SIMPSON UNIVERSITY
CATALOG
2008-2009

A complete guide for undergraduate and graduate students

www.simpsonuniversity.edu

Simpson is recognized as an accredited member by the
Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges (WASC)
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This is probably the most important document we produce as a university, because it describes in detail our educational programs and policies. It is a handy reference tool, carefully organized to assist you toward a successful experience as a Simpson University student.

But what’s the point of it all?

In Mark 12:30 Jesus said the greatest commandment is to “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.” It is not too hard to understand most of this passage. To love God with our whole heart means to have no idols, no waver- ing, no affairs with other gods; in other words, total captivation to Him. To love God with our soul means with our entire being, our whole person. And to love God with our strength means to serve without growing weary or giving up, holding nothing back. But what does it mean to love God with our mind? What is “intellectual love” for God? Do we love God by thinking about Him? No; rather, we love God by thinking. To think is a godly thing to do.

The human mind is a gift from the Creator. Like every other such gift it is to be fully developed and used in service. The mind is a central aspect of our identity in Christ and part of what makes us the integrated beings we were designed to be. It is a wonderful and powerful tool. We use it to navigate through daily life, to form opinions, draw conclusions and solve problems. And as we use our minds, a remarkable thing happens: our character is shaped. Learning makes us certain kinds of persons. What we read, and talk about, and think about, forms who we are. In the company of great truths and rigorous intellectual pursuit, we flourish.

One of the primary reasons universities exist is to develop the mind in this way. But we will never truly understand the importance and value of higher education until we grasp two principles of faith. First, academic study is a spiritual discipline. It strengthens the mind, just like other disciplines (fasting and prayer, for example) strengthen other aspects of our being. It helps shape us into the image of Christ. Scholarship is a high and joyous purpose, because the pursuit of truth is a sacred journey, and it deserves the very best we can give it. Second, learning is a form of worship. God is both the source of truth and the path into truth. In the simple act of studying the world, then, we ascribe worth to the Creator, which is the very definition of the word ‘worship.’

God is worthy of everything you have. Worship him by learning; love Him with your whole mind. Everything else is just details.

Serving Him with you,

Dr. Stanley A. Clark
Provost
About this Catalog

The purpose of this catalog is to give an overview of Simpson University. It contains specific policies, procedures, and requirements related to admissions, costs, financial aid, and academics. To apply for admission, please review the admission requirements and the financial aid information. Consult the Simpson University Web site (www.simpsonuniversity.edu) for further contact information.

For students already enrolled at Simpson, this catalog is a valuable reference tool that should be kept handy throughout their years at the university. When planning academic schedules, refer to the Programs of Study section. This contains every major program of study. Keep in mind that not all courses are offered every semester, so students should check with their advisors when making course selections. The catalog is not a legal document. Every effort is made to have the best information at the time of publication. Dates, policies and programs are subject to change following appropriate institutional approval.

ACCREDITATION, MEMBERSHIPS, APPROVALS

Simpson University is one of three official colleges of The Christian and Missionary Alliance, an evangelical denomination noted for its promotion of worldwide missionary work and ministry, as well as its commitment to the deeper Christian life.

ACCREDITATION:
Senior College Commission of the Western Association of Schools and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA 94501; (510) 748-9001.

APPROVALS:
• State of California Commission on Teacher Credentialing
• The State Department of Education for the education of veterans and their qualified dependents or orphans
• The United States Office of Education for participation in the federal educational grant and loan programs and authorized under federal law to enroll non-immigrant alien students

MEMBERSHIPS:
Alpha Sigma Lambda National Honor Society
American Association of Collegiate Registrars and Admissions Officers
American Library Association
American Management Association
American Payroll Association
Association for Institutional Research
Association for Supervision and Curriculum Development
Association of Business Administrators of Christian Colleges
Association of Christian Schools International
Association of Christians in Student Development
Association of College & University Housing Officers
Association of College Administration Professionals
Association of Energy Engineers
Association of Facility Engineers
Association of Governing Boards of Universities and Colleges
Association of Higher Education Facilities Officers
Association of Independent California Colleges and Universities
Association of Student Judicial Affairs
California Association of Student Financial Aid Administrators
California College & University Police Chiefs Association
California Council on Education of Teachers
California Crime Prevention Officers Association
California Pacific Conference (Athletics)
California Society of Certified Public Accountants
California State Chamber of Commerce
California Technology Assistance Project
Cascade Pacific Library Network

Christian Library Consortium
Christian Management Association
Christian Ministries Management Association
College & University Professional Association for Human Resources
Council for Christian Colleges and Universities
Council for the Advancement and Support of Education
Council of Independent Colleges
Evangelical Council for Financial Accountability
Independent California Colleges and Universities Council on Education for Teachers
Greater Redding Chamber of Commerce
International Association of Campus Law Enforcement Administrators
Institute for the Study of Asian-American Christianity
Institute of Internal Auditors
National Association of College and University Business Officers
National Association of Evangelicals
National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities
National Association of Intercolligate Athletics
National Association of Student Financial Aid Administrators
National Christian College Athletic Association, Division II
National Notary Association
National Safety Council
National Tax Sheltered Accounts Association
North American Coalition for Christian Admissions Professionals
North State Cooperative Library System (Academic Affiliate)
Online Computer Library Center Western
Pesticide Applicators Professional Association
Pesticide Applicators Professional Association
Shasta Technology Association
Society for Human Resources Management
Statewide California Electronic Library Consortium
The American Institute of Certified Public Accountants
The Library of California
The Tuition Exchange
University Risk Management and Insurance Association
Western Association of Schools and Colleges
Western Association of College and University Business Officers
Western Association of Student Financial Aid Administrators
Western Association of Veterans Educational Specialists

Maintenance of the above accreditation, professional memberships, and approvals encourages Simpson University to uphold standards of excellence and to strive for continual improvement in all operations and programs.
GENERAL INFORMATION

HISTORY

MISSION

INSTITUTIONAL LEARNING OUTCOMES

THEOLOGICAL POSITION

LIFE ON CAMPUS
- Campus and Facilities
- Geographic Location
- Spiritual Formation
- Student Activities & Organizations
- Student Services
- Student Groups
- Campus Residences
**HISTORY**

Simpson University was founded in 1921 as Simpson Bible Institute by W. W. Newberry, who served as its first president. Established in Seattle, the school was named in honor of Albert Benjamin Simpson, a Presbyterian minister who pioneered the Bible institute movement in the late 19th century and founded The Christian and Missionary Alliance. Initially offering a two-year program of study, the school was designed to promote spiritual growth and prepare students for Christian life and service, especially overseas.

As the 1926 catalog stated: “Seattle is several hundred miles nearer to China than any other trade routes across the Pacific ... if this is the gateway through which the blessed gospel must reach millions yet in darkness, it is an ideal place to train and equip those who shall carry it to these needy souls.” By 1940, Simpson offered programs in theology, missions and Bible/music. By 1941, it officially became the western regional school of The Christian and Missionary Alliance.

In 1955, the school moved to San Francisco, and its name was changed to Simpson Bible College as it was then granting bachelor’s degrees. Over the years, the college continued to broaden its academic offerings; by the time the half-century mark was reached in 1971, it had become a more comprehensive Christian college, offering liberal arts and professional as well as biblical studies. That same year, the name was changed to Simpson College.

Another historic milestone was reached in 1989 when Simpson relocated to its current site in Redding and began building a new campus, which is still a work in progress. Since the move, total enrollment has grown from 200 to more than 1,100 students. In addition, the graduate school has been expanded, and a degree-completion program has been added.

On Sept. 1, 2004, Simpson College and Graduate School became Simpson University.

In May 2007, Simpson Graduate School of Ministry became A.W. Tozer Theological Seminary in conjunction with the launch of the Master of Divinity degree.

Today, Simpson students represent more than 30 Christian denominations. They represent a mix of ethnic backgrounds, and they come from a number of states and foreign countries.

The faculty, as well, reflect a broad range of evangelical backgrounds. Educated at a cross-section of universities across the globe, they are also experienced in international service and ministry.

From the earliest days, the motto of the university has been “Gateway to World Service.” Although Simpson’s original mission has expanded since 1921, and alumni of today serve in a variety of ministries and professions, Simpson University maintains its focus on global service.

**MISSION STATEMENT & INSTITUTIONAL LEARNING OUTCOMES**

Simpson University is a Christ-centered educational community, developing men and women for a lifetime of Spirit-led intellectual, spiritual and social growth, strengthening each to fulfill God’s call to be an agent of transformation of life in all its fullness.

Simpson University, a comprehensive Christian university, integrates biblical faith, thorough scholarship and Christ-honoring service. Simpson’s aim is to produce students who develop holistically, think critically, lead effectively, and serve globally.

Five broad values have been identified as core institutional outcomes. The Institutional Learning Outcomes describe what graduating students are expected to know, value and do.

**CONSTRUCTIVE THINKING**

To think critically by analyzing and evaluating data, arguments and ideas; to think synthetically with creativity and imagination; and to think practically by making decisions and solving problems.

**EFFECTIVE COMMUNICATION**

To communicate effectively with different individuals and audiences in speaking, writing and technology.

**CHRISTIAN COMMITMENT**

To internalize a maturing relationship with Christ as Savior and Lord manifested in spiritual and character growth, intimacy with God, commitment to the Christian community, and the confession of a Christian worldview.*

**CULTURAL ENGAGEMENT**

To appreciate, understand, and evaluate various cultures and to interact with people and people groups with sensitivity and grace appropriate for a diverse world.

**SERVANT LEADERSHIP**

To serve God, humanity and creation through one’s personal giftedness and professional development in accordance with God’s direction and call.

*NOTE: For the Graduate Education and ASPIRE programs, Christian commitment outcomes are the following:

- Identifying milestones in personal spiritual awareness and development.
- Explaining a Christian worldview.
- Cultivating personal character qualities and conscience based on biblical values/ideals.
1 There is one God, who is infinitely perfect, existing eternally in three persons: Father, Son, and Holy Spirit (Deuteronomy 6:4, Matthew 5:48, Matthew 28:19).

2 Jesus Christ is true God and true man. He was conceived by the Holy Spirit and born of the Virgin Mary. He died upon the cross, the just for the unjust, as a substitutionary sacrifice, and all who believe in Him are justified on the ground of His shed blood. He arose from the dead according to the Scriptures. He is now at the right hand of the Majesty on high as our great High Priest. He will come again to establish His kingdom of righteousness and peace (Philippians 2:6-11, Luke 1:26-35, I Peter 3:18, Hebrews 2:9, Romans 5:9, Acts 2:23-24, Hebrews 8:1, Matthew 26:64).

3 The Holy Spirit is a divine person, sent to indwell, guide, teach, empower the believer, and convince the world of sin, of righteousness, and of judgment (John 14:15-18, John 16:13, Acts 1:8, John 16:7-11).

4 The Old and New Testaments, inerrant as originally given, were verbally inspired by God and are a complete revelation of His will for the salvation of men. They constitute the divine and only rule of Christian faith and practice (II Peter 1:20-21, II Timothy 3:15-16).

5 Man was originally created in the image and likeness of God; he fell through disobedience, incurring thereby both physical and spiritual death. All men are born with a sinful nature, are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ. The portion of the impenitent and unbelieving is existence forever in conscious torment; and that of the believer, in everlasting joy and bliss (Genesis 1:27, Romans 3:23, I Corinthians 15:20-23, Revelation 2:1-4, 8).

6 Salvation has been provided through Jesus Christ for all men; those who repent and believe in Him are born again of the Holy Spirit, receive the gift of eternal life, and become the children of God (Titus 3:4-7).

7 It is the will of God that each believer should be filled with the Holy Spirit and be sanctified wholly, being separated from sin and the world and fully dedicated to the will of God, thereby receiving power for holy living and effective service. This is both a crisis and a progressive experience wrought in the life of the believer subsequent to conversion (I Thessalonians 5:23, Acts 1:8, Romans 6:1-14).

8 Provision is made in the redemptive work of the Lord Jesus Christ for the healing of the mortal body. Prayer for the sick and anointing with oil are taught in the Scriptures and are privileges for the Church in this present age (Matthew 8:16-17, James 5:13-16).

9 The Church consists of all those who believe on the Lord Jesus Christ, are redeemed through His blood, and are born again of the Holy Spirit. Christ is the Head of the Body, the Church, which has been commissioned by Him to go into all the world as a witness, preaching the gospel to all nations (Ephesians 1:22-23, Matthew 28:19-20, Acts 2:41-47).

10 There shall be a bodily resurrection of the just and of the unjust; for the former, a resurrection unto life; for the latter, a resurrection unto judgment (I Corinthians 15:20-23, John 5:28-29).

11 The second coming of the Lord Jesus Christ is imminent and will be personal, visible, and premillennial. This is the believer’s blessed hope and is a vital truth, which is an incentive to holy living and faithful service (Hebrews 10:37, Luke 21:27, Titus 2:11-14).
LIFE ON CAMPUS
Simpson University

CAMPUS AND FACILITIES

Simpson’s 85-acre campus in northeast Redding is ideally situated for convenience, recreation and natural beauty. Within only a few minutes’ drive are the Redding Municipal Airport, downtown Redding, a major shopping mall, and other retailers. Nearby recreational opportunities include swimming, boating, mountain climbing, and snow skiing.

Upon relocating to Redding in 1989, Simpson began the process of constructing new buildings and developing what is becoming one of the most attractive campuses on the West Coast. The current facilities consist of the Francis Grubbs Learning Center, which contains classrooms, the Start-Kilgour Memorial Library and offices; LaBaume-Rudat Hall, containing classrooms and faculty offices; six student residences; the Emeriti Dining Center; and the Heritage Student Life Center with a 1,450-seat auditorium/gymnasium, student activity areas, counseling suites, classrooms, and facilities for the music department.

The newest building on campus is the three-story, 45,000-square-foot Owen Student Services Center, which was completed in the summer of 2004. The Owen Center houses all of the student services and a majority of the college’s administrative staff. Also included in the building are a bookstore, the Biltmore coffee shop, mailroom, classrooms and student government offices.

DIRECTIONS TO CAMPUS

The campus is on College View Drive, about 1.5 miles east of Interstate 5, just off Highway 299 East. College View Drive, a frontage road on the south side of 299 East, is easily found by exiting at either Churn Creek Road or Old Oregon Trail. Simpson can also be accessed from its south entrance along Shasta View Drive.

GEOGRAPHIC LOCATION

Considered the hub of the north state, Redding is located about 150 miles north of Sacramento, about 200 miles north of the San Francisco Bay Area, and 155 miles south of the Oregon border. Surrounded by mountains on three sides, Redding is also the center of the spectacular Shasta Recreation Area. From the campus, students enjoy excellent views of Lassen Peak and Mt. Shasta, with its elevation of over 14,000 feet.

SPIRITUAL FORMATION

A central objective of Simpson University is to develop men and women in their spiritual lives and train them for fruitful service for the kingdom of God. We believe a commitment to serve develops out of a personal, ever-growing relationship with Jesus Christ which is manifested in a love for Him and a concern for others.

The Office of Spiritual Formation at Simpson is dedicated to helping each student experience the many opportunities at Simpson to encounter in a personal way the transforming and continuing work of Jesus Christ as Savior, Sanctifier, Healer, and Coming King. Students’ participation in chapel services, worship teams, small groups, student missions, student ministry and service opportunities, retreats and classes on the spiritual life will encourage their desire to walk with God for the rest of their life. Students will also find that opportunities for student-initiated spiritual activities, their relationship to faculty and their classroom experience will contribute to their spiritual formation.

CHAPEL

As might be expected, much of the student activity on campus has a spiritual focus. One example is chapel, which meets two times a week with required attendance by all full-time, traditional undergraduate students. Programs include corporate worship, inspirational speakers, testimonies, musical performances, and presentations about ministries and missions. Special chapels include Spiritual Focus Week, the J.D. Williams Lectureship, the Dr. James M. and Hazel J. Grant President’s Lectureship, and World Impact Week.

WORSHIP TEAMS

Under the guidance of the campus pastor, students are given the opportunity to participate in leading worship for campus chapel services and other ministries on and off campus. Instrumentalists, vocalists and student worship leaders work together to promote a deep and heartfelt worship experience for the Simpson community.

MINISTRY PRACTICUM

In their sophomore, junior or senior year, students must take two semesters of Christian Ministry Practicum (0, Fall; 0, Spring), a full-year requirement for all traditional undergraduate students except for Ministry and Worship majors. Fall semester is a prerequisite to spring semester. This course has three components. The first component is a student ministry field experience in which students choose an off-campus ministry site in a church, a para-church organization, or an outreach-oriented organization. This ministry will be approved by the Ministry Practicum instructor and/or the Director for Student Outreach. The second component is a mentoring relationship provided by the place of service. The mentor and the student are required to meet on a bi-monthly basis. The third component is class time, which consists of three class sessions per semester. Topics discussed include the role of service in the life of a Christian.

STUDENT MISSIONS

A large number of students participate in Simpson’s student missions program both in the States and around the globe. In reaching out and touching the peoples of the world in the name of Jesus, the kingdom is expanded, and students return with a broadened worldview, a deeper understanding of missions and a compassion for others. Intensive training is provided.
through weekly sessions in the spring semester, a wilderness trip for team leaders and a training week for all participants just before the teams depart. A student missions grant is available to eligible students who go out as a part of this program for three weeks or longer.

**MISSIONARY-IN-RESIDENCE (MIR)**

The MIR is a career missionary with The Christian and Missionary Alliance who comes to the Simpson community to teach and develop students during his or her year away from the mission field. The MIRs are vision-casters, recruiters and trainers for cross-cultural ministry, with a focus on The Christian and Missionary Alliance. Part of this commitment is to serve as teaching faculty in the Division of Theology and Ministry.

**GLOBAL VENTURES**

This program is a summer internship program with The Christian and Missionary Alliance. It is especially focused on students who are praying about the possibility of full-time mission work to give them opportunity to live and work with missionaries on the field. Information about this program is available in the Spiritual Formation office.

**PRAYER PATH**

Located near the large cross on campus, the Prayer Path goes back in Christian tradition to around 350 A.D. Originally, the path served many purposes and was often used as a representative of the pilgrimage to Jerusalem. The path today is symbolic of one’s journey with Christ and the transformation that occurs through growth as disciples. A booklet of published topics for the Prayer Path is available in the Spiritual Formation office.

**STUDENT MINISTRIES**

Simpson University students are regularly engaged in outreach and service opportunities, from across the street to around the globe. Students find there are many different ways to be involved in community service and ministry. They volunteer with local ministries, serve on the boards of local community organizations and travel around the world to meet the physical and spiritual needs of others. Opportunities for ministry are endless, and each has a leadership development component with a mentor who will oversee the ministry.

**STUDENT ACTIVITIES & ORGANIZATIONS**

The lessons learned outside the classroom are as valuable as those learned within. As a result, Simpson provides a balance of significant opportunities to suit different perspectives and needs. Students are encouraged to investigate the possibilities and to take part in organizations and activities. For complete information, see the Student Handbook, which is available online at www.simpsonuniversity.edu/docs/Student_Handbook.pdf.

