

2020-2021

Simpson College Graduate Catalog

SIMPSON COLLEGE

2020-2021



Graduate Academic Policies and Programs

Table of Contents

How to Contact Us	4
Academic Calendar	6
Simpson College Mission Statement and History	7
Welcome to Graduate Programs	14
Admission to Graduate Programs	15
Evaluation of Transfer Credit	
Stepping out/Leave of Absence	
Probation	
Deferral	
Re-admission Advanced Standing	
Financing your education	16
Financing and tuition	
Payment options	
Grants and sources of financial aid	
Refunds	
Non payment	
Academic Policies	20
Academic Integrity	
Academic Evaluation and status	
Course credit	
Incompletes	
Independent Study	
Academic Probation	
Dismissal for Academic Performance	
Dismissal for Non-Professional Behavior	
Attendance	
Continuation policy for Thesis or Final Project	
Graduation	22
Degree requirements	
Process for graduate degree audit	
Transcript & Diploma	

Student Rights	23
Grievance Procedures Involving Simpson College Faculty Members & Students	
FERPA	
Graduate Programs Curriculum	26
Education	26
Master of Arts in Teaching	
Post Baccalaureate Transition to Teaching	
Criminal Justice	41
Master of Arts in Criminal Justice	
Choral Conducting	47
Master of Music in Choral Conducting	
Post Baccalaureate Certificates	51
Accounting Certificate	
Computer Science Certificate	
Data Analytics Certificate	
Graduate Certificate	52
Justice Leadership	
Board of Trustees	53
Cabinet Level Administration	59
Faculty	60
Graduate Program Administration	67

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	1-800-362-2454
College Number	1-515-961-6251
General FAX Number	1-515-961-1498
Academic Programs	1-515-961-1720
Admission-Full Time	1-515-961-1624
Applications, Student Fees, Campus Visits	
E-mail:	admiss@simpson.edu
FAX Number:	1-515-961-1870
Alumni	1-800-610-6369
Office:	1-515-961-1544
E-mail:	alumni.office@simpson.edu
FAX Number:	1-515-961-1594
Athletics	1-515-961-1495
FAX Number	1-515-961-1279
E-mail:	laura.petersen@simpson.edu
Bookstore	1-515-961-1635
Business Office	1-515-961-1655
Student Accounts or Financial Matters	
E-mail:	bus.office@simpson.edu
Financial Assistance Office	1-515-961-1630
Financial Assistance Awards	
Student Employment	
FAX Number	1-515-961-1300
E-mail:	finaid@simpson.edu
The Division of Continuing, Graduate and Online Programs	
Part-Time, Summer Session	
Indianola Office	1-515-961-1614
West Des Moines Office	1-515-309-3099
West Des Moines Office FAX	1-515-961-1898
E-mail:	adults.learn@simpson.edu

Mailing Address

Simpson College
701 North C Street
Indianola, IA 50125

West Des Moines Campus
1415 28th St
Suite 250
West Des Moines, IA 50266

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-Nancarrow, 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

2020-2021

Fall Semester 2020

August

- 22 Freshmen/Transfers Arrive
- 23 Returning Students Arrive
- 24 C & G T1 Classes Begin
- 24 C & G Fall Classes Begin
- 24 Classes Begin
- 26 All College Convocation
- 28 Last Day to Add/Drop

September

- 7 Labor Day/Regular Class Day

October

- 8 Mid-Term
- 13 Mid-Term Grades Due
Cancelled (COVID) Family Weekend/Homecoming
- 19 C & G T2 Classes Begin
Cancelled-COVID 19- Fall Break
- 28 Last Day to Withdraw

November

- 25-27 Thanksgiving Break
- 30 Classes End (Online Delivery)

December

- 1 College Reading Day
- 2-4 Finals Exam Week
Postponed December Commencement
- 5 Christmas Recess Begins
- 9 All Grades Due
- 13 C & G Classes End

Spring Semester 2021

January

- 11 C & G T3 Classes Begin
- 19 C & G Spring Classes Begin
- 19 Classes Begin
- 25 Last Day to Add/Drop

February

- 26 Break Day (No Class)

March

- 8 Mid-Term
- 8 C & G T 4 Classes Begin
- 10 Mid-Term Grades Due
Spring Break-Cancelled due to COVID-19
- 26 Last Day to Withdraw

April

- 5 Easter Recess
- 21 Honors Convocation
- 22 Honors Symposium (No Class)
- 26 Classes End
- 27-29 Final Exam Week

May

- 1 Spring Commencement
- 2 C & G Classes End
- 3 May Term Begins
- 4 Spring Grades Due
- 4 Last Day to Add/Drop
- 14 Last Day to Withdraw
- 21 May Term Ends
- 25 May Term Grades Due

SIMPSON COLLEGE



Our Mission

Through **innovative** learning opportunities, **individual** student attention, and an unwavering commitment to **inclusive** educational access, Simpson College cultivates a diverse community of learners to lead lives of meaning and purpose.

Our Vision Statement

To be nationally recognized as the quintessential liberal arts college of the Greater Des Moines area, transforming students through welcoming communities, exceptional programs, and distinctive opportunities.

Our Core Values

Grounded in the liberal arts tradition and drawing from our Methodist heritage, Simpson College affirms these values as guiding principles that create our cultural foundation.

Discovery - We design learning opportunities in which curiosity and creativity flourish, where students venture outside their comfort zone to explore their identity and place in the world.

Access - We extend higher education opportunities to all types of learners, empowering students to pursue intellectual, personal, and professional growth.

Citizenship - We prepare students for global and local leadership through broad liberal arts education, experiential and service-learning, and civic engagement.

Belonging - We engender communities of radical hospitality where all are welcome and unique identities are embraced.

Justice - We defend the dignity and worth inherent in all human beings, creating an atmosphere where equity and inclusion are hallmarks of our community.

Integrity - We recognize a moral responsibility to respond to ethical challenges through our religious, secular, and spiritual identities.

Approved by the Board of Trustees on February 7th, 2020



A Simpson Education

150 Years of Excellence

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

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

A Liberal Arts Tradition in a Graduate Setting

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

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

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

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

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

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

Living and Working in a Global Context: Students recognize their roles as citizens in a diverse world through the chances to discover and understand cultures and backgrounds different from their own, such as school-sponsored international courses and service-learning projects.

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

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

Quality Academics

With a full time day student population of approximately 1,100 undergraduate (UG) and 200 adult learners at both the Undergraduate and Graduate levels, Simpson's quality liberal arts and professional education emphasizes academic excellence, community engagement, international experiences and success beyond the classroom. The college offers three graduate programs, three post baccalaureate certificates and more than 80 UG majors, minors and pre-professional programs, which provide students with the skills they need to succeed in a given field. Simpson professors are dedicated to their fields of study and equally dedicated to teaching. It shows in the classroom. In addition, many opportunities exist for students to work with their professors outside of the classroom through research opportunities, volunteer experiences and trips locally and abroad.

Overseas with Simpson

Simpson 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 2021)
- Tahiti, French Polynesia (Spring 2023)
- Concepción, Chile (Spring 2022)
- Adelaide, Australia (Fall 2022)

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.

EMERGE@Simpson: EMERGE@Simpson is a unique opportunity for students of Simpson College to learn and practice entrepreneurship skills working with start-up companies from around the United States. In some cases, students will have an opportunity to build equity in a budding business. Students may receive credit for their participation in EMERGE@Simpson, or volunteer their time.

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.

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

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

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

Graduate Student Council (GSC)

The purpose of the GSC is to unify graduate programs at Simpson College and provide a collective voice for graduate and post baccalaureate students to communicate with the entire Simpson College community; to establish a robust foundation of leadership that will promote graduate student interests, increasing awareness of graduate programs, their students and their issues to administration, faculty, and each other.

The GSC will strive to build a relationship with administration, faculty, and the full student body of the College. Towards that goal, the aim of GSC is to convey information and concerns to the whole College through participation as non-voting members in the Graduate Programs Council and the Undergraduate Student Senate. Furthermore, the GSC will create procedures to guarantee the fair, equitable, and responsible representation of all graduate students.

Additionally, it is important to the GSC to recognize the diversity of programs within graduate education at Simpson College as well as the differences among students in our programs, which we believe strengthens our experience and is in keeping with the Simpson College Mission Statement.

Graduate Student Council Membership

The membership of this organization shall be all students in graduate or professional programs currently enrolled at Simpson College. Eligibility requirements include all part-time or full time matriculated graduate and post-baccalaureate students.

Academic Support

The Center for Academic Resources: The Center for Academic Resources provides academic support services to all Simpson students. Our goal is to help all students become active learners who achieve success in their classes and in their future aspirations.

When you come to The Center, we listen to your individual needs and treat you with respect. Whether you are looking for guidance in academic advising, accessibility services, writing, research, studying for tests, or tutoring in a specific subject, our staff is ready to assist you. Students from all majors, with all grade points, first years through seniors take advantage of our services. We work hard to make sure you have the resources and support you need to succeed.

Career Services

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

Services and programs offered by Career Services include:

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

Fine Arts

Simpson makes art, theatre and music available to all students, whether they are interested in performing or just want to catch a show or see an exhibit. See the Simpson College website for a calendar of events.

Create

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

Harmonize

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

Perform

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

Being Green at Simpson

Promoting green initiatives on campus and across central Iowa is an important part of Simpson's plan for the future. Former Simpson President John Byrd signed an agreement with college and university presidents across the nation that committed Simpson to reducing and eventually eliminating its carbon footprint.

