rica*
-OR-
Any study abroad experience in Latin America
*-May Term course.

Portuguese Courses

Port 105   Beginning Portuguese

An intensive introduction to Brazilian Portuguese emphasizing vocabulary, structures and speaking skills. Prerequisite: Spanish or French 102 or equivalent. INTRCUL. Four credits. Offered every other academic year
Spanish

Spanish Major
*Students will complete ten and a quarter courses plus a capstone as follows:*

**Required:**

**Core Courses:**
- Span 201  Language Through Culture 3: Spanish
- Span 202  Gateway to Advanced Spanish
- WLCS 330  Beyond Study Abroad (1 credit)
- WLCS 365  Senior Research Seminar

**Electives—Choose at least two courses from among the following language-focused courses:**
- Span 305  Introduction to Literature in Spanish
- **AND 1 of the following:**
  - Span 203  Advanced Spanish Grammar
  - Span 205  Phonetics and Dialectology
  - Span 210  Spanish Vocabulary in Context
  - Span 303  Advanced Oral Communication in Spanish
  - Span 304  Advanced Composition and Creative Writing

**Electives—Choose at least two courses from among the following culture-focused courses:**
- Span 209  Film in Spanish
- Span 213  Ideas and Cultures: Latin America
- Span 214  Ideas and Cultures: Spain
- Span 307  Cultural Topics in the Hispanic World
- Span 310  Topics in Latin American Literature
- Span 311  Topics in Spanish Literature

*At least two electives must be numbered higher than 300.

**Semester Abroad:**  
Spanish majors must complete at least four courses (16 credits) of study abroad experience. Fulfillment of the major program by study abroad is required, and can be achieved through a semester abroad program including the semester in Rosario Argentina. Knowledge of Spanish is especially recommended for those majoring in social work, education, medicine, criminal justice, international relations, and international marketing.

Spanish Minor
*Students will complete six courses as follows:*

**Required:**

**Core Courses:**
Electives-Choose at least one course from among the following language-focused courses:
Span 203  Advanced Spanish Grammar
Span 205  Phonetics and Dialectology
Span 210  Spanish Vocabulary in Context
Span 303  Advanced Oral Communication in Spanish
Span 304  Advanced Composition and Creative Writing

*Electives-Choose at least one course from among the following culture-focused courses:
Span 209  Film in Spanish
Span 213  Ideas and Cultures: Latin America
Span 214  Ideas and Cultures: Spain
Span 307  Cultural Topics in the Hispanic World
Span 310  Topics in Latin American Literature
Span 311  Topics in Spanish Literature

Plus, one course (4 credits) from study abroad or an approved internship worth four credits.

Simpson Experience Abroad: Argentina
Simpson sponsors a semester abroad program in Rosario, Argentina, at Universidad del Centro Educativo Latinoamericano (UCEL). The semester runs during the spring semester of every even-numbered year and is open to all Simpson College students, regardless of major. Completion of Spanish 102 is required prior to departure. Students will be eligible to take courses in Spanish offered at UCEL. Students will live with host families while completing 16 credits of course work in Spanish language and Argentine culture (applicable to the Spanish major or minor). Students entering the program at the advanced level will be eligible to take classes in Spanish at UCEL. More information about the UCEL semester is available from the Department of World Language and Culture Studies as well as from the Office of International Education.
Spanish Courses

Span 101  Culture through Language 1: Spanish
Introductory courses focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in Spanish Speaking cultures. INTRCUL. Four credits. Offered every semester.

Span 102  Culture through Language 2: Spanish
Introductory courses focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in Spanish Speaking cultures. INTRCUL. Four credits. Offered every semester.

Span 180  Independent Study in Spanish

Span 190  Special Topics in Spanish

Span 198  Independent Research in Spanish

Span 201  Culture through Language 3: Spanish
Introductory courses focused on development of effective communication skills and intercultural competence through the exploration of cultural beliefs, values, and aspects of everyday life in Spanish Speaking cultures. INTRCUL. Four credits. Offered every semester.

Span 202  Gateway to Advanced Spanish
Composition, conversation, reading, phonetics, and grammar review through the living language and culture. Prerequisite: Spanish 201 or equivalent. INTRCUL. Four credits. Offered every semester.

Span 203  Advanced Spanish Grammar
Study and practice of the mechanics of the Spanish language, focusing on common challenges for non-native Spanish speakers. Recommended for Spanish education majors and those who plan to attend graduate school. Course taught in Spanish. Four credits. Offered on a 2-year rotation.

Span 205  Phonetics and Dialectology
A study of sound production, phonetic transcription, and dialectical features of the Spanish language. Emphasis on improving pronunciation through class and laboratory work. Prerequisite: Spanish 102. CRITTHNK. Four credits. Offered on a 2-year rotation.

Span 209  Film in Spanish
A study of culture, history, and language through film. Emphasis on listening, speaking, and cultural awareness. Course taught in Spanish. Prerequisite: Spanish 202 or permission of instructor. Four credits. Offered on a 2-year rotation.

Span 210  Spanish Vocabulary in Context
This course features comprehensive review and vocabulary building through creative student input, role plays, and other contextual uses of vocabulary designed to improve elementary and intermediate
proficiency levels. Course taught in Spanish. Prerequisite: Spanish 102. Four credits. Offered on a 2-year rotation.