**CLUBS**

Students may join existing clubs such as the Psychology Club, Cheerleading, Simpson University Business Association, Social Action Committee, Black Student Union, Asian Fellowship, Hispanic Fellowship, English Club, and Film Club. New clubs may be chartered with the approval of the Student Senate. While activities vary, depending on the organization’s purpose, the overall emphasis is on sharing common interests, developing interpersonal skills, serving others and having fun.

**INTERCOLLEGIATE SPORTS**

Simpson participates in the following intercollegiate sports: men’s and women’s soccer, basketball, cross-country and golf; women’s volleyball and softball; and men’s baseball. These teams compete with schools in the National Association of Intercollegiate Athletics (NAIA) Cal-Pac (California-Pacific) Conference and the National Christian College Athletic Association (NCCAA).

Besides enjoying the recreation and challenge of the sport, student-athletes learn good sportsmanship, strength of character, and discipline in a Christ-centered environment. Athletic scholarships are available at the coaches’ discretion. Athletes attend athletic study hall and participate in year-round training.

Eligibility to compete in the NAIA and NCCAA is not automatic with admission to Simpson University. The NAIA standards for competition as an incoming freshman are an overall high-school GPA of 2.0 or higher on a 4.000 scale, a minimum score of 18 on the Enhanced ACT or 860 on the SAT (for tests taken on or after April 1, 1995), or a minimum score of 860 or higher on the Critical Reading and Math sections (for tests taken on or after March 1, 2005), or a student must graduate in the upper half of his or her high-school class. An entering freshman must meet two of the above three entry-level requirements.

**INTRAMURAL PROGRAMMING/ OUTDOOR RECREATION**

Simpson encourages all students to take part in the intramural program, which offers a variety of team and individual sports/activities. The university also organizes activities off campus to take advantage of the outdoor recreation amenities available in Northern California. Activities are offered in response to student body interest.

**MISSIONS TASK FORCE**

This committee increases student awareness of world missions at home and abroad by sponsoring a number of efforts throughout the year. Members organize regular prayer meetings, plan chapel programs spotlighting world missions, and direct outreach ministries in the community. They also help to plan and host the annual J.D. Williams Lectureship/missions week featuring missionary speakers, chapel programs, an international dinner and other activities.

**MUSIC GROUPS**

At Simpson, numerous opportunities abound for musical performance through several groups. Instrumental ensembles include a jazz band, wind ensemble, percussion ensemble, handbell choir, guitar ensemble, and the Sinfonia Orchestra, which comprises Simpson students, community members and talented high-school students.
Vocal ensemble options include the Chorale, which performs regularly in the local area and travels elsewhere in the U.S. and abroad; the Vocal Ensemble, a small auditioned group that primarily performs chamber vocal repertoire; and the Trinity Repertory Singers, a community chorus sponsored and hosted by Simpson. It is open to all community and university members.

SOCIAL ACTIVITIES

Various groups sponsor activities throughout the year, either as club functions, residence hall floor activities, or as annual schoolwide events. Major events include a square dance during Orientation Weekend, the 3 Minutes talent show during Homecoming Weekend, spring Shopping Cart Races, Exposure (student film festival), and NiteLife (student comedy/talent show). The Student Activities Board plans multiple events each month. These events are designed to address the interests of a range of students. In addition to happenings on campus, students benefit from a huge array of year-round outdoor opportunities, thanks to the university’s location in the Shasta Recreation Area.

STUDENT WELLNESS

Simpson University has a special arrangement with Sun Oaks Tennis and Fitness Club to offer Simpson traditional undergraduate students a school year (8-month) membership for $99, which includes access to seven outdoor tennis courts, two racquetball courts, indoor and outdoor basketball, and complete fitness facilities, including a cardio room, weight room, and a large selection of gym classes. The special membership also includes access to the club’s indoor pool, spa and saunas. Students may select this membership on their Simpson registration form and include it in their school billing.

STUDENT GOVERNMENT

Composed of students elected each year by their peers, Student Government officially represents students to faculty and administration. Student Government members decide on the allocation of student funds for activities and supplies. They also create legislation for student life improvements and present items for the President’s Cabinet to consider. Leadership skills are developed through participation in Student Government and the planning of campus events.

YEARBOOK

The university yearbook, Gateway, is produced by students through a yearbook practicum class under the direction of a faculty member and a student editor.

STUDENT NEWSPAPER

*The Slate* is the student newspaper at Simpson. Published by a newspaper practicum class, it affords students the opportunity to develop journalism skills while covering campus events, interests and current issues.

STUDENT SERVICES

In keeping with its emphasis on individual attention, Simpson provides a variety of student services designed to help students make the most of their university experience.

ACADEMIC ADVISING CENTER

The center provides academic advising for new students (those who have completed less than 24 credit hours), and all students who have not declared a major. The center also provides supplemental advising for all students, upon request. Offices are located in Simpson Central. For more information on academic advising, see page 28.

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) offers academic support services to students including accommodations for students with documented disabilities and peer tutoring.

Students who have documented disabilities and who may benefit from academic accommodations are encouraged to set up an appointment with the Academic Success Center (ASC) Coordinator prior to their first semester (530-226-4783 or academicsuccess@simpsonuniversity.edu). Disabilities under the Americans with Disabilities Act include sensory impairments (hearing loss, etc.), motor impairments, medical conditions, learning disabilities, processing disorders, attention deficit (hyperactivity) disorders, and psychological disorders. Such disabilities must interfere with a major life activity, such as learning. Documentation must be current (within the past three years), be conducted by a qualified professional, and be appropriate to the disability being assessed. At the college level, students are responsible for requesting accommodations and for assuming the cost of any updated professional assessments required. If a disability is evidenced during the semester, students are encouraged to visit the ASC for assistance.

Students who are struggling academically may request assistance in the form of peer tutoring for an individual course or courses without documented disabilities. Students are eligible to receive up to three hours of free peer one-to-one or small group tutoring per week, based upon tutor availability.

Paid tutors are trained to assist students with understanding course material; studying/preparing for exams; homework assignments, projects, and written work; and time management/organization.

FIRST YEAR EXPERIENCE

Discussion group leaders (student leaders), along with specially trained faculty and staff, lead the First Year Experience (for entering students with less than 24 credits). This one-credit class helps students better understand what it takes to succeed academically, personally and spiritually as a university student.

HEALTH SERVICES

Simpson’s registered nurse provides basic medical care, some
medications and limited immunizations. Students are also referred to off-campus providers as necessary.

**CAREER SERVICES**

Simpson provides people and resources to help students explore personal interests and to develop skills and abilities while pursuing the career-planning process. The university provides assistance in creating resumes and cover letters that reflect a student’s relevant qualifications for the industries of choice. A videotaped mock interview helps students hone interviewing skills and allows them to see and critique an interview performance before having to face the potential employer. The university also assists in providing job listings for students and alumni.

**PERSONAL COUNSELING**

The Simpson Community Counseling Center provides professional services at reasonable rates as well as information about outside resources. Students in the traditional undergraduate program are provided eight counseling sessions per year through their paid tuition. Additional sessions, counseling for part-time students, and some testing are available to students at reasonable rates.

**STUDENT GROUPS**

**COMMUTER STUDENTS**

Special activities for commuters are organized and planned by a Commuter Students Organization (CSO) headed by the CSO president. The special populations coordinator in the Office of Student Development provides programs, events, advocacy, and research for commuters. There is also a commuter Web page for promotion/communication of news and activities.

**MISSIONARY KIDS**

Simpson University supports an Association for Missionary Kids and provides opportunities for interaction, activities and community among missionary kids. Nearby, a separate organization, Gatehouse Ministries, provides a home for missionary kids (some attending Simpson and others who are not currently students). Gatehouse Ministries holds monthly special evening events open to all MKs in Redding, including an international dinner, water skiing trips, mountain hikes, game nights at the house, and an annual three-day, all-MK winter mountain retreat. All Gatehouse activities are free to MKs.

**ETHNIC MINORITIES & INTERNATIONAL STUDENTS**

The university has a Black Student Union, Hispanic Fellowship and Asian Fellowship. These groups help build friendships and organize activities to enhance the development of multicultural groups at Simpson University.

**CAMPUS RESIDENCES**

Simpson University believes that living on campus is a valuable facet of the university experience. As a result, all full-time, undergraduate students under 22 years of age and not living with their parents are required to live in one of the university’s residences. Some exemptions to this requirement are granted to seniors, homeowners or students who have a live-in work requirement. Exemptions are not granted for purely financial reasons.

Campus living offers the advantage of close fellowship with other students, opportunities to develop/grow in various aspects of personal life, and easy involvement with university activities; it also provides ready access to the library and other on-campus academic resources. Due to the many benefits of living on campus, students living within commuting distance and qualifying to live off campus are encouraged to consider living on campus.

Each of the university’s residences is staffed with a resident director and several student leaders who serve as resident assistants. They work with the students in planning activities that promote community, camaraderie and spiritual growth. Their goal is to foster a caring climate that encourages the holistic development of students.
Simpson University
2211 College View Dr.
Redding, CA 96003
At Simpson University, each applicant is evaluated individually and is accepted on the basis of commitment to Jesus Christ, previous academic achievement and personal character. To be considered for admission, applicants should have a diploma from an accredited high school or a certificate of high school equivalency. Simpson’s admissions policies do not discriminate because of gender, age, race, national origin, or disability, nor do the educational programs, other activities, or employment, as specified by federal laws and regulations. The university’s policies are also in compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA.

APPLICATION PROCEDURE

Applicants should do the following:

1. Complete an application online for a non-refundable $20 application fee, or fill out and mail an application along with a non-refundable $40 application fee.

2. Submit official transcripts of all high school credits, showing date of graduation.

3. Submit official transcripts of all previous college-level work (transfer students).

4. Submit a spiritual reference.*

5. Submit SAT I or ACT scores, unless the applicant has already completed 24 semester credits of satisfactory college-level work.

*See application for forms and guidelines.

Although there is no specific set of course requirements, Simpson University strongly recommends completion of the following courses in high school:

- 4 Years of English
- 3 Years of College Prep Mathematics, including Algebra
- 2 Years of Natural Sciences
- 3 Years of Social Studies
- 2 Years of Foreign Language

In some cases, a personal interview may be required as a final step in the admission process.

READMIT PROCEDURE

Students seeking to re-enroll at Simpson after an absence of one or more semesters must do the following:

1. Complete an application online for a non-refundable $20 application fee, or fill out and mail an application along with a non-refundable $40 application fee.

2. Submit a spiritual reference if absence exceeds two years.

3. Submit official college transcripts for all work completed following enrollment at Simpson.

INTERNATIONAL STUDENT ADMISSION

International students applying for admission to Simpson University should submit the following:

1. A completed Simpson University application form.

2. A spiritual life reference.*

3. A statement of English language proficiency.

4. A declaration and certification of finances.

5. An official copy of a TOEFL examination score (a score of 500 or better is required).

6. An official document or record that reflects 12 years of primary and secondary schooling, mailed directly to Simpson from the schools attended or from the Ministry of Education of the student’s country of residence. A transcript evaluation from a foreign evaluation service may be required.

*See application for forms and guidelines.

International students must have a guaranteed means of support to study in the United States for their entire college career. Therefore, Simpson cannot issue the Form I-20 until adequate confirmation of the guaranteed means of support in the necessary amount for the first year has been received. In some cases, an advanced deposit may be required before the Form I-20 is issued.

FOR INFORMATION ON ADVANCED PLACEMENT, CLEP, CREDIT BY EXAMINATION, AND TRANSFER OF CREDITS, SEE ACADEMICS: POLICIES AND PROCEDURES (PP. 27-38).
FINANCIAL POLICY

UNDERGRADUATE FEE SCHEDULE

REVIEW OF COSTS

PAYMENT OPTIONS

REFUND POLICIES

STUDENT FINANCIAL AID
   - How to Apply
   - Federal Student Aid
   - California Student Aid
   - Simpson Student Aid

SATISFACTORY ACADEMIC PROGRESS
FINANCES
Simpson University

Simpson University is committed to providing quality education at a reasonable cost. In fact, Simpson's costs are below average compared with private colleges nationwide. All expenditures related to education and support services are carefully planned and budgeted. While the university receives no direct institutional government aid, it does cooperate with federal and state government programs regarding student financial assistance. For details, see the information about student financial aid starting on p. 17.

UNDERGRADUATE FEE SCHEDULE 2008-2009

Tuition per semester full-time ................................................ $9,750
Tuition per credit hour .............................................................. $825
Tuition per Audit credit hour .................................................... $275
Private Music Instruction (per credit hour/in addition to regular tuition) .......................................................... $250
Room & Board 21-meal plan ...................................................... $3,350
Room & Board 14-meal plan ...................................................... $3,250
Room & Board (No meal plan -- physician's written recommendation required) .............................................. $2,950
Directed Study Fee (per credit hour/in addition to regular tuition) .......................................................... $750
Parking Permit ........................................................................... $80
Health Insurance (market price/estimate annual cost) ............. $800
Examination Fee (repeat, early, late) ........................................ $35
Deferred Late Payment Fee, Late Registration Fee, Late Payment Fee, Returned Check Fee ........................................ $100 each
Application Fee (paper filing/online filing) ............................. $50/$25
Admissions Deposit (campus security deposit) ....................... $100

REVIEW OF COSTS

HEALTH INSURANCE FEE

All full-time traditional undergraduates must either purchase health insurance coverage available through the university or show proof that such coverage exists. Students who do not provide proof of insurance by the published deadline will automatically be enrolled in the approved campus plan and the non-refundable premium will be charged to their student account.

CAMPUS SECURITY DEPOSIT

All students' initial admissions deposit will be applied toward the campus security deposit. A residence breakage fee will be charged in the event damage occurs in the residence hall due to negligence or lack of responsible care. All students are also responsible for residence breakage to the extent it may exceed the deposit. To avoid this charge, students must obtain proper clearance or check out of their rooms in accordance with policies of the Student Development office. These deposits are refunded once a student graduates or officially withdraws from the university.

ROOM & BOARD Fee

All students living in a campus residence pay room and board, which can vary depending upon the number of meals per week the student wishes to purchase. Generally, all full-time undergraduate students who are unmarried and under the age of 22 are required to live in campus residences unless they live with parents or relatives within commuting distance of the university. The payment of residence costs does not entitle students to use room accommodations during periods when residences are closed, such as during Christmas and spring breaks and after a semester is completed. At the same time, through prearranged agreement, the university attempts to accommodate students who must remain on campus during such periods. All students living on campus are required to participate in the university meal plan and eat in the dining center. Students may live in the residence halls without a meal plan, provided documentation of dietary restrictions, signed by an attending physician, has been filed with, and approval has been granted by the Director of Facilities. Students are responsible for paying the entire cost of their meal plan, and the university cannot allow discounts for missed meals. The dining center is closed during the same periods when residences are closed.

OTHER FEES

Applicable to specific violations; for example, parking or library fines. Specific courses may have additional fees, such as laboratory fees, equipment rental fees, ski-lift tickets, etc. Fees will vary depending on the selected course of study.

FEDERAL REFUND POLICY

In the event a student withdraws from all units within a term, federal financial aid and refunds will be calculated on a per diem basis. If this calculates to 60 percent of the term or greater, no adjustments will be made.

PAYMENT OPTIONS

Payment of tuition, fees and other charges may be made through one of two payment options:

PAYMENT IN FULL

The balance due for each semester must be paid in full on or before the first payment due date as specified in the student account policies. Acceptable payment methods include check, credit card, or electronic transfer from a checking account.

DEFERRED PAYMENT PLAN

The balance due for each semester, after application of any
monies guaranteed by student financial aid, must be paid in full as follows: 1/3 on the first payment due date, 1/3 on the second payment due date, and the remaining balance on the third payment due date. Payment due dates can be found in the student account policies on the student account important dates form. Acceptable methods of payment are credit card or electronic transfer from a checking account. The deferred payment plan fee applies with this payment option. The deferred payment plan is not available to students in the A.W. Tozer Theological Seminary, or any students during the summer term.

Any students receiving outside scholarships must agree to have all outside funds posted to their student account so long as there is an outstanding balance due. Scholarship funds payable to the student may be released directly to the student so long as the account is paid in full. The student’s account balance must be paid in full on or before the last day of the third semester month in order to participate in finals. In addition, registration for any succeeding semester may be prohibited without satisfactory resolution of any outstanding balances owing from the previous semester.

**REFUND POLICIES**

**TUITION AND FEES**

Students who decide to add or drop courses or withdraw from school must complete appropriate forms with the office of Student Financial Services, as well as with the Registrar’s Office. Regarding changes to course schedule, housing status, academic and other fees, the following refund policy will apply:

**Refund Rate**

- 2nd Friday following start of the semester (1st week) .... 100%
- 3rd Friday following start of the semester (2nd week) .... 80%
- 4th Friday following start of the semester (3rd week) .... 60%
- 5th Friday following start of the semester (4th week) ..... 40%
- After the 5th Friday following the start of the semester: no refund

**Note:** There are no refunds on directed study and online courses.

Changes to student insurance, parking permit or meal selection for any term will not be accepted after the first Friday following the start of classes.

All student financial aid must be re-evaluated for students who decide to withdraw from the university or who drop below full-time academic status before the end of an academic term or semester. If, after applying for the university’s refund policy, a refund of student financial aid funds is required, such funds must be returned to the student financial aid program from which they came. Federal and state student financial aid must be returned on the basis of federal- and state-mandated formulas. The student is responsible for repayment of any financial aid that has been disbursed to the student and is then deemed refundable under federal or state refund policies.

Consistent with university policy, if the student received student financial aid from private programs and/or Simpson University, any remaining refund monies must be returned first to university programs and then to private programs. No refund will exceed the amount of the original award. The university reserves the right to make exceptions to such policy in order to ensure proper handling of each case and to maintain compliance with current federal and state regulations.

**STUDENT FINANCIAL AID**

Simpson University’s Office of Student Financial Services administers a comprehensive program of student financial aid, including grants, scholarships, work study programs and student loans that are provided through federal, state and private sources and the Simpson University Student Scholarship Fund. At Simpson University, 99 percent of the students receive some form of student financial aid. Some of the student financial aid is based on need, but various scholarships are also awarded to qualified students according to grades, leadership and/or musical or athletic ability, as well as other criteria.

The amount of need-based student financial aid for which a student is eligible is determined through a standard needs-analysis formula developed by the federal government. This needs-analysis is based on information provided by the student and parents on the Free Application for Federal Student Aid (FAFSA). The results of the FAFSA will be sent electronically to Simpson University approximately 10 working days after online submission.

Applicants must be accepted for admission to Simpson University before they can be considered for any student financial aid. All applicants must complete the FAFSA and should list Simpson University as the first choice of schools they plan to attend if they expect to apply for government student financial aid through Simpson University. California residents who desire to be considered by the California Student Aid Commission for the Cal Grant programs must apply before the March 2nd deadline.

Students must re-submit the FAFSA and apply for student financial aid each school year. To renew institutional grants and scholarships, returning students must complete fall registration by March 31st of the preceding spring term. Initial and continued eligibility for any program is based on three factors:

1. Continued financial need.
2. Satisfactory academic progress as defined in the satisfactory academic progress section of the financial aid guidelines.
3. Completion of all paperwork associated with the student’s financial aid file.