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

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

Best of Both Worlds

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

The historic campus is set in 74 acres, which is just 12 miles south of Iowa's capital city, Des Moines, and gives students plenty of opportunities to attend cultural events and festivals, see professional sports teams in action, catch concerts or Broadway musicals, shop in the trendy East Village or the upscale Jordan Creek Mall and more. A branch campus is also available to all students: West Des Moines campus is at 1415 28th Street, West Des Moines, IA 50266.

Welcome to Graduate Programs at Simpson College

Graduate Programs at Simpson College offer professional education at the graduate level with talented and experienced faculty and dynamic program formats that meet the needs of people already working in their professions or gaining internship and work experience. Simpson College is characterized by a strong sense of mission and a community of engaged learners. Our graduate level programs are offered in the context of a values-based approach, shaped by the liberal arts and the framework of the profession. There are opportunities for face-to-face and online learning in a variety of formats. Our recognition of the complex world surrounding professional practice has led us to include attention to diversity and the global environments in all programs.

Mission:

The Continuing and Graduate Program mission is to provide integrative learning that enables students of all ages to develop intellectual and practical skills to work, serve, and participate effectively as citizens in a diverse and global environment while meeting the needs of post-traditional learners.

Vision:

The Continuing and Graduate Program vision is to be the regional leader in lifelong learning with wide recognition that Simpson College renews lives, careers and communities. We are committed to providing quality, convenient, flexible, affordable education with unparalleled service.

Admission to Graduate Programs

Evaluation of Transfer Credit

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

Stepping Out/Leave of Absence

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

Re-admission

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

Deferral of admission

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

Advanced Standing Program in Criminal Justice

Exceptional students enrolled in the Simpson undergraduate program for at least two years may complete up to three courses toward the MACJ in their senior year if they have a year or more of paid criminal justice experience while simultaneously completing the requirements for the bachelor's degree. Advanced Standing students with less than a year of paid criminal justice experience may take two courses toward completion of the MACJ degree. The courses eligible for completion for graduate credit are classes that are open to undergraduate and graduate students. These classes include

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

Undergraduate students eligible for the Advanced Standing Program must have a 3.5 Simpson GPA and must submit the application and all other relevant documentation for consideration by the MACJ Admissions Committee by August 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. Advanced Standing students 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 courses and degree requirements for the MACJ. Students should be able to complete both programs in approximately five years and a summer if enrolled full-time.

Applying for Financial Aid

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

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

To apply for financial assistance:

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 any time after October 1st. If the student is a dependent student, one of the parents must also 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 3 to 7 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.

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

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

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

Sources of Financial Aid

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

TUITION REFUNDS AND TITLE IV RETURN POLICY

Adjustments Due to Enrollment Changes: A reduction of credit hour enrollment within the add/drop period of the semester or term 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. (The add/drop period is always posted on the academic calendar). After the add/drop period has expired, a change from full-time to part-time status or a reduction in any credit hour enrollment, other than 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 will continue throughout the term.

Title IV Return Policy and Refunds Due to Student's Complete Withdrawal from the College: A student interested in withdrawing from Simpson College should file a withdrawal form in the office of student development and make an appointment with the office of financial assistance in order to fully understand their particular financial implications of doing so. However, a student may also call or email the office of student development to begin the process.

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 semester or summer session will receive a refund of applicable tuition, room, board and fees. The amount of the refund is based on the percentage of the semester that has not been completed. Financial aid will be returned to federal, state and Simpson programs based on the same percentage. Title IV aid that is unearned is required to be returned and credited in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Direct PLUS (Graduate Students), Federal Direct PLUS (Parent), Federal Pell Grant, Federal SEOG, TEACH Grant, other Title IV aid. Simply stated, a student who withdraws after completing 20% of the semester will be charged 20% of the applicable tuition, room, board and fees and would retain 20% of his/her financial aid. If funds have been released to the student because of a credit balance on the

student's account, then the student may be required to repay some of the federal grant and loan funds released to the student. Title IV funds may not cover all unpaid institutional charges due to the institution upon withdrawal from the college.

After the 60% point in the semester, no refund is due, nor will financial aid be returned to any programs. The portion of the semester completed is based on calendar days from the first day of the semester through the last scheduled day of finals, including weekends and breaks that are fewer than five days in length.

Students who do not go through the "official" withdrawal process (i.e. leave campus without filing withdrawal papers or notifying the College) will be deemed to have attended through the mid-point in the semester unless the last date of attendance can be documented. They will have their charges and financial aid adjusted accordingly. This policy is subject to federal regulations, specifically the Higher Education Amendments of 1998, Public Law 105-244.

Example of a Recalculation for Complete Withdrawal from Simpson College

The enrollment period for the semester in this example contains 104 days. Examples for fall earned percentages are below:

- Withdrawal on day 2 = $2/104 = 1.9\%$
- Withdrawal on day 8 = $8/104 = 7.7\%$
- Withdrawal on day 63 = $63/104 = 60.5\%$ - NO REFUND or RETURN OF TITLE IV FUNDS REQUIRED

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is an example of charges and credits for a student who completely withdrew from Simpson College and all classes on the 46th day of the semester ($46/104 = 44.2\%$). This student paid in full before withdrawing from classes.

Original Charges		Revised Charges
\$20,733	Tuition and fees	\$9,164
\$4,641	Room & meal Plan	\$2,051
Original Financial Aid		Revised Financial Aid
\$2,723	Federal Direct Student Loan	\$577 (retained amount)
\$2,000	FAFSA Grant	\$884 (retained amount)
\$13,500	Honor Scholarship	\$5,967 (retained amount)
\$3,000	Iowa Tuition Grant	\$1,326 (retained amount)
\$1,123	Federal Pell Grant	\$1,123 (retained amount)
Total Original Aid		Total Revised Aid
\$22,346		\$9,877
Student Payment		Revised Student Payment
\$3,028		\$1,338

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.

Payment of Student Accounts

Before the beginning of each term, the Business Office will send each student an estimated bill showing the total charges for the term and the financial aid expected to be credited to the student account for the term. The estimated bill will be mailed in August for the fall term and in December for the spring term. All charges for tuition are due prior to the beginning of each term.

Acceptable forms of Payments

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

Credit Balances

Federal regulations require credit balances created by Title IV funds to be refunded 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.

Non Payment

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

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

Academic Policies

Academic Integrity

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

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

Penalties for Dishonesty

Academic Dishonesty within the Context of a Course:

The penalty for academic dishonesty that occurs within the context of a specific course and is substantiated by firm evidence is:

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

The instructor may choose from the above options to reflect how knowing, intentional, or serious he or she judges the incident to be.

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

Academic Dishonesty outside the Context of a Course

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

Academic Evaluation and Status

Course credits

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

Incompletes

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

Independent Study

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

Academic Probation

Graduate students must maintain a 3.0 cumulative grade point average. If a student falls below a 3.0 average, the student will be placed on academic probation for the following term. A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation.

Dismissal for Academic Performance

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

Dismissal for Non-Professional Behavior

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

Attendance

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

Continuation Policy for Thesis/Final Project/Comprehensive Exam

Students enrolled in a thesis or final project or who are preparing for comprehensive exams are subject to a continuation fee schedule. These continuation fees maintain a student’s library access, opportunity for faculty advising and online access while work on completing the degree is ongoing. During this time of research, writing and study, students pay the cost of one credit

per year. Students are expected to complete the degree requirements within 5 years of the first term of enrollment.

Graduation

Time Limits

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

Graduation Requirements

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

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

Commencement

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

Transcript & Diploma

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

Student Rights

The College has adopted a statement of student rights and responsibilities and has provided for due process in the matter of disciplinary action, grievances, and grade appeal, as outlined in the Student Handbook, at <https://simpson.edu/internal/residential-life/student-handbook>.

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

FERPA- Family Educational Rights and Privacy Act

Simpson College FERPA Policy

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

FERPA grants to the student:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Finally, at Simpson College, consistent with FERPA, if the student decides not to grant permission, then parents will have access to their student's records if they can provide evidence that meets the "dependent for tax purposes" requirements, by providing a copy of their most recent Federal 1040, demonstrating said student's dependent status.

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

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

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

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

Graduate Program Curriculum

Graduate Teacher Education Programs

Education Department Mission Statement

The Simpson College Teacher Education Program nurtures empowered educational leaders who think critically, reflectively, and creatively; compassionately practice inclusive, equitable, and transformative education; and are continuously engaged in professional growth in order to build a socially just and enlightened society.