**Span 213  Ideas and Cultures: Latin America**  
A study of the major historical, social, and geographical factors which shape contemporary Latin American culture. Course taught in Spanish. Prerequisite: Spanish 202 or permission of instructor. HISTRCL. Four credits. Offered on a 2-year rotation.

**Span 214  Ideas and Cultures: Spain**  
A study of the major historical, social, and geographical factors which shape contemporary Spanish culture. Course taught in Spanish. Prerequisite: Spanish 202 or permission of instructor. Four credits. Offered on a 2-year rotation.

**Span 215  Latin American Studies**  
A study of culture, history and language through cultural sources in order to gain insight about contemporary Latin America. Emphasis on cultural awareness and self-reflection. Course taught in English. Course does not count towards the Spanish major or minor. Course taught every other summer or during May term. Pre-requisites: None. Four credits. Offered on a 2-year rotation.

**Span 216  Contemporary Spain**  
A study of culture, history and language through cultural sources in order to gain insight about contemporary Spanish culture. Emphasis on cultural awareness and self-reflection. Course taught in English. Course does not count towards the Spanish major or minor. Pre-requisites: None. Four credits. Offered on a 2-year rotation.

**Span 280  Independent Study in Spanish**

**Span 290  Special Topics in Spanish**

**Span 298  Independent Research in Spanish**

**Span 303  Advanced Oral Communication in Spanish**  
Study and Practice of oral communication in formal and informal settings using the Spanish language. Students will discuss several cultural topics through direct exchange with native speakers and use of native sources. Course includes class discussions, research, debate and individual oral presentations. Course taught in Spanish. ORALCOM. Four credits. Offered on a 2-year rotation.

**Span 304  Advanced Composition and Creative Writing**  
Emphasis on the stages of Spanish writing for academic, personal and academic purposes. Course taught in Spanish. Prerequisite: Spanish 203. WRITCOM and INFOLIT. Four credits. Offered on a 2-year rotation.

**Span 305  Introduction to Literature in Spanish**  
This course prepares students for more advanced courses in literature by studying different genres, literary periods and movements, including essays and poetry. Readings and discussions in Spanish. Four credits. Offered every spring.
Span 307  Cultural Topics in the Hispanic World  
Theme-based courses which include readings, personal research, and media. Emphasis on discussions, student-centered projects and exploration of cultural ideology. Course taught in Spanish. Course may be repeated under a different theme. Prerequisite: Spanish 202. GLOBAL. Four credits. Offered on a 2-year rotation.

Span 310 Topics in Latin American Literature  
Topical readings in Latin American literature may include Revolution, Poverty, Social Justice, and Structure of society, among others. Course may be repeated as content changes. Course taught in Spanish. Four credits. Offered on a 2-year rotation.

Span 311 Topics in Spanish Literature  
Topical readings from Spanish literature may include the Spanish Civil War, Contemporary Spanish Society, Detective Fiction, among others. Course may be repeated as content changes. Course taught in Spanish. Cornerstone 4B and GLOBAL. Four credits. Offered on a 2-year rotation.

Span 360 Tutorial Internship  
Testing, tutoring, lecturing and leading of discussion groups in selected Spanish courses. Prerequisites: Junior or senior standing and invitation by the instructor. Does not count toward the Spanish major. Course may be repeated. One to four credits. Offered on a 2-year rotation.

Span 380 Independent Study in Spanish

Span 390 Special Topics in Spanish

Span 398 Independent Research in Spanish

World Language and Culture Studies (WLCS) Courses

WCLS 101/102 Elementary Language for proficiency I and II  
These courses cover basic language skills (reading, writing, listening, and speaking) as well as cultural information pertinent to the world language taught. They may be used to complete the language competency requirement. Four credits.

WCLS 120 Analyzing Cultural Perspectives  
An introduction to studying culture through examples from the French-, German-, and Spanish-speaking world. Emphasis on analyzing different world views, other cultures’ perspectives of the U.S., the relationship between language and culture, subculture characteristics, and cultural stereotypes. Taught in English. Cornerstone 7. Four credits.

WCLS 122 Culture Studies through Film  
An analysis of cultural meaning in international and domestic films. Emphasis on examining stereotypes, cross-cultural misunderstandings, underlying cultural values, surface vs. deep culture, the
relationship between language and culture, and the characteristics of one’s home culture in relation to
those of other cultures around the world. Taught in English. Cornerstone 7. Four credits.
WCLS 296  Study Abroad Reflection
A guided reflection course to help students increase their cultural learning while participating in study abroad programs. Students plan and carry out information gathering activities, write journal entries on cultural interactions, conduct cultural interviews and observations, and create thematic projects. Two credits.

WCLS 297  Study Abroad Reflection
A guided reflection course to help students increase their cultural learning while participating in study abroad programs. Students plan and carry out information gathering activities, write journal entries on cultural interactions, conduct cultural interviews and observations, and create thematic projects. Two credits.

WCLS 330  Beyond Study Abroad
A retrospective analysis of study abroad experiences combined with strategies for continued cultural learning based on previous and future experiences. Students complete and present a study-abroad portfolio documenting their learning overseas and plan future learning. Taught in English. Prerequisite: Six study abroad credits in a French-, German-, or Spanish-speaking country. One credit. Offered every fall semester.

WCLS 365  Senior Research Seminar
A capstone experience designed to give students the opportunity to engage in mentored independent research leading to a project and presentation. Four credits. Offered every fall semester.
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