Requested documents, including all applications and subsequent verification information, must be submitted before any financial aid will be released to the student’s account. If a student’s document file is not complete by the date of the initial semester disbursement of funds (usually during the first semester week), Simpson University grants and scholarships are subject to cancellation for one or all terms of the current academic year.

Student financial aid is usually awarded via a student financial aid package consisting of several forms of student aid which include grants, scholarships, work study, and loans. The amounts and types of aid vary by the student's need, financial status, and academic progress.
financial aid. For example, recipients may receive an award package that includes two or more forms of student financial aid such as a grant, a loan, and a scholarship totaling the amount of need-based student financial aid for which they qualify. To assure the best opportunity for student financial aid, applicants should apply early. While Simpson University accepts applications at any time, the university sets a priority deadline of March 2nd for each year. Students who complete their applications for student financial aid by this deadline will be awarded first and will receive priority consideration for the Simpson University Student Scholarship Fund until such funds have been exhausted.

Simpson University encourages all students to apply for student financial aid. The university’s admissions counselors or student financial services counselors will be glad to answer questions about student financial aid and assist applicants through the application process.

**HOW TO APPLY**

New applicants for student financial aid through Simpson University should follow these steps:

1. Apply for admission to Simpson University.
2. **Cal Grant applicants only:** Before March 2nd, complete the GPA Verification Form and have it verified and mailed by officials at your school of last attendance.
3. Complete the Free Application for Federal Student Aid (FAFSA) and list Simpson University as the first choice of colleges. **Simpson’s federal institution code is 001291.**
4. Applicants will receive a Student Aid Report (SAR) from the federal processing center approximately two to four weeks after filing the FAFSA. Students must verify the information on the SAR and retain the SAR for their records. If the SAR information is incorrect, students should make corrections online and submit the SAR to the federal processing center, not to Simpson University.

Generally, applicants can expect to receive an award package from Simpson University approximately two weeks after all necessary information related to the application has been received in the Student Financial Services office. Students have 30 days to accept the award package.

Applicants may receive a notice that the financial aid file has been “Selected for Verification.” This is a federally mandated process that all schools must agree to perform in order to participate in federally funded financial aid programs. Those selected for verification will also receive a letter explaining what additional information or income tax records are needed before the financial aid file can be completed. A delay in providing the verification documents may also delay the award package and subsequent disbursement of funds.

Accepted student financial aid will automatically be applied to each student’s account after the semester begins and after completion of the student’s financial aid file. Generally, financial aid is awarded and disbursed in equal disbursements according to each student’s enrollment. (For example: 50 percent in the fall term and 50 percent in the spring term.) If a student is enrolled in only one term during an academic year, all federal loan funds must be disbursed in two disbursements, the first at the beginning of the term and the second at the midpoint of the term. This is a federally mandated requirement and there are no exceptions.

First-time borrowers are subject to a delayed disbursement regulation which mandates an initial loan disbursement date to be a minimum of 30 days after the first day of class for the semester. Once you have received the initial delayed disbursement, you are no longer a first-time borrower, and all subsequent semester disbursements can be made at the beginning of each term.

Simpson University is dedicated to helping students receive all of the student financial aid for which they qualify. Simpson welcomes questions as well as the opportunity to assist students with any aspect of the student financial aid application process. All inquiries should be directed to an admissions counselor (new students) or to Student Financial Services (continuing students) in Simpson Central.

**FEDERAL STUDENT FINANCIAL AID**

Federal student financial aid is available to United States citizens and permanent residents who are not in default on prior student loans or do not owe a refund of any federal or state education grant.

**Pell Grant**

A federal entitlement program available to undergraduate students who have demonstrated need. Award amounts currently range between $890 and $4,731 per year and are subject to federal revision each new academic year.

**Supplemental Education Opportunity Grant, or “SEOG”**

A federal grant program available to undergraduate students who are Pell Grant eligible. Priority is given to students who have demonstrated exceptional financial need. Annual award amounts currently range between $100 and $1,500 and are subject to revision each academic year.

**Perkins Loan (formerly National Direct Student Loan), or “Perkins”**

A federally funded loan that is available to a limited number of undergraduate students with demonstrated financial need. Former students who are in repayment of their Perkins loan provide most of the money available for loans. Because of limited funds, award amounts vary. Perkins loan terms are long-term, with low interest (5 percent) and repayment that begins nine months after the student graduates or ceases to be enrolled at least at half-time status.

**Stafford Loans**

Various federal Stafford loans are available to undergraduate students who have demonstrated financial need. Based upon calculated financial need, award amounts vary up to a maximum of $3,500 per year for freshmen, $4,500 per year for sophomores, and $5,500 per year for juniors and seniors. Class levels used to determine loan limits are those established by the registrar’s office and outlined in the academic section of this catalog. Stafford loans are long-term, with variable low interest (capped at 8.25 percent) and repayment that generally begins six months after the student graduates or ceases to be enrolled at least at half-time status.

**Subsidized:**

All accrued interest is paid by the United States government until the student begins repayment of the loan.

**Unsubsidized:**

All accrued interest is paid by the student while in school;
however, the student may elect to postpone or capitalize the interest until the student begins repayment of the loan. Unsubsidized loans are generally available to undergraduate students who have extremely low or no financial need.

**Unsubsidized Independent Student:**
Means the same as unsubsidized, but is available only to those students who are classified as “Independent” by the U.S. Department of Education. In addition to the subsidized loan amounts, independent students with sufficient remaining need may be eligible for award amounts up to a maximum of $4,000 per year for freshmen and sophomore and $5,000 per year for juniors and seniors.

**Parental Loan for Undergraduate Students, or “PLUS”**
Available to parents of those students who are classified as “Dependent” by the U.S. Department of Education. The lender will require a credit check of the parent. If the parent is denied the PLUS, the student becomes eligible to apply for additional unsubsidized Stafford loans. Based upon calculated financial need, award amounts vary up to the cost of education minus other student financial aid received. PLUS loans are long-term, with variable low interest (capped at 8.5 percent) and repayment that generally begins within 60 days of the final disbursement of the loan for the academic year.

**Federal College Work Study, or “FCWS”**
A federal program that provides the university with limited funds to support on-campus employment opportunities for eligible students. Receiving a FCWS award is only a notice of eligibility. It does not ensure employment and therefore should not be counted as part of the financial aid award when determining remaining balance due. The student must inquire with the university Human Resources department for job placement opportunities.

**CALIFORNIA STUDENT FINANCIAL AID**
California student financial aid is available to eligible residents of the state of California who are not in default on a prior student loan or do not owe a refund on any federal or state education grant.

**Cal Grant A**
A California tuition assistance grant for those students who have at least two years of undergraduate studies remaining. The award is based on the student’s grade point average (GPA) and financial need. Award amounts are currently $9,708 per year for new recipients and are subject to change by the state of California. The FAFSA and an additional GPA verification form must be filed and postmarked by March 2nd for all possible recipients who are applying to receive the Cal Grant A award for the first time. The award may be extended for one additional year for participation in the teacher credentialing program. The March 2nd deadline is established by the California Student Aid Commission (CSAC) and is not flexible. Applicants may contact CSAC directly via their customer service number at 888-224-7268 for further information regarding the Cal Grant program.

**Cal Grant B**
A California tuition assistance plus subsistence grant for undergraduate students. The award is designed for those students who have extreme financial need. Award amounts are currently $1,551 for the first year for new recipients and $1,551 plus the Cal A award amount for subsequent years.

These amounts are subject to change and possible adjustments by the state of California.

**Assumption Program for Loans for Education, or “APLE”**
A program for students with outstanding ability who are pursuing a teaching career, have completed at least 60 units of undergraduate studies, and are enrolled in at least 10 units of undergraduate or credentialing coursework per term. Award amounts are currently $11,000 in loan assumption benefits, provided the student completes four consecutive years of teaching service in a California K-12 public school in a designated subject matter or teaches in a low-income area. Applications and additional information are available from the Student Support Center in Simpson Central by mid-April with a filing deadline of June 30.

**Law Enforcement Personnel Dependents Scholarships, or “LEPD”**
A program offering educational grants for needy dependents and spouses of California peace officers, officers and employees of the Department of Corrections or Youth Authority, and permanent and full-time firefighters employed in cities, counties, districts and other political subdivisions of the state of California who have been killed or totally disabled in the line of duty. Award amounts vary up to a maximum of $9,708 per year up to four years. Applicants must file a FAFSA and inform the admissions or student support counselor of eligibility for the LEPD grant.

**Robert C. Byrd Honors Scholarship**
A program providing scholarships to graduating high school seniors who have demonstrated outstanding academic achievement in high school. Award amounts are $1,500 per year up to four years. Applications are available at high schools after Feb. 1. Deadlines to apply may vary depending on the school. All nominations must be submitted to the California Student Aid Commission by the deadline established each year.

**SIMPSON UNIVERSITY STUDENT FINANCIAL AID**
Students applying for institutional aid must apply for other forms of grant-based aid available through federal and state programs. All students must file a FAFSA; California students must apply for a Cal Grant to be eligible for institutional aid. Students receiving institutional aid must complete their financial aid file by the beginning of each semester in order to maintain eligibility for the aid.

Institutional aid is applied directly to a student’s account and is not transferable to students other than the recipient. Institutional aid recipients must maintain full-time enrollment in order to remain eligible. Students who drop below 12 units during the published refund period will have their institutional aid adjusted. Students who drop below 12 units after the refund period will not have their institutional aid adjusted.

Institutional aid is for the fall and spring semesters only (no aid is awarded for summer sessions). All institutional aid is renewable for four consecutive academic years (fall and spring terms) provided the student:

- Maintains satisfactory academic progress,
- Is not placed on probation (Academics, Student Development, Spiritual Formation, etc.), and
• Completes course selection and registers for the next fall on or before March 31 of each year.
• Is not in default of any other Title IV program funds.

Institutional aid is coordinated and adjusted with other forms of aid and cannot exceed a student’s cost of tuition, fees, room and board even when other aid has been awarded. If a student is a Cal Grant recipient, institutional aid cannot exceed the student’s need (as defined by state regulations). Institutional aid may have to be reduced so that aid does not exceed these limits.

Students may participate in one semester (fall or spring) of international study abroad prior to completion of the bachelor degree and as approved by the Office of the Provost. Institutional aid will be applied at 50 percent of normal awarding policies for the term abroad. Students concurrently enrolled in other institutions are eligible for Simpson University institutional aid based only on the units being taken at Simpson University.

Institutional Grants

National Merit Finalist:
Available to students officially recognized as National Merit Finalists. Written documentation will be required.

Provost Academic Award:
Minimum GPA of 3.0, SAT composite score above 1000 or ACT composite above 21.

Travel Grant:
Available to students whose permanent residence is in a state other than California.

Promising Musician Award:
Music majors with exceptional talent and a recommendation from Music Dept/Chair.

Red Hawks Athletic Scholarship:
Available to students based on the recommendation of the head coach and the Athletic Director. Awards up to full tuition, after all other aid.

A.B. Simpson Grant:
Available to finalists of the International Bible Quizzing competition or participants in the Operation Good News program of The Christian and Missionary Alliance. Verification by The Christian and Missionary Alliance district office is required.

International Missionary Dependent Grant:
Available to students who are dependents of full-time Christian missionaries serving outside the continental United States. Award amounts vary up to the full cost of tuition and are renewable for eight consecutive semesters, provided all other parameters of the grant continue to be met. Recipients must demonstrate remaining need.

Christian Worker Dependent Grant:
Available to those students employed in full-time Christian work as a missionary or pastor and their dependents. A dependent is defined as spouse and children who qualify as dependents for federal student financial aid. The college reserves the right to determine what is full-time Christian work.

Family Grant:
Available to each full-time student with an immediate family member attending Simpson University at the same time. Immediate family is defined as spouse and children who qualify as dependents for federal student financial aid. All family members must be enrolled at full-time status in the traditional undergraduate program.

Student Ministries Program of Simpson University:
Available to continuing students and requires verification from the Simpson University Office of Spiritual Formation.

Church Matching Grant:
Student scholarships given by local churches will be matched 1:1 up to a maximum of $500 per year. Monies NOT eligible for matching include wages earned by a student at the local church or payments made by family or friends through the church. Scholarship payments must be an official act of the church rather than from individual church members.

Cal Grant supplement:
Available to those new students bringing a first-time Cal Grant to Simpson University.

CAB Program
California Aid Benefit Program: Students new to Simpson University who are eligible for the Cal Grant A ($9,708 minimum) and any amount of federal Pell Grant will have the remainder of their first-year tuition covered. All forms of aid will be applied first, and the balance of full tuition will be made up with Simpson grants/scholarships. This amount of aid is guaranteed for the balance of their time in the traditional undergraduate program. Qualifying students are responsible for only any tuition increases that may occur. The benefit applies only to tuition charges.

Sharpe Scholar Grant:
Students meeting the Sharpe Scholar criteria.

Scholarships

Endowment scholarship:
Available to students whom the student scholarship committee selects based on endowment scholarship criteria established by Simpson University and interested donors who have provided financial support for this purpose.

Satisfactory Academic Progress

Satisfactory academic progress must be maintained to continue eligibility for student financial aid. Satisfactory academic progress for purposes of federal, state and Simpson University student financial aid is defined as follows:

1. Successful completion of a minimum number of credits within a given academic period.

2. Maintenance of an acceptable grade-point average.

3. For Simpson University student financial aid eligibility only, not placed on probation, as defined by Simpson University’s policy relating to any department of the university (i.e., Academics, Spiritual Formation, Student Development, etc.).
4. All students must be pursuing a degree or certificate program to qualify for student financial aid. A student whose enrollment status is non-matriculated, special sessions, or unclassified is not eligible for student financial aid under any federal, state or institutional program.

Undergraduate students pursuing a degree or certificate are eligible to receive student financial aid for up to 150 percent of the program’s length. Students must also complete a minimum of 24 credit hours per academic year or 12 credit hours per semester for Simpson University student financial aid and 12 credit hours per academic year or 6 credit hours per semester for federal and state student financial aid.

ASPIRE undergraduate students pursuing a degree are eligible to receive federal and state student financial aid for up to 150 percent of the program length. Students must complete a minimum of 24 credit hours per academic year or 9 credit hours per trimester for federal and state student financial aid.

MAINTENANCE OF ACCEPTABLE GRADE-POINT AVERAGE (GPA)

The satisfactory academic progress of every student financial aid recipient will be evaluated at the end of each semester to determine the student’s eligibility for the successive semester. New students must complete two full semesters at Simpson before any probation will be assigned.

CONTINUED FEDERAL, STATE AND INSTITUTIONAL ELIGIBILITY

To maintain student financial aid eligibility for a successive semester, the student’s GPA should be equal to or greater than the GPA for the cumulative number of credits completed as follows:

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<thead>
<tr>
<th>Credits Attempted</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td>00 to 29</td>
<td>1.75</td>
</tr>
<tr>
<td>30 to 61</td>
<td>1.80</td>
</tr>
<tr>
<td>62 to 91</td>
<td>1.90</td>
</tr>
<tr>
<td>92 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The Registrar’s Office will make the final determination on a student’s continued satisfactory academic progress (SAP). Students who are allowed to continue academically are determined to be making SAP and therefore remain eligible for all financial aid.

SIMPSON UNIVERSITY PROBATION

Students placed on probation status by Simpson University are permitted to receive Simpson University student financial aid for the initial semester the student is on such probation. Students failing to earn their way off probation are ineligible for any student financial aid for a successive semester of probation. A student may be placed on probation by Simpson University for various reasons consistent with college policies, i.e. Spiritual Formation for failure to attend chapel as required, and/or Student Development for disciplinary reasons. Students should familiarize themselves with such policies.

APPEALS

Students who fail to meet the above requirements, but wish special consideration in evaluation of satisfactory academic progress, may submit a letter of appeal to the Registrar. Guidelines for writing appeals for student probation are available from academic student support or student financial services counselors.
ACADEMICS

Academic Calendar 2008-2009

Overview

Divisional Structure

Policies & Procedures
### ACADEMIC CALENDAR 2008-2009

Simpson University

The standard academic calendar year runs from mid-August to late April. Simpson University operates through three distinct academic programs. The key dates for all three programs are incorporated into the academic calendar. The traditional undergraduate program offers two semesters and summer sessions. Limited summer courses are offered in modules of three weeks’ duration. The ASPIRE and graduate programs operate on their own schedules, policies and procedures. Consult the appropriate sections of the catalog or Simpson Website (www.simpsonuniversity.edu) for that information.

### MAY AND SUMMER TERMS 2008

| UNDERGRADUATE COURSES | April 28 - May 16
| | May 26 - June 13
| | April 28 - August 10 (online courses) |
| GRADUATE/EDUCATION CREDENTIAL CLASSES | Begin in May; course dates TBA |
| ASPIRE EVENING CLASSES | New Student Orientation - May 1
| | May 5 - August 14 |

### FALL SEMESTER 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 3</td>
<td>Tozer Seminary registration begins</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>ASPIRE orientation</td>
</tr>
<tr>
<td>Aug. 29-Sept. 1</td>
<td>New student orientation</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>ASPIRE Evening classes begin</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Traditional classes begin</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Last day for registration</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>ASPIRE Weekend classes begin</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Last day to add classes</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Last day to drop classes</td>
</tr>
<tr>
<td>Oct. 10-13</td>
<td><em>Columbus Day (offices closed Monday)</em></td>
</tr>
<tr>
<td>Oct. 21</td>
<td>ASPIRE Nursing Statistics Bridge course starts</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>ASPIRE Math Bridge course starts</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Last day to withdraw from traditional undergraduate classes</td>
</tr>
<tr>
<td>Nov. 20-28</td>
<td>Thanksgiving vacation</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>ASPIRE Evening classes end</td>
</tr>
<tr>
<td>Dec. 13</td>
<td>ASPIRE Weekend classes end</td>
</tr>
</tbody>
</table>

* Monday-only classes hold regular sessions.