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

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

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

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

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

Prospective students must have:

- A) Earned a bachelor's degree from a regionally accredited institution with a major (minimum of 30 semester hours).
- B) Earned a cumulative GPA of 2.750 with a minimum of 3.00 in the major for admission to the MAT program. If seeking admission into the TtoT program, earned a cumulative GPA of 2.750 with a GPA in the major of at least 2.750. An applicant with a cumulative GPA lower than the required level may enroll in the college, and take courses in departments other than education, on a provisional basis. If the candidate earned grades below "C-" in courses required for an endorsement, s/he will be required to complete additional course work in the endorsement area as determined by the admissions committee.
- C) Earned a bachelor's degree within the past ten years. Students with degrees older than ten years may enter the program with the understanding that they will need to complete content area coursework in the endorsement area(s) or pass PRAXIS II (specific content) at accepted minimum score.
- D) Met with the Continuing and Graduate Programs advisor to complete an initial transcript analysis. The initial analysis may involve contact with the chairs of the education and content area departments or their designees.
- E) Approved by the Graduate Admissions Committee before enrollment in Educ 500 Graduate Foundations in Education which is the first education class taken by graduate students seeking secondary education licensure.
- F) Approved for Level 1 Admission to the Graduate Teacher Education Program (approval determined by the Graduate Admissions Committee and the Education Department Chair).
- G) Passed the Writing Skills Assessment, which is administered on site through Simpson's Continuing and Graduate Programs, and assessed by the Education Department.
- H) Requires that the C-BASE basic skills exam has been taken. Candidates must pass all three subtests of the C-BASE exam.
- I) 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.

- J) Provide the names of three references who would recommend the candidate to the program. A contact phone number or e-mail address for the referral source should be provided. Recommending sources are employers, supervisors, college instructors, or clergy. Family and friends are not appropriate sources. These sources may be asked to address knowledge and work skills in the content area, suitability for the teaching profession, and/or character assessment.

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 516/516P Secondary Education and Secondary Education Practicum

Educ 521 Human Relations in Teaching: Diversity and Inclusion

Choose one or more Content Specific Methods and Practicum

Students select from Educ 541, 542, 543, 544, 545, 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.

B. Application Capstone Experiences

Educ 588 Student Teaching (16 credits required)

Educ 589 Student Teaching Seminar (1 credit)

e-Portfolio (no credit)

C. 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 the Academic Resource 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 T to T programs may seek an additional graduate level endorsement in special education (Instructional Strategist I) only.

Graduate Education Coursework

EDUC 500: Graduate Foundations

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

EDUC 506: Adolescent Development and Learning

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

EDUC 508: Assessment, Planning, and Teaching

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

EDUC 512: Exceptional Learners

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

EDUC 513: Foundations of Special Education

An introductory course which includes the history, current trends and contemporary issues in special education, basic theoretical and practical approaches for the student with mild disabilities, educational alternatives, implications of federal and state statutes and related services, public policy, and the importance of the multi-disciplinary team in providing appropriate education programming. The age span covers K through twelfth grade. Prerequisite: Educ 114, 118 or Educ 500, 506, Four credits.

EDUC 515: Assessment and Diagnosis for Early Childhood and Reading

This course focuses on the overall diagnostic and remediation process, with particular attention to the selection, purposes, reliability, validity, administration, interpretation, and appropriate uses of assessment instruments designed to identify preschool through middle school students who are developmentally delayed and/or who have reading disabilities. Students will learn how assessment and diagnosis provide the foundation and guidance for developing appropriate instruction in remedial reading programs. Includes a minimum of four hours of field experience. Prerequisites: Educ 114, 118, 222 or Educ 500, 506, 508 Four credits.

EDUC 516: Secondary Education

This course is designed to serve students hoping to teach at the middle and/or high school levels, focusing on strategies and concerns common to most subjects at those levels. The students will build upon, expand, and apply their understandings of cognition, communication, motivation, management, research-based teaching strategies, and assessment. It involves an extensive practicum of at least 30 hours. In that practicum students will examine and practice a variety of evidence based teaching strategies, including teaching at least one lesson; use and evaluate educational technology; and apply techniques that assist secondary-level students read in the content areas. This course must be taken concurrently with, or prior to, taking a course in the Educ 540 series. Prerequisite: Educ 114, 118, and 222, or 500, 506, and 508. Four credits.

EDUC 516P: Secondary Education Practicum

This secondary education practicum, which is taken concurrently with Educ 516, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 500, 506, 508, and concurrent with Educ 516. *Offered every fall and spring.* Zero credit.

EDUC 517: Corrective and Remedial Reading Education

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

EDUC 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, and 222 or Educ 500, 506, and 508. Two credits.

EDUC 521: Human Relations in Teaching: Diversity and Inclusion

Students will understand and deconstruct the impact of gender, gender identity, sexual orientation, SES, ethnicity, language diversity, and other factors on equitable educational opportunity. Further they will explore, confront, and proactively work to minimize the impact of one's own biases on who they are as teachers and how one relates to/interacts with students, parents, administrators, and community members. Students will also understand the social structures and systemic "isms" (created by the intersection of diversity and power) within our society that if left unaddressed create gaping educational inequality. They will reflect upon said understandings and use such to plan for how one will integrate the various human relations issues, topics, knowledge, awareness, sensitivities, attitudes, and understandings into one's own future classroom to create and maintain caring and democratic learning communities. To accomplish this students will explore and utilize purposefully inclusive pedagogy and student engaging and empowering organizational structures to create within one's own future classroom a learning and living community in which each and every student is valued, respected, and cared for as they are – and that each will see themselves and all others as persons of unique worth and possibility. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506 and 508. Four credits. *Offered every semester.*

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 524P: Elementary Special Education Advanced Practicum

This elementary special education practicum, which is taken concurrently with Educ 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 500, 506, and 508, and concurrent with Educ 524. *Offered every fall.* Zero credit.

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,

<p>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.</p>
<p>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.</p>
<p>Educ 530 Inclusive Early Childhood Education Methods Students study curricula and methodology for early childhood education across developmental and academic domains in accordance with state and national standards and within the overall context of multicultural, nonsexist, developmentally appropriate practices. Students gain knowledge of the early intervention system as outlined in Part C of IDEA as well as early childhood special education programming as outlined in Part B of IDEA. Developmentally appropriate practice in context of natural and least restrictive environments, including routines within home, community, and school settings. Candidates will learn how to work with families to enhance child development across major developmental domains. Offered in the fall. Prerequisites EDUC 500, 506 and 508. Course must be taken concurrently with EDUC 530P. Four credits.</p>
<p>Educ 530 Inclusive Early Childhood Education Methods Practicum This practicum allows student to apply their classroom learnings in the field and hone their skills in a clinical setting. Zero credits. Offered in fall. Prerequisites EDUC 500, 506 and 508. Course must be taken concurrently with EDUC 530.</p>
<p>Educ 531 Foundations of Inclusive Education Students will learn the historical, philosophical, and legal basis of services for young children with and without special needs. Students will identify laws, policies, models, theories, and philosophies that form the basis for inclusive education for students in K-12 settings. Attention will be given to individual learning differences including typical and atypical development and characteristics of learners with and without disabilities, the importance of the multidisciplinary team in providing appropriate education programming, family-centered practice, student and parent conferencing strategies, educational transitions, and professional and ethical practices. Students will gain skills to foster sensitivity to variations in beliefs, traditions, and values across and within cultures for learners with and without exceptionalities and their family members. A field experience component is included. Candidate are encouraged to take EDUC 231 during the fall of their sophomore year. Prerequisites EDUC 500, 506 and 508. Four credits.</p>
<p>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.</p>

<p>Educ 532P Early Childhood Curriculum Advanced Practicum This early childhood practicum, which is taken concurrently with Educ 323, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Includes a minimum of 20 hours of clinical practice. Prerequisites: Educ 118, 222, 234, or Educ 500, 506, 508, 534 and concurrent with Educ 323/532. Offered every spring. Zero credit.</p>
<p>EDUC 533: Inclusive Classroom Climate and Guidance (K-12) Focuses on managing student behavior and social interaction skills for students in K-12 settings. Preparation includes individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques. For individuals with exceptional learning needs. Content includes theories of behavior problems in individuals with and without disabilities, the use of non-aversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities, and the design, implementation, and evaluation of instructional programs that enhance an individual’s social participation in family, school, and community activities. Prerequisites: EDUC-500, EDUC-506 and EDUC 308. Four credits.</p>
<p>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.</p>
<p>EDUC 535: Special Education Teaming, Assessment, and Intervention (K-12) 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 with exceptionalities. 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. 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-531. Four credits. Offered annually.</p>
<p>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.</p>
<p>Educ 538 Early Childhood Classroom Environment, Relationships and Management Classroom organization and individual interactions that create a sense of community and a positive</p>

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 creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with this discipline. Course content is aligned with Simpson's Teacher Education Program, and the Iowa Core Curriculum (including the National Core Standards) relevant to the discipline. 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. Students will engage in applied scholarship beyond that expected of undergraduates taking a similar course. Required of all students seeking secondary level teaching endorsements in English/language arts, 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 541P: Secondary Language Arts Education Practicum

This secondary education practicum, which is taken concurrently with Educ 541, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 500, 506, and 508, and concurrent with Educ 541. *Offered every fall.* Zero credit.

EDUC 542: World Language Education Seminar

This course examines the history of world languages in the public schools, the issue of world language instruction in the elementary school, while emphasizing long range planning, instructional strategies, management issues, and technology associated with the teaching of world languages. These topics are examined in the context of the National Standards in World Language and those standards' alignment with the Iowa Common Core and the Simpson college teacher Education Standards. 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. Students will engage in applied scholarship beyond that expected of undergraduates taking a similar course. Required of all students seeking secondary level teaching endorsements in French, German, or Spanish. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506, and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

EDUC 542P: World Language Education Practicum

This education practicum, which is taken concurrently with Educ 542, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 500, 506, and 508, and concurrent with Educ 542. *Offered every fall.* Zero credit.