### ASPIRE WEEKEND CLASSES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 10 - August 16</td>
<td></td>
</tr>
</tbody>
</table>

### SPRING SEMESTER 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 18, 2008</td>
<td>ASPIRE orientation</td>
</tr>
<tr>
<td>Jan. 3-5</td>
<td>New student orientation</td>
</tr>
<tr>
<td>Jan. 5</td>
<td>ASPIRE Evening classes begin</td>
</tr>
<tr>
<td>Jan. 6</td>
<td>Traditional classes begin</td>
</tr>
<tr>
<td>Jan. 8</td>
<td>Last day for registration</td>
</tr>
<tr>
<td>Jan. 10</td>
<td>ASPIRE Weekend classes begin</td>
</tr>
<tr>
<td>Jan. 10</td>
<td>Winter Commencement</td>
</tr>
<tr>
<td>Jan. 12</td>
<td>Last day to add classes</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Last day to drop classes</td>
</tr>
<tr>
<td>Jan. 19</td>
<td><em>M.L. King Birthday (offices closed)</em></td>
</tr>
<tr>
<td>Feb. 16</td>
<td><em>President’s Day (offices closed)</em></td>
</tr>
<tr>
<td>Feb. 24</td>
<td>ASPIRE Nursing Stats Bridge course starts</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>ASPIRE Math Bridge course starts</td>
</tr>
<tr>
<td>March 13</td>
<td>Last day to withdraw from traditional undergraduate classes</td>
</tr>
<tr>
<td>March 23-27</td>
<td><em>Spring Break</em></td>
</tr>
<tr>
<td>April 10-13</td>
<td><em>Easter Break (offices closed)</em></td>
</tr>
<tr>
<td>April 16</td>
<td>ASPIRE Evening classes end</td>
</tr>
<tr>
<td>April 18</td>
<td>ASPIRE Weekend classes end</td>
</tr>
<tr>
<td>April 24</td>
<td>Baccalaureate Service (7 p.m.)</td>
</tr>
<tr>
<td>April 25</td>
<td>Spring Commencement (10 a.m.)</td>
</tr>
</tbody>
</table>

* Monday-only classes hold regular sessions.
ACADEMIC OVERVIEW
Simpson University

Three broad areas make up the overall academic program of Simpson University. These are the traditional undergraduate program, adult degree-completion (ASPIRE) and graduate programs.

Each program has its own governing council. The traditional undergraduate program is overseen by the Academic Council. The Adult Studies Council directs the ASPIRE program. The Tozer Seminary Academic Council guides the program of A.W. Tozer Theological Seminary. All requests for exceptions, waivers, or appeals must be directed in writing to the appropriate council.

TRADITIONAL UNDERGRADUATE EDUCATION PROGRAM

Simpson University integrates biblical faith, thorough scholarship and Christ-honoring service. Our aim is to produce students who develop holistically, think critically, lead effectively, and serve globally. Simpson is a Christian university offering biblical, liberal arts and professional studies. Biblical and liberal arts studies build the mind, mold character, and develop basic skills, while professional studies provide preparation for particular vocations. At Simpson, students may choose from a range of four-year programs leading to the bachelor of arts or bachelor of science degree. Two-year programs, leading to the associate of arts degree, and select one- and two-year certificate programs are also available.

Each four-year degree program builds upon foundational studies. The Foundational Studies curriculum consists of courses in social sciences, history, humanities, natural science, mathematics, English, communications, and biblical studies. Its purpose is to provide wide-ranging liberal arts knowledge from a Christian perspective. Students will develop increased skills in communication, reasoning, constructive thinking, and multicultural understanding, and will be exposed to a biblical, theocentric worldview. The Foundational Studies curriculum is generally completed in the first two years and serves as a basis for concentrated study in a select field during the final two years of college. Taken together, the foundational and major studies develop skills suitable for lifelong learning and are useful in any career.

The academic structure for the traditional undergraduate program consists of the School of Education and three major divisions: Humanities and Fine Arts; Science and Business; and Theology and Ministry. Each division oversees a number of majors and minors. Simpson University is accredited by the Western Association of Schools and Colleges (WASC). Information about undergraduate programs of study begin on p. 39 of this catalog, with undergraduate course descriptions starting on p. 68.

ADULT DEGREE-COMPLETION (ASPIRE) PROGRAM

Simpson University provides evening and weekend programs where adults can complete a four-year undergraduate degree. More than 2,000 students have graduated from these programs in the last 17 years. The ASPIRE section of the catalog starts on p. 95.

GRADUATE STUDIES

Graduate studies at Simpson University are offered by the School of Education and A.W. Tozer Theological Seminary. The School of Education (p. 115) provides the California Preliminary Teaching Credential, Preliminary Administrative Credentials, a Master of Arts in Education and Master of Arts in Teaching. The A.W. Tozer Theological Seminary (p. 133) offers a Master of Divinity and five non-degree certificate programs.
UNDERGRADUATE STUDIES

SCHOOL OF CONTINUING STUDIES (ASPIRE)

Dean: Patty Taylor

Evening Program
Business and Human Resources Management
Healthcare Management
Liberal Studies
Management Information Systems (MIS)
Nursing (RN-to-BSN step-up program)
Psychology

Weekend Program
Christian Ministry Leadership
Organizational Leadership

Siskiyou Weekend Program*
Organizational Leadership
Liberal Studies/Psychology

*These programs are on a rotating basis.

SCHOOL OF EDUCATION

Dean: Glee Brooks
Faculty: Richard Harris, Ron McGraw, Neita Novo, Carol Wertz

• Elementary Education Program
• Secondary Education Programs
• Major Program: Liberal Studies
• Minor Program: Education Minor

DIVISION OF HUMANITIES AND FINE ARTS

Division Chair: Brian Larsen
Department Chairs: Dan Berger (Communication), Tim Carlisle (English), Jean Kachiga (History)
Faculty: Dwayne Corbin, David Coy, James Grubbs, Kim Huster, Arm Miller, Carolyn Murray, Lois Nichols, Mardy Philippian Jr., Dayton Phillips, Daniel Pinkston, Isabel Quiros-Bush, Alan Rose, Hoffman Urqiza-Pereira, John Whitmer

Major Programs
Communication
English
English for Teachers
History
Music
Music Education
Music — Liberal Arts Emphasis
Social Science
Social Science for Teachers

Minor Programs
Communication
English
History
Journalism
Mass Communication
Music
Political Science
Spanish
TESOL
Theater
Writing

Associate of Arts in General Studies
Contemporary Church Music Certificate

DIVISION OF SCIENCE AND BUSINESS

Division Chair: Harold Lund
Department Chairs: Pam Haeflick (Outdoor Leadership/Physical Education), Michael Huster (Math), Brandy Liebscher (Psychology), Gary Schmidt (Business), Pamela Van der Werff (Science)

Major Programs
Accounting
Biology
Business Administration
Management Information Systems
Mathematics
Mathematics for Teachers
Outdoor Leadership
Psychology

Minor Programs
Business Administration
Mathematics
MIS
Outdoor Leadership
Psychology

Pre-nursing Certificate

DIVISION OF THEOLOGY AND MINISTRY

Division Chair: David Strong
Faculty: William Griffin, Michael Lyons, Jackson Painter, Craig Slane, Michelle Stinson, Cynthia Strong, Philip Vaughn

Major Programs
Bible and Theology
Discipleship & Ed Ministries
Cross-Cultural Studies
General Ministries
Pastoral Studies
World Missions
Youth Ministries

Minor Programs
Bible and Theology
Discipleship & Education Ministries
Cross-Cultural Studies
Pastoral Studies
Transformational Community
Development
World Missions
Youth Ministries

Associate of Arts in Bible and Theology
Bible and Theology Certificate

GRADUATE STUDIES

SCHOOL OF EDUCATION

Dean: Glee Brooks

Teaching Credentials (Single Subject and Multiple Subject)
Master of Arts in Education (concentrations in Curriculum, Administration or Technology)
Master of Arts in Teaching (National Board Certification preparation)
Preliminary Administrative Services Credential for California

A.W. TOZER THEOLOGICAL SEMINARY

Dean: Robert Redman

Master of Divinity

TRADITIONAL UNDERGRADUATE PROGRAMS
Policies & Procedures

ACADEMIC ADVISING

As soon as a student has been enrolled at Simpson, he or she is assigned to one of the advisors in the Academic Advising Center. Students are normally transferred to a faculty advisor after successfully completing 24 credit hours.

To declare a major, or change a major, students should complete a “Change of Major” form with the Registrar’s Office. Some fields of study require successful completion of a faculty interview before formal admittance to the major is granted. Once documented in the Registrar’s Office, a new faculty advisor in the discipline area will be assigned.

The role of the advisor is to assist students in planning course schedules each semester, and to help them select courses and electives that will best support their educational and vocational goals. Following the suggested four-year cycle for the major allows the student to avoid the potential of course conflicts during the final semesters. In all instances, however, students carry full responsibility for meeting the requirements of their program of study. Advisors cannot be held liable for any student’s failure to meet specified program requirements.

ACADEMIC CREDITS

EXPECTED WORK PER CREDIT

Two hours of preparation (work outside of class) are normal for each class hour. One semester credit represents the equivalent of one hour of class per week for approximately 14 weeks. For laboratory work, two hours of lab are assumed to be equivalent to one hour of class.

ADVANCED PLACEMENT & CLEP

To those who have achieved a score of 3 or above on the Advanced Placement Examination of the College Entrance Examination Board (CEEB), Simpson University may grant credit for Advanced Placement (AP) courses. Credit may also be granted through the College-Level Examination Program (CLEP). Credits are awarded according to a chart which may be found at www.simpsonuniversity.edu/Registrar. The minimum score for awarding credit is the mean test score of college students who have earned a grade of C in the respective course, as reported in the most recent edition of the American College Association evaluation guide.

Credit for AP courses or for CLEP examinations will be awarded only for those courses that meet graduation requirements at Simpson University. Those wishing to receive credit by these means must have official score reports sent directly to the Registrar’s Office of Simpson University. An evaluation and recording fee may be charged.

ALTERNATIVE CREDITS

Students may obtain information on procedures and fees for alternative course credits through AP, CLEP, correspondence programs, extension courses, or challenge exams from the Registrar’s office.

Credit by examination, AP or CLEP is available only to students currently enrolled in Simpson University.

No more than 30 credits (total) may be earned through alternative course options.

CHALLENGE EXAMINATIONS

A student who has experience or training in a particular course offered by Simpson University may challenge the course for credit by petitioning the professor of that course to provide a challenge examination and receiving the division chair approval. The decision whether or not to provide a challenge examination for that particular course is up to the respective professor and division chair. A course fee plus an evaluation and recording fee will be charged before the examination is administered. The student will receive a grade of P or NP. A grade of P indicates a score in the A-to-C range.

ACADEMIC LOAD LIMITS

A full load is considered between 12-18 credits per semester. Lower division students are limited to a maximum of 18 units a semester. Upper division students with a GPA of at least 3.25 may enroll for more than 18 credits with the permission of their faculty advisor and the Registrar. An additional tuition fee is charged when taking more than 18 credits.

TRANSFER OF CREDITS

The Registrar’s Office of Simpson University evaluates previous college work to determine which credits may be applied toward a Simpson University degree.

The following criteria are considered in the evaluation of transfer credits:

1. The credits must be compatible in nature, content and level with earned credits offered at Simpson University.

2. An official transcript must be provided in order for credits to be accepted. In some cases, a student may be asked to provide Simpson University with course information from the previous institution(s).

3. Evaluation may include review of syllabi, faculty credentials, grading standards and learning resources of the sending institution which are applicable to the transfer credits being considered.

4. The Registrar’s Office may consult with a given academic division before a final transfer equivalency decision is made.

5. If a course from another institution does not have an equivalent course offered at Simpson University, the course may be accepted as an elective. A student may transfer up to 25 credits of unrestricted elective credit.
6. Only courses in which students have earned a grade of “C” or above will be eligible for transfer.

7. A student’s transfer GPA is not calculated into a student’s Simpson University GPA.

8. Coursework from a junior or two-year college will only transfer as lower-division credit, even if meeting an upper-division course requirement at Simpson University.

9. Simpson University is on the semester system. Courses from an institution on the quarter system will be transferred as follows:

<table>
<thead>
<tr>
<th>Quarter Credits</th>
<th>Semester Equivalent Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3.35</td>
</tr>
<tr>
<td>4</td>
<td>2.68</td>
</tr>
<tr>
<td>3</td>
<td>2.01</td>
</tr>
<tr>
<td>2</td>
<td>1.34</td>
</tr>
<tr>
<td>1</td>
<td>0.67</td>
</tr>
</tbody>
</table>

In addition to these stipulations, credits earned at institutions which are not accredited by an accrediting body recognized by the Council for Higher Education Accreditation may be evaluated for transfer to Simpson University through one or more of the following procedures:

1. Review of syllabi, faculty credentials, grading standards, and learning resources of the sending institution which are applicable to the transfer credits being considered.

2. Analysis of the success of a number of previous students who have transferred to Simpson University from the sending institution.

3. Successful completion of a minimum of 30 semester credits of more advanced study at Simpson University.

4. Verification of at least five accredited colleges that have accepted credits from the sending institution.

Credits for transfer from foreign institutions are evaluated by criteria recommended by organizations such as the National Association for Foreign Student Affairs (NAFSA).

With regard to the acceptance of transfer credits, the decision of the Registrar is final.

**ENGLISH PROFICIENCY**

See information on p. 32.

**MATH PROFICIENCY**

See information on p. 32.

**ACADEMIC GRADING**

**GRADING SYSTEM**

Each course syllabus indicates the grading system used by the faculty member. The use of + and - grading is optional at the discretion of the professor. In all cases, the grading system conforms to the school grade-point scale.

Simpson University uses the following grade-point scale in undergraduate programs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

For certain performance-type courses, such as physical education, music lessons, etc., a grade of P (pass) or NP (no pass) may be given. For varsity sports, courses will be graded P or NP. A grade of P indicates undergraduate work in the A to C range. No grade points are given.

Note that ENGL 1210, ENGL 1220 and ENGL 4950 use a slightly modified grading system; consult the Foundational Studies section of the catalog or the course descriptions for further information.

The following symbols are used to track student coursework activity:

- W = withdrawn
- WP = withdrawn passing
- WF = withdrawn failing
- I = incomplete
- PR = in process

**GRADE-POINT AVERAGE CALCULATION**

Grade-point averages are figured only on academic work completed at Simpson University.

Quality points are earned for each course. This is determined by multiplying the grade-point scale number earned times the number of credits for the course.

**Course GPA**

Transpose the letter grade received to the school grade-point scale.

**Semester GPA**

Add all the quality points earned for each course in the semester and divide this total by all the credits completed at Simpson.

**Cumulative (Overall) GPA**

Take the quality points earned for each term, then divide by the total number of credits completed in all terms.

**INCOMPLETE COURSES/GRADES**

On rare occasions, students may be unable to complete a course on schedule and may be granted a temporary grade of “incomplete” if they meet the conditions outlined below. Incompletes are given at the discretion of the instructor and must be approved by the Registrar.
1. The student must have attended class up until two weeks from the end of the semester, or within four days of the end of a three-week summer session.

2. The student’s coursework must have been satisfactory up to the time limits referred to in item 1 above.

3. The student must furnish evidence acceptable to the instructor that the student cannot complete the course due to circumstances beyond his/her control.

4. The student and the instructor must complete the “Request for Incomplete Grade Form” and submit it to the Registrar before the end of the semester in which the student is registered for the course.

The incomplete must be converted into a letter grade by the third Friday following the end of the semester in which an incomplete was received. This time limit is applicable whether or not the student is enrolled for that semester.

If warranted by unusual circumstances, a one-time extension beyond the usual three-week limit may be granted at the discretion of the instructor. This extension may never exceed the ending date of the next semester (fall or spring) and must be approved in writing by the Registrar. The extension must be approved at the time of the original request for an incomplete grade.

Any course not completed by the deadlines above will be automatically given a grade of F. Incompletes given for directed studies and independent studies follow the same guidelines.

GRADE REPORTS AND ADJUSTMENTS

Undergraduate student grade reports are available online via individualized access code numbers. In case of misunderstanding or error regarding grades, the student should confer promptly with the professor and/or the Registrar. All grade adjustments must be finalized within 60 days from the end of the semester.

ACADEMIC STANDING

CLASS STANDING

Official classification is based on the number of credits completed toward graduation requirements, as follows:

Freshman standing: 0-29 credits already completed
Sophomore standing: 30-61 credits already completed
Junior standing: 62-91 credits already completed
Senior standing: 92 or more credits already completed

NORMAL PROGRESS

In all majors, normal progress includes achieving a GPA of 2.00 or higher. Taking 16 credits a term allows a student to complete 128 credits in four years. The minimum number of credits for graduation is 124. The number of credits necessary to graduate in four years varies depending on the number of credits required for the major.

HONORS AND AWARDS

Honors Designations

Dean’s List: Full-time students who earn a grade-point average of at least 3.50 in any semester.

Cum Laude: Graduating seniors with a cumulative grade-point average between 3.5-3.59.

Magna Cum Laude: Graduating seniors with a cumulative grade-point average between 3.60-3.84.

Summa Cum Laude: Graduating seniors with a cumulative grade-point average 3.85 or higher.

For April graduates, the cumulative GPA may be based on the previous semester, since final grades for spring may not yet have been turned in by the time of graduation.

Bible and Theology Honors Designation Program: Students in the Bible and Theology Honors Program who complete the program with at least a 3.50 in the major earn the designation “Honors Program” on their diplomas and transcripts.

End of Year Awards

The President’s Cup Award:
Given to a graduating senior who, in the opinion of the administrative officers, has made the highest all-around contribution to the life of Simpson during the student’s tenure at the university. The student must have a 2.5 or better cumulative grade-point average. The award may or may not be given annually.

The Student Life Award:
Granted by the Student Life Committee (Student Development and Spiritual Formation staff) to a graduating male and/or female senior who has attended Simpson for at least four semesters, has maintained at least a 2.5 grade-point average, has a satisfactory record in personal and domestic life, and has contributed to the spirit of the Simpson community through co-curricular activities (including athletics), spiritual leadership, and constructive concern for the high calling of Simpson University. The award may or may not be given annually.

The Faculty Scholarship:
Granted annually to an undergraduate freshman, sophomore, or junior of merit chosen by the faculty. The amount awarded is applied to the recipient’s tuition at Simpson during his/her next semester in attendance at the university.

ACADEMIC DIFFICULTIES

The chart below gives the standards for warning, probation, and disqualification. Note that the “credits attempted” include both transfer and Simpson credits. However, the GPA is based on Simpson credits alone. A student cannot be disqualified until completing the second semester of coursework at Simpson University.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Warning GPA</th>
<th>Probation GPA</th>
<th>Disqualification GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>1.99</td>
<td>1.74</td>
<td>1.49</td>
</tr>
<tr>
<td>30-61</td>
<td>1.99</td>
<td>1.79</td>
<td>1.59</td>
</tr>
<tr>
<td>62-91</td>
<td>1.99</td>
<td>1.89</td>
<td>1.84</td>
</tr>
<tr>
<td>92 or more</td>
<td></td>
<td>1.99</td>
<td></td>
</tr>
</tbody>
</table>
Academic Warning
This status indicates that the student’s current scholastic performance falls below the standards acceptable for graduation and needs improvement.

Academic Probation
A term designed to limit the student’s activities while providing the opportunity to improve a scholastic performance and demonstrate the ability to do university work. Students on academic probation are limited to no more than 13 credits of coursework. They may not represent the school in any off-campus activity such as athletics or musical teams (with the exception of music majors) and may not serve in leadership positions. Students may be removed from probationary status when their cumulative Simpson GPA moves above probation level.

Academic Disqualification
If the cumulative Simpson GPA is below the disqualification level after at least two semesters at the university, the student may be disqualified (suspended) for one semester. Those who are disqualified for academic reasons may reapply after a lapse of at least one semester. All requests for exceptions, waivers or appeals must be directed in writing to the Provost. In addition, the university reserves the right to dismiss a student on the basis of academic dishonesty or serious violation of community policy. Disqualification in such instances may include suspension or dismissal.

ACADEMIC SUCCESS
See ACADEMIC SUCCESS CENTER, page 10.

CLASS ATTENDANCE

Students are expected to attend classes regularly; excessive absences will affect final grades. Instructors define attendance expectations and grading policies in the course syllabus. Students who are absent because of university functions, such as athletic or music events, must present to instructors an approved institutional absence form.

COURSE OPTIONS

ALTERNATIVE CREDITS

For information on Advanced Placement, CLEP, correspondence courses, or challenge examinations, see ACADEMIC CREDITS, p. 28.

AUDITING

Students wishing to attend courses without examination or credit may register, provided there is available seating and permission of the instructor is given. The Finance Office should be consulted to determine the current audit fee rate. Audits cannot be changed to normal credits.

Students may not change their status from credit to audit after the midpoint of the semester if they have a failing grade.

DIRECTED STUDY

A “directed study” refers to periodic and regular guidance/meetings with a faculty member done outside the regular class schedule. To be eligible for a directed study, a student must be a junior or senior and have a GPA of 2.75 or higher. The course must not be offered that term, must be needed for graduation and must be approved by the offering professor and by division chair or dean. Not all courses are eligible for this. An application form for a directed study is available from the Registrar’s Office. A maximum of six credits (total) may be undertaken by independent study and directed study during the student’s undergraduate experience.

Additional fees may apply to directed study courses.

INCOMPLETE GRADES

See ACADEMIC GRADING, page 29.

INDEPENDENT STUDY

An “independent study” refers to a specially designed topic which is pursued apart from regular classroom work. It is rarely allowed and then to the exceptional student only. An application form for an independent study is available from the Registrar’s Office. Its instructor and division chair or dean must sign off on the details of the planned project(s). A maximum of six credits (total) may be undertaken by independent study and directed study during the student’s undergraduate experience.

Additional fees may apply to independent study courses.

INTERNSHIPS/PRACTICA

Several undergraduate majors require internships. For details, refer to the appropriate academic division. Students may earn a maximum of six credits in internships as elective credit (in addition to four to six credits required in certain majors) toward a baccalaureate degree.

A student registers for internships/practica in the term in which the experience occurs. To satisfy accreditation and federal compliance issues, initial student-produced work must be submitted to the faculty member no later than 30 days following the beginning date of the semester.

Internships or practica may extend beyond the end of the term upon the approval of the faculty member. Students should dialogue with faculty or the Registrar regarding this option.

In no case will internship/practicum credits be assigned or registered retroactively.

FOUNDATIONAL STUDIES

RATIONALE

An important part of each student’s academic program is the Foundational Studies (general education) curriculum.
It is made up of 62 academic credits. Its goal is to integrate the study of liberal arts and Christian faith through seeking understanding of God’s Word and world.

The curriculum enables the student to embrace God, divine revelation and faithful stewardship of His Word and creation by increasing understanding of God, His Word, creation and redemption, understanding the diversity and complexity among people from a global Christian perspective, understanding and appreciating expressions of human creativity and thought, and valuing spiritual, social, emotional, and physical well-being.

Specifically, the Foundational Studies curriculum develops the student’s abilities to acquire, organize, interpret, and analyze data from multiple disciplines by using a variety of analytical techniques, values, and understandings. Further, it seeks to improve the student’s communication ability through effective use of oral, written and technological data.

**DESIGN**

Foundational Studies are built around three major areas. These areas provide solid groundwork upon which to build study in a major field. Each area is listed below, along with a brief description of what that part of the triad provides for the student.

**Humanities**
These courses prepare students for world service by (1) enabling them to speak effectively, write cogently, think critically, read analytically, and appreciate human creativity; (2) providing students an understanding of world cultures, the interdependence of world cultures and societies, and world societies both historically and spatially. Highlighted within the Humanities section is the emphasis on global understanding.

**Sciences**
The science Foundational Studies curriculum (1) provides exposure to a core body of objective knowledge pertaining to an area of God’s natural creation, (2) develops skills in the application of scientific and mathematical processes, and (3) examines the actions, behavior and thought processes of humankind. Through study in this vital area, the student will understand the processes of science and mathematics; understand the objective body of knowledge about God’s natural creation; understand the application of scientific and mathematical processes and knowledge for the use and care of the natural creation; understand the actions, behavioral, cognitive and affective processes of humankind.

**Biblical Studies/Theology**
This curriculum (1) provides exposure to the Scriptures, (2) develops skills in interpretation and critical reflection, and (3) brings them together in substantive scholarly examination of a biblical/theological topic. This third leg allows students to interact with God’s Word. It seeks to develop Christian character and responsibly engage the world by understanding the Scriptures, developing hermeneutical skills and reflecting theologically.

The Foundational Studies requirements are listed at the start of the undergraduate programs of study on p. 40.

**ENGLISH PROFICIENCY EXAM**
The English Proficiency Exam is offered numerous times each semester. Registration is not required.

**MATH PROFICIENCY EXAM**

Students are required to demonstrate mathematics proficiency before graduation. Certain majors are required to satisfy this requirement through required coursework in their major (please check with the Math Department for a current list). Other majors have the option of demonstrating mathematics proficiency whether through successful completion of coursework (check with the Math Department for a list of acceptable courses) or through successful completion of the Mathematics Proficiency Exam. Students wishing to take the Mathematics Proficiency Exam should register directly with the Mathematics Department.

**MAJORS AND MINORS**

**MAJORS**

Simpson University offers 25 undergraduate majors in the traditional program. A complete listing of curricular requirements is found in the catalog under “Undergraduate Studies,” starting on p. 39.

**ALTERNATIVE MAJORS OR MINORS**

Students who want to pursue a major or minor that is not offered by Simpson University may consult with their advisor, after they have been enrolled for 10 weeks, about proposing a special course of study. The program may be interdisciplinary in nature and may incorporate coursework completed at other accredited institutions. For guidelines on preparing a proposal for an alternative major or minor, check with the Registrar’s Office. Approval must be granted through the Academic Council.

**DECLARING A MAJOR/ CHANGING A MAJOR**

Simpson encourages each student to declare a major after completing 12 credits of coursework. Transfer students who have previously earned at least 12 credits may declare a major immediately. Some majors require a successful interview with the division faculty before admittance is granted. Application forms for declaring or changing majors are available at the Registrar’s Office. Changing a major has curriculum implications. It may result in the postponing of an anticipated graduation date. A student should consult with the faculty advisor whenever considering changing a major. A Declaring/Changing a Major Form must be recorded in the Registrar’s Office before a new faculty advisor is assigned.

**DOUBLE MAJORS**
Completing a double major is a possibility at Simpson. Students should check with the Registrar’s Office before
pursuing a double major. All students who pursue a double major must meet all graduation requirements for the Bachelor of Arts degree as well as the requirements specified for each major.

**MINORS**

Although it is not required, students may pursue a minor program of study. In most cases, credits earned through a minor will replace “unrestricted” elective credits in the total degree program. Minors must contain at least 21 credits, 12 of which must be upper-division credits, and nine of which must be taken from Simpson University. Minors must be declared on the student’s Application for Degree. For students who complete a minor, it will be listed on the transcript but not on the diploma.

**OFF-CAMPUS PROGRAMS**

Students may participate in semester-length, off-campus programs sponsored by the Council for Christian Colleges and Universities and receive course credit toward their degrees at Simpson. Programs include Latin American Studies (Central America), American Studies (Washington, DC), Film Studies (Los Angeles Film Studies Center), the Middle East Studies Program (Cairo, Egypt), the Russian Studies Program, the China Studies Program, the Scholars’ Semester in Oxford (England), the Contemporary Music Program (Martha’s Vineyard, Massachusetts), the Washington Journalism Center (Washington, D.C.), the Uganda Studies Program (Mukono, Uganda), and the Australian Studies Centre.

The Jerusalem University College is also recommended for international study. The college offers undergraduate and postgraduate courses in archaeology, geography, history, languages and literature relating to both the ancient and modern cultures of that area. Information is available from the international studies coordinator in the Registrar’s Office. Also see Israel Study Tour on p. 65. Additionally, some select program offerings are available through EduVenture and the Immersion Service and Adventure Semester (ISAS) programs.

**REGISTRAR’S OFFICE**

**ADMINISTRATIVE DROPS**

Students who do not attend the first session of any course will be “administratively dropped” from that class roll, unless the student has notified the Registrar’s Office in advance (in writing) that he/she will be absent. Fax or e-mail notification is permitted.

Students are responsible to check their own schedule at the end of the drop/add period to make sure all courses have been properly added and/or dropped. They may check their schedule on the Web or through the Registrar’s Office.

**COURSE CHANGES (DROP/ADD)**

Changes in course registration can be made online during drop/add period each term. Students registered for directed studies and/or online courses may not drop; however, they may withdraw.

**LATE REGISTRATION**

Students who are unable to complete finance registration as scheduled may check in late, but will be assessed a late registration fee. The last day of finance registration for each semester or term is published in the academic calendar (p. 24) and is posted in the Registrar’s Office.

**REPEATING COURSES**

Students may repeat only those courses for which they received a grade of either D or F unless otherwise specified in the course description. When repeating a course, the highest grade received will be counted in the cumulative GPA. A student may repeat courses only until the time the degree is granted.

**REPEATING FINAL EXAMINATIONS**

In rare cases, a final examination may be repeated, but only under the following conditions:

1. The student received a grade of D or F on the final examination because of extenuating circumstances such as illness.
2. The professor agrees that the student may retake the exam.
3. The request for retake is received no later than the Friday of the third week of the following semester.

A fee will be charged for the retake of the exam. All such examinations shall be comprehensive. No grade higher than a C shall be given.

**STUDENT RECORDS**

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides generally that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without the consent of the student (or former student). With few exceptions, which are provided by law, Simpson University students may see any of their educational records upon request. Access will normally be granted immediately. If there is a delay, it will not exceed 45 days following the request. The university annually notifies current students of their FERPA rights.

**SUMMER SESSION LOADS**

Simpson offers selected courses, usually in three-week segments, during the summer months. A normal full-time load for all summer coursework is 12 credits.
TRANSCRIPTS

A permanent record, or a transcript, of each student’s academic achievement is kept by the Registrar. A copy of the transcript can be issued to a third party if the student makes a written, signed request and has met all financial obligations to the college. A fee will be charged for transcripts (official or unofficial).

UNIVERSITY WITHDRAWAL

Students who wish to withdraw from Simpson University must complete a withdrawal form, which is available in the Registrar’s Office. Failure to withdraw properly will cause forfeiture of the right to honorable dismissal and to all refunds.

Students who withdraw before the end of the 10th full week of school (or the proportionate period in any term) will receive a transcript notation of W in all courses. Those who withdraw after the 10th full week of school, or its equivalent in a short term, will receive an F for each course in which they are enrolled. Students who can document illness or other extenuating circumstances as reason for withdrawal may petition the Academic Appeals Committee for a “hardship withdrawal.” If approval is granted, WP or WF (withdrawn passing or withdrawn failing) will be assigned to each course and noted on the transcript.

VETERANS’ POLICIES

1. A veteran or eligible person placed on probation for unsatisfactory progress shall have benefits terminated if his or her academic progress remains below graduation requirements (2.0 GPA) after two terms or semesters. If the veteran or eligible person is allowed to remain on probation beyond this period, he or she will have all veterans’ benefits discontinued and any further certification of training benefits terminated.

2. Simpson University will conduct an evaluation of previous education and training for veterans and eligible persons, grant appropriate credit, shorten the duration of the course appropriately, and notify the student and VA accordingly. Generally, “basic training” as indicated on the Form DD214 will count for physical education credits depending on individual program requirements. It is the student’s responsibility to furnish verification of any additional military training (by means of official transcript) which may count for academic credit.

WITHDRAWING FROM COURSES

For each course dropped after the drop/add period, and before the end of the 10th week of school, a W notation will appear on the transcript. For courses dropped after the 10th week, or without proper processing through the Registrar’s Office, an F notation will appear. Students who can document illness or extenuating circumstances may apply in writing for a change of the F grade to the Academic Appeals Committee. All appeals must be received within 60 days from the end of the semester. If approval is granted, WP or WF (withdrawn passing or withdrawn failing) will be assigned to each course.

GRADUATION REQUIREMENTS

APPLICABLE CATALOG FOR GRADUATION

The catalog in effect at the time of a student’s enrollment in Simpson University is the one to be followed in determining curricular requirements for graduation. In the event that the catalog is updated, students may choose to follow the curricular requirements of the new catalog or any subsequent catalog but must notify the Registrar’s Office in writing of their desire to do so. Once a student has submitted an Application for Graduation, he/she is bound to the catalog indicated on the application.

Students who have been absent from Simpson University for a period of one year or more must fulfill the requirements of the catalog current at the date of their readmission.

Under no circumstance are students permitted to combine requirements from two or more catalogs.

APPLICATION FOR GRADUATION

Candidates for degrees must submit an application through the Registrar’s Office at least one full year prior to graduation date. Degrees are conferred and posted to academic transcripts after the close of each academic semester, specifically the third Friday in January, May and September. All documentation required for degree posting must be submitted to the Registrar’s Office no later than 5 p.m. the Friday prior to the posting date. Diplomas are mailed following degree posting.

BACHELOR OF ARTS DEGREE

The following requirements must be met or completed to earn the Bachelor of Arts degree:

1. At least 124 semester credits.

2. At least 36 upper division (courses numbered 3000-4999) credits.

3. A major program of 42 or more credits, 24 of which must be upper division.

4. A grade point average (GPA) of 2.0 or better for all credits taken at Simpson University.

5. A grade point average of 2.0 or better in the student’s major field (and minor field, if one is selected).

6. 62 credits in general education, as listed under Foundational Studies, including 21 units in Biblical Studies and Theology.

7. Two semesters of Christian Ministry Practicum (taken consecutively in fall and spring) unless otherwise noted in major program of study.

8. A minimum of 30 credits earned in residence at Simpson University, including at least 12 in the student’s major.

9. No more than 30 credits may be accepted toward degree
requirements through correspondence or extension courses, CLEP, AP, or challenge examinations.

10. Fifteen of the last 24 credits earned, which are applied toward the degree, must be taken at Simpson University. Credits earned by examination, correspondence or extension study do not satisfy residence requirements.

11. Completion of an Application for Degree.

12. Successful completion of the English and Math proficiency exams or the equivalent alternative.

13. Recommendation by the undergraduate faculty.

ASSOCIATE OF ARTS DEGREE

Students who wish to earn an Associate of Arts degree should pursue, complete and be awarded that degree before pursuing a bachelor’s degree. If they plan to earn a B.A. in Bible and Theology, they are not also eligible to earn an A.A. in Bible and Theology. If they plan to earn a B.A. in Liberal Studies, they are not eligible to earn an A.A. in General Studies. Those who have already earned a bachelor’s degree from Simpson University may not subsequently receive an Associate of Arts degree.

The following requirements must be met or completed to earn the Associate of Arts degree:
1. A grade-point average (GPA) of 2.0 or better for all credits taken at Simpson University.
2. A minimum of 24 credits earned in residence at Simpson University.
3. Successful completion of the English and Math proficiency exams or the equivalent alternative.

CERTIFICATE PROGRAMS

Students seeking the certificate in Bible and Theology must take at least 24 credits (of the 30) at Simpson University and have a 2.0 or better cumulative GPA.

Students seeking the Contemporary Church Music Certificate may transfer in no more than 10 credits of music. They must pass a proficiency test and have a 2.0 or better cumulative GPA. The student’s transcript lists the major, area of emphasis (if applicable) and the minor (if applicable). The diploma lists only the major.

For information on certificate programs, see p. 64.

SECOND BACHELOR OF ARTS DEGREE

In the traditional undergraduate program only, after being awarded a bachelor’s degree from Simpson University, students may earn a second degree under the following conditions:

1. Meet all the requirements (including Foundational Studies) for the second degree which are in effect at the time the student begins work on that degree.
2. Take at least 30 credits beyond those earned for the first degree, and at least 24 of those in the major must be from Simpson University.

STUDENT ACADEMIC GRIEVANCE PROCESS

DEFINITIONS

Academic Grievances
Academic grievances are defined as disagreements between students and faculty members in matters of grading, course expectations, accusations of cheating or plagiarism, and any other requirements set forth in the course syllabus. If a student believes he or she has received unfair treatment, that student shall follow the procedures for grievances as set forth below.

Arbitration Panel
The arbitration panel shall be composed of the following personnel: the Provost, a division chair (other than from the division where the grievance was generated), two faculty, and one student representative.

GRIEVANCE PROCEDURE

Step One: Informal Resolution
When an academic grievance arises between a student and a faculty member, the student shall make every attempt to reconcile the disagreement by personal conference with the faculty member involved. Faculty members are pledged to honest reconsideration of their decisions when a grievance is brought to them in a spirit of honest questioning.

If the student has good cause not to meet with the faculty member pursuant to a personal conference (e.g. fear of retaliation, etc.), the student may proceed to Step Two.

Step Two: Formal Resolution
If there is no resolution of the academic grievance between the student and faculty member, the student may seek mediation by filing a written complaint with the current division chair of the faculty member’s department. In preparing a written complaint, the student shall use the “Academic Grievance” form, which may be obtained from the office of the Provost.

The student’s written complaint must be delivered to the division chair and faculty member within seven days of the personal conference between the student and faculty member. If the student chooses to forego a personal conference with the faculty member, the student’s written complaint must be delivered to the division chair and faculty member within seven days of the circumstance(s), event(s) and/or reason(s) which serve as the basis for the complaint.

The faculty member shall have seven days from the receipt of the student’s written complaint to deliver to the division chair and the student a written response to the complaint.

Upon receipt of the student’s written complaint and the faculty’s response, the division chair shall meet with each party individually within seven days to hear each party’s position on the issues involved in the grievance.

After meeting individually with each party, the division chair shall schedule and hold a joint mediation conference with the student and faculty member within seven days of the last individual meeting. At the mediation conference, the division chair shall attempt to mediate and resolve the issues involved in the academic grievance.

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After meeting individually with each party, the division chair shall schedule and hold a joint mediation conference with the student and faculty member within seven days of the last individual meeting. At the mediation conference, the division chair shall attempt to mediate and resolve the issues involved in the academic grievance.
Step Three: Notice of Request for Arbitration Hearing of Academic Grievance

If there is no resolution of the academic grievance between the student and faculty member pursuant to the mediation conference, the student may seek arbitration by delivering to the office of the Provost a “Request for Arbitration Hearing of Academic Grievance” which may be obtained from the office of the Provost.

The student’s Request for Arbitration Hearing of Academic Grievance must be delivered to the office of the Provost, the division chair, and faculty member within seven days of the mediation conference. Upon receipt of the form, the following procedure shall be followed:

1. Within two working days, the division chair shall deliver to the Provost copies of all documentation received from the student and faculty member.
2. Within four working days, the Provost shall deliver copies of all documents received from the division chair to the arbitration panel.
3. Within four working days, the Provost shall notify in-writing the student, faculty member and arbitration panel of the date for the arbitration hearing. The arbitration hearing shall be scheduled within 10 working days of the notice of the hearing by the Provost.