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 creates a strong awareness of the need and use

of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with these subject areas. Course content is aligned with Simpson's Teacher Education Program, and the Iowa Core Curriculum (including the National Core Standards) relevant to the discipline. 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. Students will engage in applied scholarship beyond that expected of undergraduates taking a similar course. Required of all students seeking secondary level teaching endorsements in the social sciences, history and government. (Students seeking an endorsement in Economics Instruction may take this course or Edu 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 543P: Secondary Social Studies Education Practicum

This secondary education practicum, which is taken concurrently with Educ 543, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 500, 506, and 508, and concurrent with Educ 543. *Offered every fall.* Zero credit.

EDUC 544: Secondary Science Education Seminar and Practicum

This course introduces and develops best practices in the facilitation of all areas of natural sciences taught commonly in the middle- and high schools. It creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with instruction in the natural sciences. Course content is aligned with Simpson's Teacher Education Program, and the Iowa Core Curriculum (including the National Core Standards) relevant to the discipline. 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. Students will engage in applied scholarship beyond that expected of undergraduates taking a similar course. Required of all students seeking secondary level teaching endorsements in all areas of the natural sciences, e.g. biology, chemistry, or physics. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506, and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

EDUC 544P: Secondary Science Education Practicum

This secondary education practicum, which is taken concurrently with Educ 544, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 500, 506, and 508, and concurrent with Educ 544. *Offered every fall.* Zero credit.

EDUC 545: Secondary Mathematics Education Seminar and Practicum

This course introduces and develops best practices in the facilitation of all areas of mathematics taught commonly in the middle- and high schools. It creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with mathematics instruction. 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. Students will engage in applied scholarship beyond that expected of undergraduates taking a similar course. Required of all students seeking a secondary level teaching

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 545P: Secondary Math Education Practicum

This secondary education practicum, which is taken concurrently with Educ 545, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 500, 506, and 508, and concurrent with Educ 545. *Offered every fall. Zero credit.*

EDUC 546: Secondary Business Education Seminar and Practicum

This course introduces and develops best practices in the facilitation of all areas of business education, e.g. management, accounting, and computer applications taught commonly in the middle- and high schools. It creates a strong awareness of the need and use of long range planning. Areas of emphasis include planning, instruction, management and the use of technology associated with these subject areas. 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. Students will engage in applied scholarship beyond that expected of undergraduates taking a similar course. Required of all students seeking secondary level teaching endorsements in management. Prerequisites: Educ 114, 118, and 222 or Educ 500, 506 and 508. Must be taken after, or concurrent with, Educ 516. Two credits.

EDUC 546P: Secondary Business Education Practicum

This secondary education practicum, which is taken concurrently with Educ 546, provides an opportunity for students to apply their knowledge in a clinical setting and to practice their skills in an authentic setting. Prerequisites: Educ 500, 506, and 508, and concurrent with Educ 546. *Offered every fall. Zero credit.*

EDUC 552: Inclusive Teaming, Assessment, and Intervention (B-8)

Students will learn about screening and assessment practices in early childhood education. Special health care considerations and their connection to developmental and academic supports will be explored in relation to teaming, planning, and intervention practices. Service coordination among physical therapy, occupational therapy, speech and language therapy, nutrition professionals as well as working with young children and their families during assessment will be examined. Includes a practicum for a minimum of 15 hours. Must be taken concurrently with EDUC-552P. Prerequisites: EDUC 500, 506, and 508. Offered in the Spring.

EDUC 552P Inclusive Teaming, Assessment, and Intervention (B-8) Practicum

The practicum provides the candidates with an opportunity to apply their knowledge, skills, and dispositions to an early childhood classroom setting. Must be taken concurrently with EDUC 352. Offered in the spring. Prerequisites: EDUC 500, 506, 608 and 531.

EDUC 573: Master's Project

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

EDUC 574: Master's Project-Continuation

Candidates who do not complete the scholarly project during enrollment in Educ 573 will register for Educ 574 Master's Project Continuation each semester (fall and spring) until the project is successfully completed or until five academic years have passed. Prerequisites: Educ 500 and 506. Zero credits.

EDUC 588: Student Teaching

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

EDUC 589: Student Teaching Seminar

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

Master of Arts in Criminal Justice

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

Mission of the Program

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

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

- To apply criminological and criminal justice theory to concrete situations.
Rationale: development of effective policy requires theoretical application to constructively deal with problematic situations.

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

Rationale: good policy decisions are dependent on critical thought and evidence-based evaluations.

- To formulate ethical responses to professional situations.

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

The Curriculum: Core Courses

Courses will be taught in a hybrid format (combination of class time and on-line instruction) at the West Des Moines campus or online only. Core courses are only open to graduate students.

7 Required Courses

Course	Title
CJ 570	Leadership in the Criminal Justice System
CJ 503	Seminar in Theories of Criminal Justice and Crime
CJ 505	Standards of Professional Behavior

CJ 540	Social Justice and Human Rights Issues
CJ 581	Research Methodologies
CJ 582	Capstone in Criminal Justice

The Curriculum: Elective Courses

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

Course	Title
CJ 300/500	Juvenile and Family Law
CJ 501	Victimology
CJ 504	Justice System Decision Making
CJ 508	Legal Issues for Justice Professionals
CJ 509	Graduate Student Internship
CJ 539	Budget Building and Resource Allocation for CJ Agencies
CJ 342/542	Juvenile Delinquency
CJ343/543	Criminology
CJ 335/535	Inequality & Justice
CJ 334/534	Crime and Place
CJ 344/544	Correctional Practices in the U.S.
CJ 360/560	Criminal Law and the Legal Process
CJ 580	Independent Study
CJ 590	Special Topics
CJ 545	Police Effectiveness
CJ 546	Strategic Policing
HSV 301/501	Counseling Strategies I
SCJ 341/541	Crisis Intervention
HSV 342/542	Human Behavior/Social Environment

Magt 333/533	Organization and Behavior
--------------	---------------------------

Course Descriptions

Core Courses

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
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 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 570: Leadership in the Criminal Justice System

In this seminar, students will learn principles of effective and ethical leadership through various projects and experiences, such as completing intensive case studies and interviews of leaders, identifying and developing themes and principles from these projects, and creating leadership plans to apply for their own careers. Four credits. <i>Offered once every two years.</i>
CJ 581: Research Methodologies
This course serves as the first of a two-course sequence that will produce an original research project of the student's choice. CJ 581 provides an overview of scientific procedures in criminal justice research. Students will develop a formal prospectus including a research question, literature review, well-conceptualized variables and a research hypothesis. We will explore 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. In the second course of the sequence (CJ 582) students will carry-out the capstone project, which will involve data analysis, findings, and conclusions. Prerequisites: Graduate standing required. Core courses: CJ 502, 503, 505, 540, or with instructor permission. Four credits. <i>Offered Term 1 yearly.</i>
CJ 582: Capstone in Criminal Justice
This course serves as the second of a two-course sequence (with CJ 581). In this half of the course sequence, students will examine the fundamentals of research showing the interplay between theory, research, the foundation for the use of statistical methods, and interpretation. With these skills, students will take the completed prospectus from CJ 581 and carry out the culminating capstone project will that will involve analysis, interpretation of findings, and conclusions. The capstone project offers students the opportunity to demonstrate mastery of the theory and practice of the criminal justice by applying the knowledge gained in this program to a project of the students' choice. This involves completing a project report reflecting the cumulative knowledge gained from these experiences. The completed capstone project will be subject to faculty final approval. Prerequisites: Graduate standing required. Prerequisite: (or Co-req): Core courses: CJ 502, 503, 505, 540, and 581, or with instructor permission. Four credits. <i>Offered during Term 2 yearly.</i>

Course Descriptions

Elective Courses

CJ 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. Four credits.
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 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 535 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. Graduate standing required. Four credits. Offered every other year.
CJ509: Graduate Student Internship
Internship experience for Master of Arts degree students in criminal justice. Internship placements are to be in a criminal justice system agency or in an agency that provides direct services to the criminal justice system (e.g. PACE). The internship is supervised by faculty in the MACJ in conjunction with a practitioner within the agency who serves as the field supervisor. Internships involve routine interaction with faculty involving reflection of program objectives (theoretical, methodological, and ethical concerns) within the agency. Prerequisite 20 hours of core requirements. Four credits.
CJ 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. Four credits. Graduate standing required.
CJ 543: Criminology
The extent and cause of adult criminal behavior, adjudication procedures, penal theories and practices, rehabilitation programs, and crime prevention. 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: Criminal Justice 342 or 343. Or 542 or 543. Graduate standing required. Four credits.
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.
HSV 501: Counseling Strategies I
The goal of this course is to provide information about the theories and practice skills used in counseling, especially with non-voluntary clients or consumers. Emphasis will be placed on short-term therapy, reality therapy, mediation, cognitive therapy and counseling skill-building. Graduate standing required for 500-level enrollment. Four credits.
HSV 541: Crisis Intervention
The course is designed to present conceptual frameworks and useful methods of intervention to help us understand and address a variety of crises confronting people in families. The course examines numerous situations which may be family crises and the behavioral manifestations of family members in crisis. Such topics as family violence, divorce/separation/desertion, sexual abuse of children in families, loss of family members through death, chemical abuse, criminal victimization, and suicide are examined within the family context.
HSV 542: Human Behavior/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.
Magt 533: Organization and Behavior
A study of the management process with emphasis on qualitative decision making and the human aspects of an organization. Study of psychological and sociological theories of behavior in groups. It is suggested that students take introductory courses in Psychology and Sociology before taking this course. Prerequisite: MAGT-131

Master of Music in Choral Conducting

Introduction to the Master of Music in Choral Conducting (MMCC)

Mission of the Program

The Master of Music in Choral Conducting offered by Simpson College in partnership with CORO Choral Institute strives to offer a distinctively student-centered experience. The program believes in the creative and intellectual growth of every student and seeks to provide curriculum and experiences that lead to highly-qualified and experienced artist-teachers in choral music. The degree is designed to prepare musicians for careers in choral conducting through graduate-level coursework and professional-level performances.