Step Four: Arbitration Hearing

The arbitration panel shall hold a hearing for the purpose of rendering a decision regarding the academic grievance. The arbitration panel’s decision on the grievance shall be final and binding upon the student and faculty member.

Hearing Procedure:
1. Both the student and the faculty member shall have the right to present both written documentation and oral statements regarding their respective positions. Further, both parties may call witnesses to give statements on their behalf.
2. The student will present his or her documentation, statements and witnesses first. The arbitration panel may ask questions of the student and his or her witnesses during the presentation of the student’s case.
3. Upon completion of the student’s case, the faculty member shall have the right to present his or her documentation, statements, and witnesses to the panel. The arbitration panel may ask questions of the faculty member and his or her witnesses during the presentation of the faculty member’s case.
4. Upon completion of the faculty member’s case, the arbitration panel may ask additional questions of either party.
5. Upon completion of the arbitration hearing, the arbitration panel will then convene, in a closed session, for the purpose of rendering a decision on the academic grievance. The arbitration panel shall deliver a written decision to the student, faculty member, division chair, and Provost within one week of the arbitration hearing.

Documentation:
1. One copy of all written documentation will be held in the Academic Office and kept in a secure, locked file for a minimum of four years.
2. Access to the documentation will be available only to the Provost, division chair, arbitration panel, student, and faculty involved on a “need to know” basis.

Step Five: Appeal to the Cabinet

After following the procedures set forth in this document, the grievant has the right to appeal, through the President, to the Cabinet.

ACADEMIC DISHONESTY POLICY

POLICY

Academic integrity is a serious matter. Dishonesty is an affront to the character and law of God; it violates the biblical principles of speaking truthfully, dealing honestly, and not practicing deceit. It is also an insult to the academy because it damages trust, and thereby destroys the basic building block of community within the University.

EXAMPLES OF DISHONEST BEHAVIOR

Note: This section is meant to provide clarity on what kinds of behaviors are dishonest by their nature. This is not an exhaustive list. If there is any uncertainty about whether a non-listed behavior is right or wrong, students are encouraged to seek the counsel (and advanced approval) of their professors.

1. The misattribution or misrepresentation of the intellectual work of another person as one’s own, i.e., plagiarism. This includes using another person’s words, ideas or graphic materials (pictures, charts, tables, etc.) without proper citation. It is plagiarism (a) to not place quotation marks around clauses, sentences, paragraphs that have been lifted verbatim or essentially intact from another source; (b) to use another person’s ideas without specifically identifying the source; and (c) to paraphrase the work of another person without specifically identifying the source.

2. Inventing or falsifying information in an academic exercise (e.g., making up a fictitious source or quote; intentionally giving an incorrect citation).

3. Cheating (e.g., obtaining/attempting to obtain answers from another student for an academic exercise or test; using unauthorized notes or text messages during an exam).

4. Allowing one’s own intellectual work to be dishonestly used by others (e.g., sharing a term paper, examination, or electronic file so that another student may cheat).

5. Misrepresenting or disguising one’s actions in order to deceive the instructor (e.g., fabricating a reason for having missed a class or deadline; turning in a paper for one class that was originally written for another class; buying, finding or receiving a term paper from another source and representing it as one’s own work; unpermitted collaboration on course assignments).
For identified offenses of academic dishonesty, the following consequences apply:

**NEGligent Dishonesty**
At the discretion of the professor, may result in an automatic “F” for the assignment and may require that, in order to receive credit for the course, the student repeat the assignment (without credit) using proper documentation.

**Blatant Dishonesty**
At the discretion of the faculty member, may result in failure in the course.

**Repeated Dishonest Behavior**
May result in student being placed on academic warning, academic suspension, or dismissal from the university by the Academic Council.

**PROCEDURES**

For the “Procedures” and “Student Appeal” sections, the term “Academic Council” refers to the council or division that has oversight for the class in which the supposed violation occurred. They are as follows:

- Traditional Undergraduate: Academic Council
- ASPIRE Program: Adult Studies Council
- Graduate Education: School of Education
- A.W. Tozer Theological Seminary: Tozer Seminary

1. The faculty member identifies an offense. At the time the offense is identified, notification must be given to both the student and the Academic Office by completing the “Report of Plagiarism and Cheating” form (found in Faculty Handbook - Forms Section or from the Academic Office). A copy of the student document(s) showing the evidence of academic dishonesty is filed with the “Report” form.

2. The faculty member is encouraged to provide information to the student regarding the definitions of dishonest behavior and the consequences at the time of such notification.

3. The faculty member contacts the Academic Office to determine if a previous offense has occurred for the student in question. If the offense is a second offense, the faculty member must report this directly to the Provost.

4. Reports of dishonest behavior are kept in individual student files and are accessible only by the Provost and the Academic Office staff.

5. Upon the third offense for any one student, the Provost will bring a full report to the Academic Council for action. The Academic Council, the highest faculty authority for academic issues, will determine the consequence.

6. At the discretion of the Provost, fewer than three offenses may be taken to the Academic Council for action. The Academic Council will determine the consequence.

7. The Provost calls a meeting of the Academic Council to review the documentation presented by the faculty member and any other documentation from the incident file in the Academic Office. The Academic Council decides the consequences of each case on its own merits. The Provost, as chair of the Academic Council, communicates the decision in writing to the student and appropriate faculty members with whom the student has a class in the current semester.

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**INTENT**

We consider motivation or intent to be an important factor in determining how to deal with dishonest academic behavior. Thus we distinguish between **blatant dishonesty**, which occurs when a person knowingly and intentionally engages in any of the behaviors noted above; and **negligent dishonesty**, which occurs when a person is unaware that his or her behavior is wrongful.

**Academic Warning**
A student is placed on academic warning when his/her grade-point average drops below 2.0 but is not at the academic probation level. Additionally, a student may be placed on academic warning as consequences for academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period of time, set by the Academic Council, to provide an opportunity to better understand the definitions and additional consequences of academic dishonesty. While on academic warning, the student may not hold any leadership position, be employed by the university, or represent the university in any way. The student may continue to receive university scholarships, grants, state and federal tuition assistance.

**Academic Probation**
In addition to issues relating to grades and cumulative grade-point averages, a student may be placed on academic probation for issues related to academic dishonesty for a specified period of time, set by the Academic Council, to provide opportunity for change. While on probation, a student may not hold any leadership position, be employed by the university, or represent the university in any way. In addition, he/she will not be eligible to receive university scholarships or grants. The student remains eligible for state and federal funding.

**Suspension**
The Academic Council may impose suspension for issues of academic dishonesty, which is a separation from the university for a definite period of time, after which the student is eligible to reapply. Conditions for readmission must be specified at the time of suspension.

**Dismissal**
After being readmitted following a period of suspension, a student may be dismissed from university because of repeated instances of academic dishonesty or because of an insufficient grade point average.

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**CONSEQUENCES**

For identified offenses of academic dishonesty, the following consequences apply:
STUDENT APPEAL

The student may appeal a suspension or dismissal decision of the Academic Council within 72 hours of the receipt of the decision by making a written statement including the reason for the appeal and the action desired.

The appeal hearing will have two purposes:
1. To determine whether the suspension or dismissal decision reached by the Academic Council is based on substantial evidence, and
2. Whether the actions associated with item 1 (above) result in a determination that suspension or dismissal was an appropriate consequence.

Procedure
1. The student provides a written statement including the reason for the appeal and the action desired within 72 hours from receipt of the decision of the Academic Council and submits the written statement to the Academic Office.
2. The Provost notifies the executive vice president that such an appeal has been filed and requests that the appeals panel be convened and the student be duly notified of the time and location of the hearing.
3. The appeals panel has five working days to arrange a date for the panel to receive the student's appeal.
4. The hearing of the appeals panel will be conducted according to the following guidelines:
   - The hearing will be conducted in a private setting.
   - Admission of any person to the hearing shall be at the discretion of the chair of the appeals panel.
   - The student may have an advisor present of his/her choice; however, the advisor is not permitted to participate in the hearing.
   - When the facts of the case are in dispute, all parties may present witnesses, subject to the right of cross-examination by panel members. Witnesses are required to present a short statement outlining their testimony to the chair of the appeals panel. These statements must be received at least 24 hours in advance of the scheduled hearing and will be distributed in advance to the panel members along with other pertinent documentation. No witness will be permitted to attend the hearing who does not submit this statement.
   - All procedural questions during the hearing are subject to the decision of the chair of the panel.
   - After the hearing, the panel shall render its decisions by majority vote.
   - If the facts are in question, they shall determine whether the student has violated the policy as alleged.
   - If the student has objected to the consequences, the panel shall vote to uphold, replace or lift the consequences in question. The panel may not impose consequences more serious than those to which the student has appealed.

5. The decision of the appeals panel is final and binding and will be communicated in writing within three working days by the chair of the panel.

THE SUPPORT OF TRUTH

Simpson University believes that all truth is God’s truth. Truth originates with and is sourced in the sovereign Creator-God of the Scriptures. Further, truth reveals Him. The university recognizes that the pursuit of this truth occurs in a fallen world, and students may encounter material incongruous with Christian perspectives in a variety of forms—written documents and publications, and oral and visual media. The university does not claim agreement with these materials; it only acknowledges their existence.

Faculty members are largely the agents of this pursuit of truth. They are employed, in part, because of their mature commitment to God and to the authority of the Scriptures. Therefore, the university delegates to them discretionary powers to deal with the pursuit of truth and the discrediting of error in ways they deem appropriate, particularly in the selection of reading materials, lecture content and audio-visual media. The presence of material deemed incongruous with Christian truth in materials used by the college, including textbooks, library resources or audio-visual media, shall not be construed as the university’s endorsement of those materials.

RESERVATION OF RIGHTS

The information in this catalog is subject to change at any time at the discretion of Simpson University and should not be relied upon as creating a contract or legally enforceable promise. The administration reserves the right to cancel any course if there are too few students registered for the course. Simpson University reserves the right to change any of its policies and procedures, and any of the other information provided in this catalog, including, but not limited to, tuition, fees, unit value per course, course offerings, curriculum, grading policies, graduation and degree requirements, and admissions standards at any time and for any reason, without providing advance notice to those affected.

This catalog supersedes and replaces all previous catalogs and other statements covering the topics included herein. The university catalog provides much student help for academics and other areas of college life, as does the Student Handbook. Consult both for a full understanding of Simpson University expectations. Where conflict exists between any of these sources, the most recent rule, regulation or policy will be controlling.

SIMPSON UNIVERSITY 2008-2009
FOUNDEDAL STUDIES (p. 40)

FOUR-YEAR DEGREE PROGRAMS

MAJORS                     MINORS

ACCOUNTING                 Bible and Theology
BIBLE AND THEOLOGY         BUSINESS ADMINISTRATION
BIOLOGY                    COMMUNICATION
BUSINESS ADMINISTRATION   CROSS-CULTURAL STUDIES
COMMUNICATION             DISCIPLESHIP & ED. MIN.
CROSS-CULTURAL STUDIES    EDUCATION
DISCIPLESHIP & EDUCATION MINISTRIES  ENGLISH
ELEMENTARY EDUCATION PROGRAM  HISTORY
ENGLISH                    JOURNALISM
GENERAL MINISTRIES         MANAGEMENT INFO SYSTEMS
HISTORY                    MASS COMMUNICATION
LIBERAL STUDIES            MATHEMATICS
MANAGEMENT INFORMATION SYSTEMS  MILITARY LEADERSHIP
MATHEMATICS                MUSIC
MUSIC                      OUTDOOR LEADERSHIP
MUSIC - LIBERAL ARTS EMPHASIS  PASTORAL STUDIES
OUTDOOR LEADERSHIP         POLITICAL SCIENCE
PASTORAL STUDIES           PSYCHOLOGY
PSYCHOLOGY                 SPANISH
SECONDARY EDUCATION PROGRAMS  TESOL
- ENGLISH FOR TEACHERS     THEATER
- MATHEMATICS FOR TEACHERS  TRANSFORMATIONAL
- MUSIC EDUCATION          COMMUNITY DEVELOPMENT
- SOCIAL SCIENCE FOR TEACHERS  WORLD MISSIONS
SOCIAL SCIENCE             WRITING
WORLD MISSIONS             YOUTH MINISTRIES
YOUTH MINISTRIES

TWO-YEAR DEGREES (p. 63)

CERTIFICATE PROGRAMS (p. 64)

OFF-CAMPUS PROGRAMS (p. 65)

UNDERGRADUATE COURSE DESCRIPTIONS (p. 68)
TRADITIONAL UNDERGRADUATE
Bachelor of Arts
Four-Year Degrees

Simpson University offers 26 majors for traditional students seeking a four-year Bachelor of Arts or Bachelor of Science degree, 25 minors, two Associate of Arts degrees, and three certificate programs. Various off-campus study options are also available.

FOUNDATIONAL STUDIES (62 credits)

Foundational Studies are general education courses selected by the faculty. They provide essential knowledge in human and global understandings, Bible and theology, English, communication, history, and the sciences.

Foundational Studies curriculum equips the student with the skills to be able to:
• Acquire, organize, interpret, and analyze data from multiple disciplines;
• Communicate effectively in writing and speaking;
• Appreciate human diversity and to understand what humans have thought, created and valued, integrating each with a Christian view of humanity.

All traditional day students, including transfers, must meet these requirements in order to graduate.

When choosing courses found under the headings “one of the following” or “two of the following,” consult the program for your particular major on the following pages, as some majors require a specific course(s) to be taken.

The Foundational Studies curriculum is as follows:

HUMANITIES (30 credits)

Human Expression (15)
COMM 1260 Oral Communication (3)
ENGL 1210 Principles of College Writing I (3)*
ENGL 1220 Principles of College Writing II (3)*
PHIL 3010 Philosophy and Critical Thought (3)

One of the following:
ENGL 2xxx or 3xxx Any Literature
ENGL 2250 Intro to Theater (3; F)
MUSI 1500 Intro to Music (3)
MUSI 1600 Music in History and Context (3; Sp)
HUMA 3440 Fine Arts in Western Culture (3)
or
Music Ensemble: MUAP 1712/3712 Chorale; MUAP 1714/3714 Sinfonia; MUAP 1783/3783 Jazz Ensemble (4 units earned over 2 years of the same ensemble)

Global Understanding (15)
HUMA 1450 World Civilizations I (3; F)
HUMA 1460 World Civilizations II (3; Sp)

One of the following:
HIST 2330 U.S. History to 1877 (3; F)
HIST 2340 U.S. History from 1877 (3; Sp)
EGEO 3210 World Regional Geography (3)

Two of the following (6 credits total):
*ANTH 4110 Cultural Anthropology (3; F)

SCIENCE (11 credits)

Lab science (4)
Non-lab science (3)
PHED 1100 Fitness and Wellness (1)

One of the following:
BUSS 2920 Macroeconomics (3; F)
POLS 2700 Intro to Political Science (3; F)
PSYC 1600 Intro to Psychology (3)
SOCI 1800 Intro to Sociology (3; Sp)

BIBLICAL STUDIES/THEOLOGY (21 credits)

BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)
BIBL 1330 Biblical Backgrounds (3)
BIBL 2220 Hermeneutics and Bible Study Methods (3)
THEO 2600 Faith and Culture (3)
*THEO 3600 Intro to Christian Theology (3)
*BIBL/THEO elective (3) Upper-division course only

*Course has prerequisites; check course descriptions on p. 68.

ADDITIONAL GRADUATION REQUIREMENTS:
English Proficiency Exam, Math Proficiency Exam (or MATH 1830 or above), and Christian Ministry Practicum or the equivalent internship.

Students must also take at least one upper-division course in their major that is identified as a W (writing) course.

Note: Accreditation with The Christian & Missionary Alliance requires at least 30 credit hours of Bible and ministry coursework.

ACCOUNTING MAJOR

The Accounting major is designed to prepare students to enter a career in accounting. The major provides courses in foundational business theories and strategies as well as accounting-specific courses to provide students both the context and accounting skills necessary for a lifetime of success. An ethics emphasis and internship requirement round out a program that equips our accounting majors to make a difference in our world whether employed in nonprofit or for-profit organizations.

FOUNDATIONAL STUDIES (62)

See courses on p. 40.

Exception:
Take the following course under SCIENCES:
BUSS 2920 Macroeconomics (3; F)

MAJOR REQUIREMENTS (61)

BUSS 1900 Intro to Business (3; F)
*BUSS 2610 Statistics (3)
*BUSS 2930 Microeconomics (3; Sp)
**BUSS 2940** Principles of Management (3; F)
**BUSS 2950** Principles of Finance (3; Sp)
**BUSS 3930** Business Law I (4; F)
**BUSS 3980** Principles of Marketing (3; F)
**BUSS 4200** Business Strategy/Policy (3; Sp)
**ACCT 2900** Accounting I (3; F)
**ACCT 2910** Accounting II (3; Sp)
**ACCT 3900** Intermediate Accounting I (3; F)
**ACCT 3905** Intermediate Accounting II (3; Sp)
**ACCT 3910** Cost Accounting (3; Sp)
**ACCT 3920** Tax Accounting I (3; OF)
**ACCT 3925** Tax Accounting II (3; ESp)
**ACCT 4900** Auditing (3; EF)
**ACCT 4910** Accounting Information Systems (3; OF)
**ACCT 4920** Advanced Accounting (3; Sp)
**ACCT 4940W** Ethics in Business (3; Sp)
**ACCT 4990** Accounting Internship (3)

Note: Students must pass a computer proficiency test or substitute with an approved course (BUSS 1910 Computer Applications).

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**Acct has prerequisites; check course descriptions on p. 68.**

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**SAMPLE TOTAL PROGRAM**

- Foundational Studies 62
- Accounting Major 61
- Unrestricted Electives 1
- **TOTAL 124**

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**BIBLE AND THEOLOGY MAJOR**

The Bible and Theology major is designed to familiarize students with the Bible’s content and ideas, the church’s reflection upon it, methods of interpretation, and the application of Scripture in church and culture. The major prepares students for seminary education or graduate work in theology and related disciplines. It also provides a strong foundation for ministry in church and parachurch settings by developing the skills necessary for lifelong study and communication of God’s Word.

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**FOUNDATIONAL STUDIES (62)**

See courses on p. 40.