Simpson College offers a master's degree in choral conducting during the summers only in conjunction with the CORO Choral Institute in Atlanta, Georgia. During the course of study, choral conducting students will engage in academic studies covering choral literature, applied conducting lessons, advanced score study and rehearsal techniques, music theory, music history, and available electives including applied vocal pedagogy, vocal health and body mapping, and choral diction, among others. All students will also be required to participate in professional-level singing with the CORO Vocal Artists, record multiple commercial audio and video recordings, and perform in concert tours as available. In addition, students will have opportunities to participate in masterclasses with established professional musicians, master conductors, and create an extended network of fellow conductors throughout the United States.

The Curriculum:

This program is designed to be offered in an intensive three-summer format. The length of the summer term is 8 weeks.

Total – 36 credits

Required Courses

Course	Title
Mus 501	Choral Literature 1
Mus 502	Choral Literature 2
Mus 503	Choral Literature 3
Mus 511	Seminar in Choral Conducting 1 (.5 course)
Mus 512	Seminar in Choral Conducting 2 (.5 course)
Mus 513	Seminar in Choral Conducting 3 (.5 course)
Mus 521	Topics in Music History and Literature (.5 course)
Mus 531	Analysis of Musical Scores
Mus 541	Graduate Choral Ensemble (.25 course -take 3 times)
Mus 542	Advanced Musicianship Training (.25 course)
Mus 551	Vocal Pedagogy in the Choral Setting (.5 course)
Mus 552	Choral Diction 1 (.25 course)
Mus 553	Choral Diction 2 (.25 course)

Concert Conducting and Oral Comprehensive Exam:

Course	Title
Mus 561	Concert Conducting (.25 course - take 3 times for total of 3 credits)
Mus 571	Master's Oral Comprehensive Examination – Choral (.25 course)

Course Descriptions

MUS 501: Choral Literature 1
One of three semesters included in a complete consideration of the choral literature in context of broader historical movements in music, this course considers topics from the history of choral music tracing the existence of secular small forms and considering multi-cultural music, and contemporary octavos. Four credits.
MUS 502: Choral Literature 2
One of three semesters included in a complete consideration of the choral literature in context of broader historical movements in music, this course considers topics from the history of choral music tracing the existence of the mass, requiem, passion, and sacred fixed forms. Four credits.
MUS 503: Choral Literature 3
One of three semesters included in a complete consideration of the choral literature in context of broader historical movements in music, this course considers topics from the history of choral music tracing the existence of the oratorio, anthem, motet, and symphonic works. Four credits.
MUS 511: Seminar in Choral Conducting 1
One of three semesters included in a study of advanced conducting techniques for choral and instrumental music of all periods. Two credits.
MUS 512: Seminar in Choral Conducting 2
The second of three semesters included in a study of advanced conducting techniques for choral and instrumental music of all periods. Prerequisite: Mus 511. Two credits.
MUS 513: Seminar in Choral Conducting 3
The third of three semesters included in a study of advanced conducting techniques for choral and instrumental music of all periods. Prerequisite: Mus 512. Two credits.
MUS 521: Topics in Music History
This course explores the history and ideas surrounding American song, from works performed by voice as well as instrumental versions of songs. Topics covered will include 19 th c. song, Sousa and his influence, Irving Berlin, Blues, Jazz, Chuck Berry and Rock, Musical Theater, Country Music, Women's Voices in Music, and Ragtime. Prerequisite: Successful completion of the Master of Music in Choral Conducting Music History and Theory Diagnostic Examination. Two credits.
MUS 531: Analysis of Musical Scores

A theoretical analysis of choral, orchestral, and band music as a means of enhancing interpretation and performance. Four credits.
MUS 541: Graduate Choral Ensemble
Mixed auditioned choir performing representative literature from all periods. One credit. Can be repeated for a total of 3 credits.
MUS 542: Advanced Musicianship Training
Studies in musicianship, including systematic sight-reading, aural transcription, and analytical skill development. Prerequisite: Successful completion of the Master of Music in Choral Conducting Music History and Theory Diagnostic Examination. One credit.
MUS 551: Vocal Pedagogy in the Choral Setting
Students learn the principles which are the foundation of voice teaching methodologies. Principles learned will focus on application in group situations. Students will be exposed to the anatomy, physiology, acoustics, and development of the human voice. Two credits.
MUS 552: Choral Diction 1
The course will focus on choral diction in various languages: Italian, Latin, and German. Using the International Phonetic Alphabet (IPA), students will participate in exercises and observe how to improve their students' diction in both choral and private lessons settings. Pre-requisite: Master of Music in Choral Conducting Diction Diagnostic Evaluation. Two credits. <i>Offered every third summer.</i>
MUS 553: Choral Diction 2
The course will focus on choral diction in various languages: French and English. Using the International Phonetic Alphabet (IPA), students will participate in exercises and observe how to improve their students' diction in both choral and private lesson settings. Pre-requisite: Master of Music in Choral Conducting Diction Diagnostic Evaluation. One credit.
MUS 561: Concert Conducting
Directed experience in concert conducting in partial fulfillment of the degree requirements of MM in Choral Conducting. One credit.
MUS 571: Mater's Oral Comprehensive Examination: Choral
A comprehensive oral examination in the field wherein the student engages with at least 3 faculty members to present a summary of the literature review assigned. The committee members ask questions about any substantive or pedagogic issue. Examinations will be closed to the public and will last approximately one hour. The student must demonstrate (1) excellent communication skills, (2) proficiency with the core MM curriculum, (3) refined critical thinking skills, and (4) the ability to synthesize existing research on the topics chosen. The committee will deliberate its conclusions in private. There are three possible outcomes of the examination: Pass; Conditional pass (conditions to be

set by the committee; No pass. Prerequisites: Faculty approval and completion of all degree requirements for the MM Choral Conducting. One credit.

MUS 591: Special Topics in Choral Music

Special topics supplementing regular course offerings proposed by faculty on a group study basis for graduate students. Two credits.

Post Baccalaureate Certificates

Certificate in Accounting

The post baccalaureate certificate requires an individual to complete 28 credits in accounting. Those individuals interested in sitting for professional certification examinations in Iowa may require additional hours in related fields. Professional certification examination information is available in the Division of Continuing and Graduate Programs.

Required:

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

Choose One:

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

Certificate in Computer Science

The post baccalaureate certificate requires an individual to complete 28 credits in computer science and computer information systems. Those students interested in pursuing graduate work in computer science or computer information systems may require additional credit in science and related areas. Persons interested in this program must meet with either an academic advisor for the Continuing and Graduate Programs or the chairperson of the Department of Computer Science.

Required:

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

Elective Courses:

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

Data Analytics Certificate

This is a post-baccalaureate certificate. Students must have a completed BA in order to take this certificate. The purpose of this certificate is to provide the student with introductory programming and problem-solving skills needed for data analysis.

Students will complete five courses as follows:

Required:

Econ 135 Applied Statistics OR Math 108 Elementary Statistics

Math 208 Introduction to Data Modeling

CmSc 150 Introduction to Programming

MIS/CIS/Magt 145 Management Information Systems

CmSc 255 Introduction to Database Systems and SQL

Graduate Certificate

Justice Leadership

This graduate certificate of Justice Leadership requires the successful completion of four courses totaling 16 credits. Each course is eight weeks in length, allowing students to complete the certificate in one academic year.

Students successfully completing the post-baccalaureate certificate in Justice Leadership will gain a greater understanding of procedural justice, bias awareness, tolerance, ethical problem-solving, and leadership development within governments, nonprofits, and private sectors which comprise the criminal justice apparatus.

Required:

CJ 570 Criminal Justice Leadership

CJ 540 Social Justice and Human Rights

CJ 505 Standards of Professional Behavior

and

One Elective from any CJ 500 level course not listed above.