**MAJOR REQUIREMENTS (42)**

**CORE COURSES (18 credits)**

Either of the following:

- **BILA 2210/2220** Greek I & II (3, 3; EF, OSp)
- **BIBL 4210/4220** Readings in the Greek Bible I & II (3, 3; OF, ESp)
  
  or

- **BILA 2260/2270** Hebrew I & II (3, 3; OF, ESp)
- **BIBL 4280/4290** Hebrew Readings I & II (3, 3; EF, OSp)

Either of the following:

- **BIBL 3060** Life and Letters of Paul I (3; F)
- **THEO 4600** Christian Theology I-God/Humanity (3;F)

Either of the following:

- **BIBL 3065** Life and Letters of Paul II (3; Sp)
- **THEO 4610** Christian Theology II-Christ/Church (3; Sp)

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**SPECIALIZATION – (18 credits) (Select one of three)**

**Old Testament (18)**

Required (6):

- **BIBL 4421** Old Testament Criticism (3; OF)
- **BIBL 4423W** Old Testament Theology (3; ESp)

Select four of the following Old Testament offerings (12):

- Honors Program (3)
- Israel Study Tour (3; Su)
- **BIBL 3030** The Book of Job (3; OSp)
- **BIBL 3035** Genesis (3; OF)
- **BIBL 3050** History & Lit of Intertestamental Period (3; F)
- **BIBL 4015** Daniel (3; EF)
- **BIBL 4030** Old Testament History (3; EF)
- **BIBL 4230** Psalms (3; ESp)
- **BIBL 4400** Selected Topics in OT (3; TBA)
- **BIBL 4401** Isaiah (3; OSp)

**New Testament (18)**

Required (6):

- **BIBL 4411** New Testament Criticism (3; EF)
- **BIBL 4413W** New Testament Theology (3; OSp)

Select four of the following New Testament offerings (12):

- Honors Program (3)
- Israel Study Tour (3; Su)
- **BIBL 3050** History & Lit of Intertestamental Period (3; F)
- **BIBL 3060** Life and Letters of Paul I (3; F)
  
  (if not used as core course)

- **BIBL 3065** Life and Letters of Paul II (3; Sp)
  
  (if not used as core course)

- **BIBL 3310** Eschatological Books (3; OF)
- **BIBL 3320** Synoptic Gospels (3; Sp)
- **BIBL 3340** General Epistles (3; ESp)
- **BIBL 4110** Johannine Literature (3; EF)
- **BIBL 4410** Selected Topics in NT (3; TBA)

**Theology (18)**

Required (9):

- **THEO 4405W** Contemporary Theology (3; OF)
- **THEO 4600** Christian Theology I-God/Humanity (3; F)
- **THEO 4610** Christian Theology II-Christ/Church (3; Sp)

(Note: Students in Theology concentration must select BIBL 3060 and BIBL 3065 in Core.)

Select three of the following Theology offerings (9):

- Honors Program (3)
- **THEO 3106** Women in Church and Society (3; Sp)
- **THEO 3370** History of Early Christianity (3; ESp)
- **THEO 4000** Spiritual Formation (3; ESp)
- **THEO 4020** Hist of Muslim-Christian Encounter (3; ESp)
- **THEO 4100** Theological Issues in Ministry (3; EF)
- **THEO 4400** Selected Topics in Theology (3; TBA)
- **THEO 4710W** Theology of World Mission (3; Sp)

**BIBL/THEO Upper Division Electives (6 credits)**

*Course has prerequisites; check course descriptions on p. 68.

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**SAMPLE TOTAL PROGRAM**

- Foundational Studies 62
- Bible and Theology Major 42
- Unrestricted Electives 20
- **TOTAL 124**
HONORS PROGRAM

Students with a Bible and Theology major may, upon the approval of the full-time Bible and Theology faculty, choose an honors program. The honors program requires three supervised research and writing projects and receives special recognition at graduation. An honors supervisor will monitor student progress. Admission into the program may be limited by the availability of faculty supervisors.

The decision to pursue the honors program should be made as early as possible. Students applying to the division for entry into the program must have a cumulative 3.0 GPA and a 3.5 GPA in at least 12 hours of Bible and Theology courses taken as part of the Foundational Studies requirements. At graduation they must have a 3.5 GPA within the major.

BIBLE AND THEOLOGY MINOR

REQUIRED (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBL 1300 Lit of Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 1310 Lit of New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 1330 Biblical Backgrounds</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 2220 Hermeneutics/Bible Study</td>
<td>3</td>
</tr>
<tr>
<td>THEO 2600 Faith and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

BIBL/THEO UPPER-DIVISION ELECTIVES (9 credits)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 27

BIOLOGY

The Biology major is designed to give the student a strong, broad-based background in the biological sciences, and prepare the student for graduate work in biology or related disciplines. Biology students at Simpson University also recognize their responsibilities as communicators of a Christian perspective on controversial issues related to biology, both to the church and the public. Students must demonstrate algebra competency prior to enrolling in MATH 2610 Statistics.

FOUNDATIONAL STUDIES (66)

See courses on p. 40.

Exceptions:

Take the following course under SCIENCES:
- BIOL 1510 General Biology I (4; F)
- BIOL 1520 General Biology II (4; Sp)
- PSYC 1600 Intro to Psychology (3)
- *MATH 2610 Statistics (3)

MAJOR REQUIREMENTS (56)

*Course has prerequisites; check course descriptions on p. 68.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIOI 2510 Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>+BIOI 2530 Genetics (4; Sp)</td>
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</tr>
<tr>
<td>+BIOI 3240 Ecology (4; F, starting 2009)</td>
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<tr>
<td>BIOL 4550W Senior Seminar (3; Sp, starting 2011)</td>
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<tr>
<td>CHEM 1510 General Chemistry I (4; F)</td>
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<tr>
<td>+CHEM 1520 General Chemistry II (4; Sp)</td>
<td></td>
</tr>
<tr>
<td>+CHEM 2510 Organic Chemistry I (4; F)</td>
<td></td>
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<tr>
<td>+CHEM 2520 Organic Chemistry II (4; Sp)</td>
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</tr>
</tbody>
</table>

BUSINESS ADMINISTRATION MAJOR

The Business Administration major is designed to prepare students for careers in business, for graduate studies and business ministry opportunities by shaping student knowledge, skills and development from within the context of a Christian worldview.

FOUNDATIONAL STUDIES (62)

See courses on p. 40.

Exceptions:

Take the following course under SCIENCES:
- BUSS 2920 Macroeconomics (3; F)

MAJOR REQUIREMENTS (56)

*Course has prerequisites; check course descriptions on p. 68.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ACCT 2900 Accounting I (3; F)</td>
<td></td>
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<tr>
<td>+ACCT 2910 Accounting II (3; Sp)</td>
<td></td>
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<tr>
<td>BUSS 1900 Intro to Business (3; F)</td>
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<tr>
<td>BUSS 1910 Computer Applications (3)</td>
<td></td>
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<tr>
<td>+BUSS 2190 Career Planning Seminar (1)</td>
<td></td>
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<tr>
<td>+BUSS 2610 Statistics (3)</td>
<td></td>
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<tr>
<td>+BUSS 2930 Microeconomics (3; Sp)</td>
<td></td>
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<tr>
<td>+BUSS 2940 Principles of Management (3; F)</td>
<td></td>
</tr>
<tr>
<td>+BUSS 2950 Principles of Finance (3; Sp)</td>
<td></td>
</tr>
<tr>
<td>+BUSS 3930 Business Law I (4; F)</td>
<td></td>
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<tr>
<td>+BUSS 3955 Foundations of Management Info. Systems (3; Sp)</td>
<td></td>
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<tr>
<td>+BUSS 3980 Principles of Marketing (3; F)</td>
<td></td>
</tr>
<tr>
<td>+BUSS 4200 Business Strategy / Policy (3; Sp)</td>
<td></td>
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<tr>
<td>+BUSS 4900 Human Resource Management (3; F)</td>
<td></td>
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<tr>
<td>+BUSS 4940W Ethics in Business (3; Sp)</td>
<td></td>
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<tr>
<td>+BUSS 4995 Entrepreneurship (3; Sp)</td>
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<tr>
<td>+BUSS 4970 Production &amp; Operations Management (3; F)</td>
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</tr>
</tbody>
</table>

ELECTIVES (6 credits)

Take 6 upper-division credits from subjects BUSS and ACCT

TOTAL 124
BUSINESS ADMINISTRATION MINOR

REQUIRED (12 credits)
* ACCT 2900 Accounting I (3; F)
* BUSS 2940 Principles of Management (3; F)
* BUSS 3980 Principles of Marketing (3; F)
* BUSS 4940W Ethics in Business (3; Sp)

ELECTIVES (9-10 credits)
Three of the following:
* ACCT 2910 Accounting II (3; Sp)
* BUSS 3930 Business Law I (4; F)
* BUSS 3935 Business Law II (3; Sp)
* BUSS 4900 Human Resource Management (3; F)
* BUSS 4930 Money and Banking (3; OSp)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21-22

COMMUNICATION MAJOR

Communication is a versatile major that develops and prepares students for careers in their choice of a speech communication generalist, journalism, Spanish journalism, public communication, mass communication, or organizational communication/public relations specializations. The major also provides supplementary preparation for a wide variety of professional endeavors and graduate work.

COMMUNICATION MAJOR:
COMMUNICATION GENERALIST

FOUNDA TIONAL STUDIES (62-65)

See courses on p. 40.

Exceptions:
Take the following course under HUMAN EXPRESSION:
COMM 1260 Oral Communication (3)

Take the following course under GLOBAL UNDERSTANDING:
* COMM 4330 Communicating Cross-Culturally (3)

MAJOR REQUIREMENTS (42)
COMM 1270 Interpersonal Communication (3; OF)
COMM 2090 Small Group Communication (3; EF)
COMM 2230 Fundamentals of Journalism (3)
COMM 2260 Survey of Mass Media (3; EF)
* COMM 3060 Argumentation and Debate (3; ESp)
* COMM 3230 Communication Theory (3; F)
COMM 3240 Communication Ethics (3; OSp)
* COMM 4130 Nonverbal Communication (3; OSp)
* COMM 4220W Seminar in Speech Communication (3; ESp)
* ENGL 3280 Seminar in English Grammar (3)
* ENGL 3360 Technical Writing (3; Sp)

ELECTIVES (9 credits)
Choose a focus using:
Other Communication courses or
Other courses approved by the Communication chair and Registrar.

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62-65
Communication Generalist 42
Unrestricted Electives 17-20
TOTAL 124

COMMUNICATION MAJOR:
JOURNALISM SPECIALIZATION

FOUNDA TIONAL STUDIES (62-65)

See courses on p. 40.

Exceptions:
Take the following course under HUMAN EXPRESSION:
COMM 1260 Oral Communication (3)

Take the following course under GLOBAL UNDERSTANDING:
* COMM 4330 Communicating Cross-Culturally (3)

MAJOR REQUIREMENTS (42)
COMM 2210 Writing for Mass Media (3; OSp)
COMM 2230 Fundamentals of Journalism (3)
COMM 2260 Survey of Mass Media (3; EF)
COMM 3100 Editing (3; ESp)
* COMM 3230 Communication Theory (3; F)
COMM 3240 Communication Ethics (3; OSp)
* COMM 3270 Desktop Publishing (3; OF)
* COMM 4130 Nonverbal Communication (3; OSp)
* COMM 4220W Seminar in Speech Communication (3; ESp)
* ENGL 3280 Seminar in English Grammar (3)
* ENGL 3360 Technical Writing (3; Sp)

One of the following:
* COMM 3060 Argumentation and Debate (3; ESp)
* COMM 4290 Advanced Public Communication (3; F)

ELECTIVES (6 credits)
Choose from the following:
* COMM 2250/4120 Communication Practicum (1-4; TBA)
* COMM 4920/4922 Field Experience (1-9; TBA)
+ ENGL 2231/3231 Newspaper Practicum (2)
+ ENGL 2240/3241 Yearbook Practicum (2)

Note: Students may use the CCCU, World Journalism Institute or other fully accredited summer or semester program to augment the curriculum. Consult with the Communication chair.

+ Course may be taken for upper-division credit after the first two semesters at lower-division level.

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62-65
Journalism Specialization 42
Unrestricted Electives 17-20
TOTAL 124
COMMUNICATION MAJOR: SPANISH JOURNALISM SPECIALIZATION

FOUNDATIONAL STUDIES (62-65)
See courses on p. 40.

Exceptions:
Take the following course under HUMAN EXPRESSION:
COMM 1260 Oral Communication (3)

Take the following course under GLOBAL UNDERSTANDING:
*COMM 4330 Communicating Cross-Culturally (3)

MAJOR REQUIREMENTS (45)
COMM 2210 Writing for Mass Media (3; OSp)
COMM 2230 Fundamentals of Journalism (3)
COMM 2260 Survey of Mass Media (3; EF)
COMM 3100 Editing (3; ES)
*COMM 3230 Communication Theory (3; F)
COMM 3240 Communication Ethics (3; OSp)
*COMM 3250 Interpretive Reading (3)
*COMM 4130 Nonverbal Communication (3; OSp)
*COMM 4220W Seminar in Speech Communication (3; ESp)
*COMM 4290 Advanced Public Communication (3; F)
*COMM 4670 Communication, Ldrshp & Organizations (3; OSp)
POLS 2700 Introduction to Political Science (3; F)

ELECTIVES (6 credits)
Choose a pairing of courses:
*COMM 3060 Argumentation and Debate (3; ESp)
*COMM 4290 Advanced Public Communication (3; F)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62-65
Spanish Journalism Specialization 45
Electives 14-17
TOTAL 124

COMMUNICATION MAJOR: MASS COMMUNICATION SPECIALIZATION

FOUNDATIONAL STUDIES (62-65)
See courses on p. 40.

Exceptions:
Take the following course under HUMAN EXPRESSION:
COMM 1260 Oral Communication (3)

Take the following course under GLOBAL UNDERSTANDING:
*COMM 4330 Communicating Cross-Culturally (3)

MAJOR REQUIREMENTS (42)
COMM 1270 Interpersonal Communication (3; OF)
COMM 2090 Small Group Communication (3; EF)
COMM 2260 Survey of Mass Media (3; EF)
*COMM 3060 Argumentation and Debate (3; ESp)
*COMM 3230 Communication Theory (3; F)
COMM 3240 Communication Ethics (3; OSp)
*COMM 3250 Interpretive Reading (3)
*COMM 4130 Nonverbal Communication (3; OSp)
*COMM 4220W Seminar in Speech Communication (3; ESp)
*COMM 4290 Advanced Public Communication (3; F)
*COMM 4670 Communication, Ldrshp & Organizations (3; OSp)
POLS 2700 Introduction to Political Science (3; F)

ELECTIVES (6 credits)
Choose a pairing of courses:
COMM 1330 Acting I (3; F)
COMM 3330 Acting II (3; F)

COMM 2210 Writing for Mass Media (3; OSp)
COMM 2230 Fundamentals of Journalism (3)
*COMM 3040 Preaching I (3; F)
*COMM 3050 Preaching II (3; OSp)

*POLS 3700 International Relations (3; Sp)
*Political Science elective (3)

+ENGL 2231/3231 Newspaper Practicum (2)

Note: Students may use the CCCU, World Journalism Institute or other fully accredited summer or semester program to augment the curriculum. Consult with the Communication chair.

+Course may be taken for upper-division credit after the first two semesters at lower-division level.

SAMPLE TOTAL PROGRAM
Foundational Studies 62-65
Public Communication Specialization 42
Unrestricted Electives 17-20
TOTAL 124

COMMUNICATION MAJOR: PUBLIC COMMUNICATION SPECIALIZATION

FOUNDATIONAL STUDIES (62-65)
See courses on p. 40.

Exceptions:
Take the following course under HUMAN EXPRESSION:
COMM 1260 Oral Communication (3)

Take the following course under GLOBAL UNDERSTANDING:
*COMM 4330 Communicating Cross-Culturally (3)
COMM 3240 Communication Ethics (3; OSp)
*COMM 4130 Nonverbal Communication (3; OSp)
*COMM 4220W Seminar in Speech Communication (3; ESp)
*COMM 4670 Communication, Ldrshp & Organizations (3; OSp)

One of the following:
  COMM 3100 Editing (3; ESp)
  *COMM 3270 Desktop Publishing (3; OF)

ELECTIVES (15 credits)
COMM 1330 Acting I (3; F)
*COMM 3250 Interpretive Reading (3)
COMM 3330 Acting II (3; F)
COMM 3420 Shakespeare on Film (3; EF)
COMM 4810 World Cinema (3; OSp)
COMM 4820 American Cinema (3; ESp)
*COMM 2250/4120 Communication Practicum (1-4; TBA)
*COMM 4920/4922 Field Experience (1-9; TBA)

Note: The CCCU Media Seminar in Los Angeles is strongly encouraged and would substitute for courses depending upon the student’s occupational or educational goals. Students may transfer in specialties such as acting, photography, or broadcasting to meet elective requirements. Consult with the Communication chair.

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62-65
Mass Communication Specialization 42
Unrestricted Electives 19-23
TOTAL 124

COMMUNICATION MAJOR:
ORGANIZATIONAL COMMUNICATION / PUBLIC RELATIONS SPECIALIZATION

FOUNDATIONAL STUDIES (62-65)
See courses on p. 40.

Exceptions:
Take the following course under HUMAN EXPRESSION:
COMM 1260 Oral Communication (3)

Take the following course under GLOBAL UNDERSTANDING:
*COMM 4330 Communicating Cross-Culturally (3)

MAJOR REQUIREMENTS (39-40)
BUSS 1900 Introduction to Business (3; F)
*BUSS 2940 Principles of Management (3; F)
*BUSS 3980 Principles of Marketing (3; F)
*BUSS 4900 Human Resource Management (3; F)
COMM 2210 Writing for Mass Media (3; EF)
COMM 2260 Survey of Mass Media (3; EF)
COMM 3240 Communication Ethics (3; OSp)
*COMM 4110 Public Relations (3; ESp)
*COMM 4220W Seminar in Speech Communication (3; ESp)
*COMM 4670 Communication, Ldrshp & Organizations (3; OSp)

One of the following:
COMM 1270 Interpersonal Communication (3; OF)
COMM 2090 Small Group Communication (3; EF)

Two of the following:
*BUSS 3930 Business Law I (4; F)
*COMM 3060 Argumentation and Debate (3; ESp)
*COMM 3230 Communication Theory (3; F)
*COMM 4130 Nonverbal Communication (3; OSp)
*COMM 4290 Advanced Public Communication (3; F)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62-65
Organizational Communication/Public Relations Spec. 39-40
Unrestricted Electives 19-23
TOTAL 124

CROSS-CULTURAL STUDIES MAJOR

The Cross-Cultural Studies major prepares students to work in cross-cultural or multi-ethnic settings in ministry, business, or teaching English to speakers of other languages. Students formulate a biblical basis for cross-cultural service and acquire both professional and cross-cultural skills. They also demonstrate spiritual growth as evidenced by commitment to God, the church and the world. Graduates are prepared for entry-level service as well as graduate study.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

Exceptions:
The following course is required under SCIENCES for the Business Concentration:
BUSS 2920 Macroeconomics (3; F)

The following course is required under BIBLICAL STUDIES/THEOLOGY for all concentrations:
*THEO 4710W Theology of World Mission (3; Sp)
The following courses are recommended under HUMANITIES:
ENGL 3220 World Literature (3)
MUSI 3690 Music in World Cultures (3; F)

Note: Courses taken under Foundational Studies Global Understanding do not count toward major requirements.