REGISTER

SIMPSON COLLEGE BOARD OF TRUSTEES

2020-2021

Tim Bonney (Ex-Officio)

Senior Pastor
First United Methodist Church
Indianola, Iowa

Jay R. Byers '93

Chief Executive Officer
Greater Des Moines Partnership
Des Moines, IA

Nicole L. Crain '05

Executive Vice President
Iowa Association of Business and Industry
Des Moines, IA

Michael J. DeVito

Executive Vice President, Mortgage Production
Wells Fargo Home Mortgage
Des Moines, IA

D. Robert Downing '63

Chairman of the Board
Downing Construction, Inc.
Indianola, IA

Rick W. Exline '78

Executive Vice President/Senior Managing Director
of Life Plan Communities
LCS
Des Moines, IA

Jayna J. Fischbach '09

Pediatric Occupational Therapist
Blank Pediatric Therapy
Des Moines, IA

Steven C. Fiterman '68

President
Ground Development, Inc.
Golden Valley, MN

Brianne K. Fitzgerald '02 (Ex-Officio)

Program Director
Alzheimer's Association, Iowa Chapter
Des Moines, IA

Ben F. Gaumer '75

Rear Admiral, USN (retired)
BG Adventures, LLC
Indianola, IA

Denise M. Griffey '79

Director of Early College, Community Outreach, and STEM Initiatives, retired

Johnson County Community College
Lenexa, KS

Joseph D. Hall '58
Radiologist, retired
Iowa Radiology, P.C.
Des Moines, IA

Laurie Haller (Ex-Officio)
Resident Bishop, Iowa
The United Methodist Church
Des Moines, Iowa

Terry W. Handley '09
Secretary of the Board
President and Chief Executive Officer, retired
Casey's General Stores, Inc.
Ankeny, IA

Kamie Downing Haynes '92
Owner
Lula Belle Designs Boutique
Indianola, IA

Mark L. Hill '78
Des Moines, IA

John D. Hines '80
Physician
The Iowa Clinic
West Des Moines, Iowa

Heecheon Jeon (Ex-Officio)
District Superintendent
The United Methodist Church
Des Moines, IA

Steven G. Johnson '81
President/Chief Executive Officer
Careview Communications
Lewisville, TX

Thomas J. Keating '77
Executive Director
Iowa High School Athletic Association
Boone, IA

Ronald L. Keller
President and Chief Executive Officer, retired
Aureon
Clive, IA

Marsha C. Kelliher (Ex-Officio)
President
Simpson College
Indianola, IA

Sean M. Kennedy '92
President and Chief Executive Officer
The IMT Group

West Des Moines, IA
Izaah JB Knox
Executive Director
Urban Dreams
Des Moines, Iowa
Virginia Lauridsen
Des Moines, Iowa
John T. Lawlor '73
Principal and Founder
The Lawlor Group, Inc.
Minneapolis, Minnesota
Terrance J. Lillis '77
Board Chair
Executive Vice President and Chief Financial Officer, retired
Principal Financial Group, Inc.
Des Moines, IA
Kyle M. Liske '09
Public Policy Counsel
Agricultural Retailers Association
Washington, DC
Jay T. Marshall
Vice Chairman
President, Hy-Vee Supply Chain/Subsidiaries
Hy-Vee, Inc.
West Des Moines, IA
Barbara A. Miller '64
Executive Director
Center for Education in Law and Democracy
Denver, CO
Alejandro Munoz
Vice President Global Commercial Business
Corteva Agriscience Agriculture
Johnston IA
Renee' D. Murphy '92
Vice President of Marketing/Owner
CJM Financial, Inc./Sassy Social Media Managements
Ankeny, IA
John R. Norris, Jr. '81
Owner
State Public Policy Group
West Des Moines, IA
Nile D. Ramsbottom '66
Chairman and Co-Founder
God Cares
Innsbrook, MO
Steven A. Ramsey '11
Assistant Prosecuting Attorney

Jackson County Prosecutor's Office
Kansas City, MO

Sunnie Richer

Chairman

Doextra Corporation

Des Moines, IA

Robert G. Riley, Jr.

Chairman of the Board

Riley Resource Group

Des Moines, IA

Gary L. Ruble '63

Chairman of the Board, retired

Multi-Tech, Inc.

Indianola, IA

Thomas C. Shandley '75

Vice President for Student Life/Dean of Students

Davidson College

Davidson, NC

James C. Spooner '82

Senior Vice President-Wealth Management

UBS Financial Services

West Des Moines, IA

Deanna Strable-Soethout

Treasurer of the Board

Executive Vice President and Chief Financial Officer

Principal Financial Group

Des Moines, IA

Kirk J. Tyler

Chairman/CEO

Atlantic Bottling Company

Des Moines, IA

Susan E. Voss '75

Vice President, Government Relations

American Enterprise Group

Des Moines, Iowa

Juli M. Willeman '96

Executive Director

Pi Beta Phi Fraternity and Fraternity Housing Corporation

Town and Country, MO

Maribeth Wright '87

Executive Director

Iowa Higher Education Loan Authority

West Des Moines, IA

Honorary Trustees

Douglas J. Barakat '68
Senior Vice President, Director of Sales, retired
American Republic Insurance Company
Boulder, CO

Mary Sconiers Chapman
Senior Vice President, retired
Des Moines Area Community College
Des Moines, Iowa

Jerry L. Chicoine
Chairman and Chief Executive Officer, retired
Pioneer Hi-Bred International, Inc.
Scottsdale, AZ

Karen A. Conner '69
Professor Emeritus
Drake University
Scottsdale, AZ

Allison Fleming
Des Moines, IA

Barbara M. Gartner
Des Moines, IA

Michael G. Gartner
Chairman
The Iowa Cubs
Des Moines, IA

Darrell J. Goodhue '62
Iowa District Court Judge, retired
Carlisle, IA

Jordan B. Hansell
President
Rockbridge
Columbus, OH

Fred S. Hubbell
Member Executive Group, retired
ING Group
Des Moines, IA

Linda W. Koehn
Des Moines, IA

Robert L. Lester '64
Senior Vice President, retired
Iowa Power
Indianola, IA

Mary Rose Main '53
National Executive Director, retired
Girl Scouts of the U.S.A.
New York, NY

Marvin E. Mazie
Chairman of the Board, retired
Firststar Bank of Des Moines

San Diego, CA
Mark C. Miller '79
North America Office Manager, retired
DuPont Pioneer
Adel, IA

Lizz S. Nichols
Vice President
Noble Ford, Inc.
Indianola, IA

James R. Opl't '72
Senior Vice President, Investments
UBS Financial Services
West Des Moines, IA

James M. Reed '54
Private Equity Investor
Scottsdale, AZ

Charles E. Rohm
Executive Vice President, retired
Principal Financial Group
Scottsdale, AZ

Douglas Shull
Indianola, IA

H. Richard Smith '53
Attorney, retired
Ahlers & Cooney, P.C.
Fort Myers Beach, FL

Keith R. Swanson '54
Physician
Atlantic, IA

Marilyn M. Vernon
Naples, FL

Fred W. Weitz
President, retired
Essex Meadows, Inc.
Des Moines, IA

Richard M. Willis '74
President
Willis Automotive
Clive, IA

A. Roger Witke '54
Of Counsel
Whitfield and Eddy, PLC
Des Moines, IA

Sumner Worth
President
Gilcrest/Jewett Lumber Company
Waukee, IA

CABINET LEVEL ADMINISTRATORS

Marsha Kelliher, J.D., LL.M.	President Hillman Hall 961-1566
John Woell, Ph.D.	Sr. Vice President and Academic Dean Hillman Hall 961-1560
Cathy Cole, M.S.	Vice President for Marketing & Strategic Communication Hillman Hall 961-1595
Cathy Hoch, B.A.	Vice President for Business and Finance Hillman Hall 961-1398
Robert J. Lane, M.S.	Vice President for College Advancement Hillman Hall 961-1417
Heidi Levine, Ph.D.	Vice President for Planning and Student Development Kent Campus Center 961-1617
Deborah J. Tierney, B.A.	Vice President for Enrollment College Hall 961-1699

**SIMPSON COLLEGE
FULL-TIME FACULTY
2020-21**

- KEDRON BARDWELL**, Ph.D. (2005) Professor of Political Science
Chair of the Department of Political Science;
B.A., Augustana College, 1996; M.A., The University of Iowa, 1997
Ph.D., The University of Iowa, 2002
- BETH BEGGS**, Ph.D. (2013) Assistant Professor of English, Writing Across the Curriculum
B.A., West Georgia College, 1996; M.A., State University of West Georgia, 2003;
Ph.D., The University of Georgia, 2013
- JOHN BENOIT**, Ph.D. (1994) Professor of Music
Chair of the Department of Music; B.M., Louisiana State University, 1985;
M.M., University of Texas, 1987; Ph.D., University of Texas, 1994
- HEIDI BERGER**, Ph.D. (2008) Associate Professor of Mathematics
B.A., Coe College, 2002; M.S., University of Nebraska-Lincoln, 2004
Ph.D., University of Nebraska-Lincoln, 2008
- JACQUELINE (JACKIE) W. BRITTINGHAM**, Ph.D. (1999) Professor of Biology
Head, Division of Natural Science
B.S., Philadelphia College of Pharmacy and Science, 1989
Ph.D., Thomas Jefferson University, 1994
- CAROLYN BRODIE**, Ph.D. (2018) Assistant Professor of Computer Science
B.S., Iowa State University, 1984; M.S., University of Illinois, 1997;
Ph.D., University of Illinois, 1999
- MARK BRODIE**, Ph.D. (2008) Associate Professor of Computer Science
B.S., University of Witwatersrand, South Africa, 1989; M.S., University of Illinois,
Urbana-Champaign, 1992; Ph.D., University of Illinois, Urbana-Champaign, 2000
- ADAM M. BRUSTKERN**, Ph.D. (2010) Associate Professor of Chemistry
Co-Chair of the Department of Chemistry and Physics
B.S., University of Northern Iowa, 2002; M.S., University of Illinois at Chicago, 2003
M.A., Washington University, 2005; Ph.D. Washington University, 2009
- CAL BUSBY**, M.A., LAT, ATC, (2009) Assistant Professor of Sport Science; Director of
Athletic Training Program; Athletic Trainer
B.A., Simpson College, 2009; M.A., Simpson College, 2010
- JONATHON J. BUTTS**, Ph.D. (2011) Associate Professor of English
B.A., Appalachian State University, 1995; M.A., Syracuse University, 1999
Ph.D., Syracuse University, 2006
- PATRICIA (TRICIA) K. CALKINS**, Ph.D. (1997) Professor of German
B.A., Gustavus Adolphus College, 1980; M.A., Indiana University, 1983
Ph.D., Indiana University, 1993
- MAEVE B. CALLAN**, Ph.D. (2009) Associate Professor of Religion
B.A., Pomona College, 1992; M.Phil, University of Dublin, 1994

M.A., Northwestern University, 1998; Ph.D., Northwestern University, 2002

LISA CARPONELLI, M.S.J. (2009) Associate Professor of Multimedia Communication
Head of the Division of Business Administration & Multimedia Communication
B.S., Miami University, 1995; M.S.J., Northwestern University, 1997

LAURA CESARCO EGLIN, Ph.D. (2017) Assistant Professor of Spanish
B.A., The Hebrew University of Jerusalem, 2002;
M.A., The Hebrew University of Jerusalem, 2007;
M.F.A., University of Texas at El Paso, 2010;
Ph.D., University of Colorado at Boulder, 2016

YOONHO CHOI, Ph.D. (2017) Visiting Assistant Professor of Economics
B.A., Sungkyunkwan University, 1999; M.A., Sungkyunkwan University, 2002;
M.A., Illinois State University, 2012; Ph.D., Iowa State University

STEPHANIE L. COUNCIL, D.M.A. (2020) Assistant Professor of Music
B.M., (Vocal Music Performance) Oklahoma State University, 2007;
B.M., (Music Education) Oklahoma State University, 2007;
M.M., Westminster Choir College of Rider University, 2012;
D.M.A., Texas Tech University 2015

SHANE A. COX, M.B.A. (2010) Associate Professor of Accounting
B.A., Simpson College, 2005; M.B.A., Drake University, 2010

PAUL VINCENT CRAVEN, Ph.D. (2006) Professor of Computer Science
Head of the Division of Natural Science Spring 2020
B.A., Simpson College, 1994; M.S., University of Missouri-Rolla, 1995
Ph.D, University of Idaho, 2009

KATRINA P. CUMMINGS, Ph.D. (2017) Assistant Professor of Teacher Education
B.A., University of North Carolina at Chapel Hill, 2004;
M.A., North Carolina Central University, 2008;
Ph.D., University of North Carolina at Greensboro, 2015

CAROLYN E. DALLINGER, J.D. & Ph.D. (2003) Professor of Social Work and Criminal
Justice; Chair of the Department of Sociology and Criminal Justice
B.A., Simpson College, 1979; M.S.W., University of Washington, 1983
J.D., Southern University, 1989; Ph.D., Iowa State University, 2015

TRACY A. DINESEN, Ph.D. (2005) Professor of Spanish & Associate Dean
B.A., University of Colorado at Boulder, 1998
M.A., University of North Texas, 2000; Ph.D., University of North Texas, 2006

LINDSAY DITZLER, Ph.D. (2014) Assistant Professor of Chemistry
B.A., Monmouth College, 2007; Ph.D., University of Iowa, 2012

AMY M. DOLING, Ph.D. (2002) Professor of Biology
B.S., Emory University, 1996; Ph.D., Harvard, 2002

JACY DOWNEY, Ph.D. (2015) Assistant Professor of Health Services (BAE)
B.A., Simpson College, 1997; M.P.H. Des Moines University, 2001;
Ph.D., Iowa State University, 2014

APRIL DRUMM-HEWITT, Ph.D. (2013) Assistant Professor of Psychology
B.A., The College of New Jersey, 2007; M.S., Binghamton University, 2009
Ph.D., Binghamton University, 2012

CYNTHIA (CYD) M. DYER, M.A. (1978) College Librarian/Archivist; Professor

B.A., University of Iowa, 1977; M.A., University of Iowa, 1978

MICHAEL (MIKE) ECKERTY, D.M.A. (2008) Associate Professor of Music
B.M.E., Baylor University, 1996; M.M. (Bassoon Performance) University of
Missouri-Kansas City, 2001; M.M. (Conducting) University of Missouri-Kansas
City, 2002; D.M.A., University of Georgia, 2008

DONALD (DON) D. EVANS, Ph.D. (1999) Professor of Psychology
Chair of the Department of Psychology; B.A., Mankato State University, 1982
Ph.D., State University of New York at Albany, 1988

MARK S. FREYBERG, Ph.D. (1996) Professor of Sociology
B.A., University of Wisconsin - Green Bay, 1987
M.A., University of Michigan, 1991; Ph.D., University of Michigan, 1995

WILLIAM B. FRIEDRICKS, Ph.D. (1988) Professor of History
Anna D. Hunt Distinguished Faculty Chair in History
B.A., University of California, San Diego, 1980; M.A., University of Southern
California, 1985; Ph.D., University of Southern California, 1986

ADRIENNE E. GATHMAN, J.D., Ph.D. (2019) Assistant Professor of Political Science
B.A., Simpson College, 2011; J.D., Drake University Law School, 2014
M.A., University of Texas at Dallas, 2016; Ph.D., University of Texas at Dallas 2019

RICK GOETZ, B.A. (2007) Instructor of Theatre Arts
B.A. Dickinson State College, 1986; B.S. Dickinson State College, 1986

MARK C. GREEN, Ph.D. (1984) Professor of Management
B.A., Lawrence University, 1973; Ph.D., Cornell University, 1980
M.B.A., Syracuse University, 1982

ELISABETH (LIZ) A. GRIMSBO, M.A. (2000) Serials Librarian; Assistant Professor
B.A., University of Northern Iowa, 1981; M.A., University of Iowa, 1982

MARCY HAHN, Ph.D. (2014) Associate Professor of Teacher Education
B.A., University of Nebraska, 1986; M.Ed., University of Nebraska, 1998;
Ph.D., Iowa State University, 2015

CORYANNE HARRIGAN, Ph.D. (2001) Professor of English
Helen Harp Herny Endowed Chair in Language and Literature
Chair of the Department of English
B.A., Mary Washington College, 1991; M.A., Purdue University, 1995
Ph.D., Purdue University, 2001

TESSA HARTMAN-MILLER, M.S. (2019) Visiting Instructor of Biology & Env. Science
B.A., Wartburg, 2017; M.S., Des Mines University, 2019

CLINT S. HUNTRODS, Ph.D. (2019) Assistant Professor of Sport Science
B.A., The University of Iowa, 2007; M.A., The University of Iowa, 2009;
Graduate Certificate in College Teaching, The University of Iowa, 2012;
Ph.D. The University of Iowa, 2014

JUDEX HYPOLITE, Ph.D. (2020) Assistant Professor of Economics
B.A., State University of Haiti; 1996; B.Sc., State University of Haiti, 1997
M.A., Indiana University, 2000; Ph.D., Indiana University, 2010

SHARON J. JENSEN, Ph.D. (1995) Professor of Teacher Education
 B.A., Simpson College, 1985; M.S. Iowa State University, 1993
 Ph.D., Iowa State University, 2000

LINDA JERMELAND, M.A. (2014) Instructor of Teacher Education
 B.A., University of Northern Iowa, 1985; M.A., University of Northern Iowa, 1992

MARK W. JUFFERNBRUCH, J.D., C.P.A. (1999) Professor of Accounting
 Chair of the Department of Business Administration & Economics
 B.S., Illinois State University, 1991; J.D., University of Iowa, 1996
 CPA, State of Illinois

MIRIAM (MIMI) KAMMER, Ph.D. (2013) Associate Professor of Theatre Arts
 Chair of the Department of Theatre Arts
 B.A., King's College, 2000; M.A., Humboldt State University, 2005;
 Ph.D., University of Washington, 2011

MATTHEW LAU, M.M. (2011) Associate Professor of Music
 B.S., Indiana University, 1981; M.M., Eastman School of Music, 1983

DENISE LEIFKER, Ph.D. (2014) Associate Professor of Criminal Justice
 B.S., University of Wisconsin, 2000; M.A., University of Nebraska, 2002;
 Ph.D., University of Nebraska, 2009

KATHRYN (KATE) LERSETH, Ph.D. (2008) Professor of Teacher Education
 B.S., Iowa State University, 2002; M.A., Viterbo University, 2006
 Ph.D., Iowa State University, 2013

HEATHER LESIEUR, M.F.A. (2018) Assistant Professor of Theatre
 B.A., Southwestern University, 2013; M.F.A., University of Connecticut, 2017

TODD A. LITTLE, D.Sc. (1998) Assistant Professor of Management Information Systems
 Chair of the Department of Computer Science
 B.A., University of Northern Iowa, 1993; M.A.E, University of Northern Iowa, 1996;
 M.S., Dakota State University, 2009; D.Sc., Dakota State University, 2013

M. REBECCA (BECCA) LIVINGSTONE, Ph.D. (2007) Professor of History
 Chair of the Department of History
 B.A., Lawrence University, 1997; M.A., Tulane University, 2001
 Ph.D., Tulane University, 2007

DEREK LYONS, Ph.D. (2012) Associate Professor of Chemistry
 B.A., Simpson College, 2007; Ph.D., University of Michigan, 2012

ALI MADANIPOUR, Ph.D. (2017) Assistant Professor of Sociology
 B.S., Shahid Beheshti University, 2002; M.S., Shahid Beheshti University, 2005;
 Ph.D., Texas Woman's University, 2014

EDUARDO MAGALHAES III, Ph.D. (1991) Professor of Political Science
 Ruth Harp Chair in Political Science
 B.A., Monmouth College, 1987; Ph.D., University of Iowa, 1991

AMANDA L. MARTENS, M.S. (2019) Instructor of Psychology
 B.S., Morningside College, 2011; M.S., Emporia State University, 2013
 Ph.D., Kansas State University, (exp. 12/2019)

BERNARD MCDONALD, D.M. (2011), Associate Professor of Music
 G. Dewey and M. Maine Larsen Chair in Opera and Musical Coaching
 B.A., Royal Scottish Academy of Music & Drama, 1996;
 Associateship of the Royal College of Music, London, 1996;
 Licentiate of the Royal Schools of Music, UK, 1997;
 Artist Diploma, University of Cincinnati College-Conservatory of Music, 2000;
 M.M., University of Glasgow, 2010; D.M., Indiana University, 2015

CLINTON (CLINT) K. MEYER, Ph.D. (2008) Professor of Biology & Env Science
 B.S., Wayne State College, 1997; M.S., Kansas State University, 2000
 Ph.D., Southern Illinois University-Carbondale, 2007

SARAH (SAL) A. MEYERS, Ph.D. (1995) Professor of Psychology
 B.A., Carleton College, 1988; Ph.D., University of Minnesota, 1996

MARILYN K. MUELLER, M.B.A., J.D. (1986) Professor of Management
 B.S., University of Wisconsin-Platteville, 1976; M.B.A., J.D., Drake University, 1981

JENNIFER ROSS NOSTRALA, M.F.A. (1990) Professor of Theatre Arts
 B.A., Simpson College, 1985; M.F.A., The University of Texas at Austin, 1988

JUSTIN NOSTRALA, M.F.A. (2001) Professor of Graphic Design
 Chair of the Department of Graphic Design
 Head of the Division of Visual & Performing Arts
 B.A., Simpson College, 1986; M.A., The University of Iowa, 1998
 M.F.A., The University of Iowa, 1999

DAVID A. OLSGAARD, Ph.D. (1997) Professor of Physics
 Co-Chair of the Department of Chemistry and Physics
 B.S., North Dakota State University, 1981; Ph.D., Old Dominion University, 1992

DEAN (DEANO) A. PAPE, B.A. (2017) Instructor, Assistant Director of Speech & Debate
 B.A., Central College, 1994

JOHN ADAMS PAULEY, Ph.D. (1990) Professor of Philosophy
 Head of the Division of Humanities
 Chair of the Department of World Language & Culture Studies and Philosophy
 B.A., University of Massachusetts at Amherst, 1982
 M. A. University of North Carolina, 1987; Ph.D., University of North Carolina, 1991

CRAIG PECK, M.S. (2018) Instructor of Sociology & Criminal Justice and Human Services
 Coordinator; B.A., Simpson College, 1989; M.S., Southern Illinois University, 1993

JAMES (JAMIE) POULSEN, M.M. (2006) Instructor of Music
 B.A., Buena Vista University, 1984; M.M., University of South Dakota, 1985

NICOLAS (NICK) WOLFE PROCTOR, Ph.D. (1998) Professor of History
 B.A., Hendrix College, 1990; M.A., University of Kentucky, 1991
 M.A., Emory University, 1995; Ph.D., Emory University, 1998

BARBARA K. RAMOS, Ph.D. (2004) Professor of Teacher Education
 Head of the Division of Education and Sport & Health Sciences
 B.A., Central College, 1984; M.A., Eastern Kentucky University, 1988;
 Ed.S., Drake University, 2002; Ph.D., Iowa State University, 2006

RYAN L. REHMEIER, Ph.D. (2006) Professor of Biology & Environmental Science
 Chair of the Department of Biology & Environmental Science
 B.S., Trinity University, 1997; M.S., Kansas State University, 2000
 Ph.D., Kansas State University, 2005

BRIAN A. RODESCH, D.A. (2017) Assistant Professor of Music
 B.M., University of Minnesota, 2005; M.M., East Carolina University, 2009;
 D.A., University of Northern Colorado, 2016

DARYL SASSER, Ph.D. (2007) Assistant Professor of History
 B.A., University of North Carolina, 1992; M.A., University of Southern Maine, 2001
 Ph.D. Union Presbyterian Seminary, 2010

JON KARA SHIELDS, M.Div. (2020) Instructor of Religion
 B.A., St. John's College, 2008; M.A., Cambridge University (Corpus), 2010;
 M.Div., Yale Divinity School, 2014; Ph.D., University of Notre Dame, 2020 (ABD)

MARK SIEBERT, M.S. (2013) Associate Professor of Multimedia Communication
 B.S., Bethel College, 1985; M.S., University of Kansas, 1989

KATIE M. SMITH, Ph.D. (Spring 2017) Assistant Professor of Sport Science
 B.A., Simpson College, 2009; Ph.D., Iowa State University, 2014

BRIAN J. STEFFEN, Ph.D. (1989) Professor of Multimedia Communication
 Chair of the Department of Multimedia Communication
 B.A. Iowa State University, 1981; M.S., Iowa State University, 1987
 Ph.D. University of Iowa, 1995

ASWATI SUBRAMANIAN, Ph.D. (2018) Assistant Professor of Biology & Env. Science
 B.S., Sophia College, University of Mumbai, India, 2001
 M.Sc., Sophia College, University of Mumbai, India 2003;
 Ph. D., Miami University, Ohio, 2013

ROSS SWEET, Ph.D. (2017) Assistant Professor of Mathematics
 B.A., Northwestern University, 2006; Ph.D., Boston University, 2013

KELLY SWINTON, M.B.A. (2015) Assistant Professor of Accounting
 B.A., University of Northern Iowa, 1988; M.B.A., Drake University, 1994

CHAD TIMM, Ph.D. (2016) Associate Professor of Teacher Education
 Chair of the Department of Teacher Education
 B.A., Simpson College, 1995; M.A., Iowa State University, 2002
 Ph.D., Iowa State University, 2008

MOLLY TUN, Ph.D. (2019) Assistant Professor of Spanish
 B.A., University of St. Thomas, 2009; M.A., University of Minnesota, 2011;
 Ph.D., University of Minnesota, 2015

KATHERINE VANCE, Ph.D. (2016) Assistant Professor of Mathematics
 B.A., Columbia University, 2010; M.A. Rice University, 2011
 Ph.D., Rice University, 2016

MARTHA ELLEN (MURPHY) WAGGONER, Ed.D. (1992) Professor of Mathematics
 George Washington Carver Chair in Natural Sciences

Chair of the Department of Mathematics
 B.S., Arkansas Tech University, 1981; M.S., Oklahoma State University, 1988
 Ed.D., Oklahoma State University, 1994

JUDITH (JUDY) A. WALDEN, Ph.D. (2009) Professor of History
 B.A., Carleton College, 1986; Ph.D., Northwestern University, 1999

JOHN H. WALKER, M.B.A. (2016) Assistant Professor of Management
 B.S., Iowa State University, 1995; M.B.A., University of Iowa, 2002

SPENCER A. WAUGH, M.A. (2013) Instructor of Speech and Debate
 Chair of the Department of Speech & Debate
 B.A., Central College, 1998; M.A., The University of Nebraska, 2008

NICOLLE L. WHALEN, M.S. (2001) Professor of Sport Science
 Chair of the Department of Sport Science and Health Education
 B.A., Simpson College, 1998; M.S., Iowa State University, 2000

JESSE WILCOX, Ph.D. (2018) Assistant Professor of Teacher Education
 B.S., Iowa State University, 2004; M.A.T., Iowa State University, 2006
 Ph.D., Iowa State University, 2017

ANN WOLDT, M.F.A. (2007) Assistant Professor of Theatre Arts
 B.A., Olivet College, 1990; MFA, University of Nebraska-Lincoln, 1993

DAVID M. WOLF, M.F.A. (2000) Professor of English
 B.A., University of Iowa, 1982; M.F.A., University of Michigan, 1991

PATRICIA (PATTI) A. WOODWARD-YOUNG, Ph.D. (1991) Professor of Teacher
 Education
 B.S., Milligan College, 1983; M.Ed., Rutgers University, 1987;
 Ph.D., University of Iowa, 1996

GRADUATE PROGRAM ADMINISTRATION

Amy Gieseke

Dean of Continuing, Graduate & Online Programs
B.A., University of Northern Iowa, 2004;
MPPM, University of Southern Maine, 2008;
Ed.D., Northeastern University, 2014

Marcy Hahn, Ph.D.

Director, Graduate Education Programs
(2014) Assistant Professor of Education
B.A., University of Nebraska, 1986;
M.Ed., University of Nebraska, 1998;
Ph.D., Iowa State University, 2015

Denise Leifker, Ph.D.

Director, Master of Arts in Criminal Justice
(2014) Assistant Professor of Criminal Justice
B.S., University of Wisconsin, 2000;
M.A., University of Nebraska, 2002;
Ph.D., University of Nebraska, 2009

Timothy (Tim) A. McMillin, D.M.A.

Director, Master of Music in Conducting
(2004) Resident Faculty
B.M., Simpson College, 1997;
M.M., University of St. Thomas, 2004;
D.M.A., Michigan State University, 2010