MAJOR REQUIREMENTS (45-48)

CORE COURSES (18-21 credits)
*ANTH 4110 Cultural Anthropology (3; F)
*ANTH 4200 Anthropoligical Methods (3; OSp)
CCST 4022 Issues in Cross-Cultural Living (3; ESp)
*LING 4330 Communicating Cross-Culturally (3)

One of the following:
  RELI 3900 Religions of the World (3; Sp)
  *RELI 3910 Introduction to Islam (3; OF)

One of the following:
  LING 3350 Language Acquisition (3; Sp)
  Two semesters of the same foreign language (6)
  CCCU Language Course (3-6)

SELECT ONE OF THE FOLLOWING FOUR SPECIALIZATIONS:

MINISTRY SPECIALIZATION (21 credits)
MINS 3210 Principles and Practices of Evangelism (3; F)
*MINS 3510W Simpson in Historical Perspective (3; F)
*MISS 4020 Contemporary Issues in World Mission (3; F)
*MINS 3040 Preaching I (3; F)

One of the following:
  *MISS 4010 History of World Mission (3; OF)
  RELI 4020 History of Muslim-Christian Encounter (3;ESp)

Two of the following:
  CCST 3740 Peoples of the World (3; F)
  RELI 4010 Popular Islam (3; EF)
  MINS 3106 Women in Church and Society (3; Sp)
  MINS 4770 Church Planting (3; OSp)

BUSINESS SPECIALIZATION (21 credits)
BUSS 1900 Introduction to Business (3; F)
BUSS 2610 Statistics (3)
*BUSS 2900 Principles of Financial Accounting (3; F)
*BUSS 2950 Principles of Finance (3; Sp)
BUSS 3200 Business as Mission (3; ESp)
*BUSS 4950 Entrepreneurship (3; Sp)

One of the following:
  *BUSS 3955 Foundations of MIS (3; Sp)
  *BUSS 3915 International Political Economy (3; OSp)
  CCST 3120 Microenterprise Development (3; OSp)

TESOL SPECIALIZATION (21 credits)

Note: Students who complete all of the requirements for a bachelor’s degree in their chosen major and the required courses for a minor or specialization in TESOL will also be awarded a TESOL certificate. A TESOL certificate is recognized worldwide as the minimum requirement for teaching English as a Second Language in a variety of settings and can open up many opportunities for short-term or long-term employment in the international marketplace.
ENGL 3270 History of English (3; OF)
ENGL 3280 Seminar in English Grammar (3)
*LING 4320 Language Learning (3)
LING 4400 Sociolinguistics (3; OF)
TESL 3000 TESOL Theory (3; F)
*TESL 3020 TESOL Methods (3; Sp)
*TESL 4100 TESOL Curriculum and Assessment (3; OSp)

TRANSFORMATIONAL COMMUNITY DEVELOPMENT SPECIALIZATION (21 credits)
CCST 3020 Participatory Development (3; EF)
CCST 3050 Introduction to Community Development (3; OF)
CCST 3110 Management for Development (3; EF)
CCST 3120 Microenterprise Development (3; OSp)
CCST 4100 Power Dynamics and Development (3; ESp)
ANTH 4210 Qualitative Community Research (3; ESp)
*THEO 4720 Theology of Transformation (3; OF)

CAPSTONE (6 credits)
CCST 4062 Cross-Cultural Internship (3; Sp-Sum) for Ministry, Business and Transformational Community Development specializations or
*TESL 4500 TESOL Practicum (3; TBA) for TESOL Specialization and
*MINS 4340 Ministry Seminar (3; Sp) for Ministry, TESOL and Transformational Community Development specializations or
*BUSS 4200 Business Strategy and Policy (3; Sp) for Business Specialization

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Cross-Cultural Studies Major 45-48
Unrestricted Electives 14-17
TOTAL 124

CROSS-CULTURAL STUDIES MINOR

REQUIRED (21-24 credits)
*ANTH 4110 Cultural Anthropology (3; F)
*ANTH 4200 Anthropoligical Methods (3; OSp)
CCST 4022 Issues in Cross-Cultural Living (3; Esp)
*LING 4330 Communicating Cross-Culturally (3)
*THEO 4710W Theology of World Mission (3; Sp)

One of the following:
  RELI 3900 Religions of the World (3; Sp)
  *RELI 3910 Intro to Islam (3; OF)

One of the following:
  LING 3350 Language Acquisition (3; Sp)
  Two semesters of same foreign language (6)
  CCCU Language Course (3-6)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21-24
The Discipleship and Education Ministries major prepares students to begin careers in discipleship and educational ministries in a local church or parachurch organization and provides the background for entrance into graduate programs in ministry. Graduates have formulated a biblical basis for spiritual formation within community and acquired skills to interpret and apply the scriptures responsibly, teach the Word of God, and lead ministries aimed at spiritual formation and Christian education. Graduates have also demonstrated spiritual growth as evidenced by commitment to God, the church, and the world.

**FOUNDATIONAL STUDIES (62)**

See courses on p. 40.

**Exceptions:**

Take the following courses under **HUMANITIES** and **SCIENCES**:

- **LING 4330** Communicating Cross-Culturally (3)
- **PSYC 1600** Intro to Psychology (3)

**MAJOR REQUIREMENTS (49)**

**MINISTRY CORE (28 credits)**

- **CHED 2410** Spiritual Formation in the Church (3; F)
- **CHED 3550** Small Group Ministries (3; Sp)
- **MINS 3040** Preaching I (3; F)
- **MINS 3120** Principles and Practice of Evangelism (3; F)
- **MINS 3510W** Simpson in Historical Perspective (3; F)
- **MINS 3600** Ministry Internship I (2)
- **MINS 3601** Ministry Internship II (2)
- **MINS 4340** Ministry Seminar (3; Sp)
- **MINS 4500** Leadership in Ministry (3; F)
- **THEO 1100** Engaging Theology (3; Sp)

**MAJOR (21 credits)**

- **CHED 3420** Curriculum and Instruction in the Church (3; EF)
- **CHED 3450** Family Life and Ministry (3; Sp)
- **THEO 4000** Spiritual Formation (3; ESp)

**One of the following:**

- **PSYC 3015W** Adult Development (3; Sp)
- **PSYC 3025** Child Development (3)

**Two of the following:**

- **CHED 4400** Children’s Ministry (3; OF)
- **CHED 4420** Ministry to Adults (3; OF)
- **YUTH 3110** Youth Ministry I (3; F)

**Exceptions:**

*Course has prerequisites; check course descriptions on p. 68.

**TOTAL 21**

**ELEMENTARY EDUCATION PROGRAM**

Students seeking a California Preliminary Multiple Subjects Teaching Credential should choose to major in Liberal Studies. The addition of the Education Minor may shorten the credentialing process. Students will receive advisement counseling regarding the use of the Education Minor courses.

See Liberal Studies major, p. 50.

**EDUCATION MINOR**

Application for admission to the Education minor should be made through the School of Education during the fall of the sophomore year. **Note:** A 3.0 cumulative GPA is required to apply for the Education Minor.

Completion of the preliminary credential includes a post-Baccalaureate semester of student teaching. Multiple subjects candidates may, with the Dean's approval, choose to do half of their student teaching in their home community, nationally or internationally.

Simpson University's Preliminary Teaching Credentials for Multiple Subjects and Single Subject are fully accredited by the California Commission on Teacher Credentialing. **Note: There are California Commission on Teacher Credentialing fees associated with the Education Minor/credential program.**

The California Commission on Teacher Credentialing continually refines and upgrades state requirements for teachers. **While the School of Education makes every effort to be accurate, the data listed is current at the time of catalog development only. Please check with faculty in the School of Education for the most recent requirements.**

See the Graduate Studies: Education section (on p. 118) for application requirements for the California Preliminary Teaching Credential.
EDUCATION MINOR FOR MULTIPLE SUBJECTS
(21 credits)
EDUC 2000 Intro to Education (3 Sp)
*+EDUC 4000 Integrating Technology (2)
*+EDUC 4020 Psychological Applications in Education (3)
*+EDUC 4400 Language Arts (4)
*+EDUC 4420 Curriculum and Instruction (5)
*+EDUC 4460 Multicultural Instruction (3)
*EDUC 4500 Technology in the Classroom (1)
*+EDUC 4610 Teaching Performance Assessment 1 (0)
These courses are taken post-Baccalaureate to complete
Preliminary Teaching Credential (15 credits)
*ED 5440/5441 Student Teaching (10)
*ED 5601 Student Teaching Performance Development - A (1)
*ED 5602 Student Teaching Performance Development - B (1)
*ED 5620 Teaching Performance Assessment 2 (0)
*ED 5630 Teaching Performance Assessment 3 (0)
*ED 5640 Teaching Performance Assessment 4 (0)
*++ED 5660 Induction Preparation (1)
These courses have prerequisites; check course descriptions on p. 68.
+Must be completed before student teaching.
++Must be completed after student teaching.
TOTAL 21

ENGLISH MAJOR

The English major is designed for professional careers in
writing for communication, publication and journalism. It will also provide preparatory training for graduate studies
in these and related fields. To these ends, the major offers a
“Writing Specialization” and a “Literature Track,” respectively. The major also offers a “General Track” for those interested in
a broadly based program.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

Exceptions:
Take the following course under HUMANITIES:
ENGL 2100 Introduction to Literature (3)

MAJOR REQUIREMENTS (42)
*ENGL 2200 British Lit to 1800 (3; F)
*ENGL 2205 British Lit from 1800 (3; Sp)
*ENGL 2210 American Lit to 1865 (3; F)
*ENGL 2215 American Lit from 1865 (3; Sp)
ENGL 3100 Literary Theory (3; EF)
*ENGL 3220 World Literature (3)
*ENGL 3280 Seminar in English Grammar (3)
*ENGL 4950 Senior Seminar (3; Sp)

One of the following:
*ENGL 3240 Shakespeare (3; SU, & OF)
ENGL 3420 Shakespeare on Film (3; EF)

One of the following:
*ENGL 3200W Advanced Composition (3)
*ENGL 3360 Technical Writing (3; Sp)

SELECT ONE OF THE FOLLOWING TWO TRACKS:

GENERAL TRACK (12) (6 must be upper division)
REQUARED
One writing course (in addition to either ENGL 3200W or
ENGL 3360)
Two other English courses

One of the following:
*ENGL 3400 American Literature Special Topics (3; F)
*ENGL 4400 British Literature Special Topics (3; Sp)

LITERATURE TRACK (12) (6 must be upper division)
*ENGL 3400 American Literature Special Topics (3; F)
*ENGL 4400 British Literature Special Topics (3; Sp)
Six credits of additional ENGL Literature courses

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
English Major 42
Unrestricted Electives 20
TOTAL 124

ENGLISH MAJOR:
Writing Specialization

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

Exceptions:
Take the following course under HUMANITIES:
ENGL 2100 Introduction to Literature (3)

MAJOR REQUIREMENTS (44)
*ENGL 3200 Advanced Composition (3)
*ENGL 3280 Seminar in English Grammar (3)
*ENGL 3333 Field Experience in Writing (3)
*ENGL 4950 Senior Seminar (3; Sp)

One of the following:
*COMM 3230 Communication Theory (3; F)
*COMM 4290 Advanced Public Communication (3; F)

LITERATURE (9 credits):
Nine credits of literature in addition to ENGL 2100

WRITING ELECTIVES (20 credits):
Choose from the following:
COMM 2210 Writing for Mass Media (3; OSp)
COMM 2260 Survey of Mass Media (3; EF)
COMM 3240 Communication Ethics (3; OSp)
*COMM 3270 Desktop Publishing (3; OF)
ENGL 2230 Fundamentals of Journalism (3)
*ENGL 2231/3231 Newspaper Practicum (2)
*ENGL 2240/3241 Yearbook Practicum (2)
*ENGL 3295 Drama Writing (3; OSp)
*ENGL 3360 Technical Writing (3; Sp)
*ENGL 3362 Fiction Writing (3; OF)
*ENGL 3364 Poetry Writing (3; EF)
*ENGL 3366 Essay Writing (3; Sp)
*ENGL 3700 Writing Center Internship (1-3)
*ENGL 4110 Technical Editing (3; ESp)

+Course may be taken for upper-division credit after the first two
semesters at lower-division level.
SAMPLE TOTAL PROGRAM
Foundational Studies 62
English Writing Specialization 44
Unrestricted Electives 18
TOTAL 124

STUDENTS DESIRING TO OBTAIN A CALIFORNIA PRELIMINARY TEACHING CREDENTIAL IN CONJUNCTION WITH ENGLISH SHOULD SEE ENGLISH FOR TEACHERS MAJOR, P. 57.

ENGLISH MINOR

The English minor requires 21 credits of English (ENGL) courses, of which at least 12 credits must be upper division (3000 and 4000 levels) and one of which must be ENGL 3240 (Shakespeare). ENGL 3200W (Advanced Composition) or ENGL 3360 (Technical Writing) is required. ENGL 1210 and 1220 do not qualify as part of this minor.

Note: A General Ministries Major may not double major in another ministry major.

FOUNDATION STUDIES (62)
See courses on p. 40.

Exception:
Take the following course under HUMANITIES:
*LING 4330 Communicating Cross-Culturally (3)

MAJOR REQUIREMENTS (48-49)

MINISTRY CORE (27-28)
CHED 2410 Spiritual Formation in the Church (3; F)
CHED 3550 Small Group Ministries (3; Sp)
*MINS 3040 Preaching I (3; F)
MINS 3210 Principles and Practice of Evangelism (3; F)
*MINS 3510W Simpson in Historical Perspective (3; F)
*MINS 4340 Ministry Seminar (3; Sp)
MINS 4500 Leadership in Ministry (3; F)
THEO 1100 Engaging Theology (3; Sp)

One of the following:
CCST 4062 Cross-Cultural Internship (3; Sp, Sum)
*MINS 3600 & MINS 3601 Min Internship I & II (2, 2)

MINISTRY ELECTIVES (21)
Select seven of the following:
BUSS 3940 Business Issues in Ministry (3; ESp)
CCST 3740 Peoples of the World (3; F)
CHED 3450 Family Life and Ministry (3; Sp)
CHED 4400 Children’s Ministry (3; OF)
CHED 4420 Ministry to Adults (3; OF)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
General Ministries Major 48-49
Unrestricted Electives 13-14
TOTAL 124

HISTORY MAJOR

The History major is designed primarily for preparatory professional careers in government (particularly pre-law or diplomatic service) or preparatory to graduate studies in a related discipline. This major also serves as pre-seminary preparation.

FOUNDATION STUDIES (62)
See courses on p. 40.

Exception:
Take the following course under HUMANITIES:
GEOG 3210 World Regional Geography (3)

MAJOR REQUIREMENTS (44)

CORE COURSES (14)
HIST 1500 Introduction to History (2; F)
HIST 2330 U.S. History to 1877 (3; F)
HIST 2340 U.S. History from 1877 (3; Sp)
*MIST 3340 History of California (3; Sp)
*MIST 4320W Historiography (3; F)

In addition to taking the minimum courses required in the following concentrations, the student must complete one of the concentrations (30):

Two of the following (6):
(Three for a U.S. concentration - 9)
*MIST 4360 Selected Topics in U.S. History (3; EF)
*MIST 4335 Colonial and Early American (3; EF)
*MIST 4338 Civil War and Reconstruction (3; OF)
*MIST 4345 Rise of Modern America (3; OSp)
*MIST 4370 U.S. Since WWII (3; ESp)

Three of the following (9):
(Four for a European concentration - 12)
*MIST 3300 History of Modern Europe (3; EF)
*MIST 3320 History of Russia (3; OSp)
*MIST 3330 History of England (3; OSp)
*MIST 4410 Selected Topics in European History (3; ESp)
Three of the following (9):
(Four for a Non-Western/Non-U.S. concentration - 12)
*HIST 3310 Latin American Civilization (3; EF)
*HIST 3350 History of East Asia (3; OF)
*HIST 3380 History of Sub-Saharan Africa (3; OF)
*HIST 3385 History of the Islamic World (3; ESp)
*HIST 4510 Selected Topics in Non-Western/Non-U.S. History (3; OsP)

One of the following (3):
*HIST 3050 History and Literature of the Intertestamental Period (3; F)
*HIST 3370 History of Early Christianity (3; ESp)
HIST 4030 Old Testament History (3; EF)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
History Major 44
Unrestricted Electives 18
TOTAL 124

HISTORY MINOR

The History minor consists of 21 credits from courses prefixed “HIST.” At least 12 of the 21 credits must be upper division (3000 and 4000 levels).

JOURNALISM MINOR

REQUIRED (24 credits)
COMM 2210 Writing for Mass Media (3; Osp)
COMM 2230 Fundamentals of Journalism (3)
COMM 2260 Survey of Mass Media (3; EF)
COMM 3100 Editing (3; Esp)
*COMM 3230 Communication Theory (3; F)
COMM 3240 Communication Ethics (3; OsP)
*COMM 3270 Desktop Publishing (3; OF)
*COMM 4220W Seminar in Speech Communication (3; Esp)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 24

LIBERAL STUDIES MAJOR

The Liberal Studies major is a pre-teaching major designed for students who desire a teaching career in Elementary Education. The broad curriculum readies students to successfully complete the California Subject Examination for Teachers (CSET) as required by the state of California.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

The Foundational Studies requirements have several places where students may select from several options. In order to best prepare students for the CSET, the following courses are required under HUMANITIES and SCIENCES:
BIOL 2520 Introduction to Biology (4)
GEOG 3210 World Regional Geography (3)
MUSI 1500 Intro to Music (3)
PHYS 3090 Intro to Astronomy (3)
PSYC 1600 Intro to Psychology (3)

In addition, students are required to have a background in a foreign language. This can be demonstrated with two years of the same foreign language in high school with a C- or better. If students do not meet this criterion, then there is the following requirement under HUMANITIES:
LANG xxxx Two semesters of the same modern foreign language (6)

If they have met the criterion, they need to take:
*ANTH 4110 Cultural Anthropology (3; F)
and one of the following:
CCST/MISS 3740 Peoples of the World (3; F)
LANG 3025 Hispanic Short Stories (3; OF)
LANG xxxx One semester of a modern spoken foreign language (3)
*LING 4330 Communicating Cross-Culturally (3)
MUSI 3690 Music in World Cultures (3; F)
RELI 3900 Religions of the World (3; Sp)
*RELI 3910 Intro to Islam (3; OF)

Please note that several of the options from the Foundational Studies are required as part of the major.

MAJOR REQUIREMENTS (57)

ARTS 4100 Children’s Art (1; Sp)
BIOL 3510 Environmental Science (3; Sp)
*COMM 3250 Interpretive Reading (3)
*EDUC 4420 Curriculum and Instruction (5)
*ENGL 2100 Introduction to Literature (3)
*ENGL 3200W Advanced Composition (3)
ENGL 3280 Seminar in English Grammar (3)
ENGL 4220 Children’s Literature (3; Sp)
HIST 2330 United States History to 1877 (3; F)
HIST 2340 United States History from 1877 (3; Sp)
*HIST 3340 History of California (3; Sp)
HUMA 3440 Fine Arts in Western Culture (3)
LING 4320 Language Learning (3)
*MATH 2400 Math Concepts for Teachers I (3; F)
*MATH 2410 Math Concepts for Teachers II (3; Sp)
*MUAP 3770 Children’s Music (3; Sp)
*PHED 3110 Motor Learning and Performance in Elementary Physical Education (2; Sp)
PHYS 2530 Introduction to Physics (4)

One of the following:
*EDUC 4020 Psychological Applications in Education (3)
*PSYC 3025 Child Development (3)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Liberal Studies Major 57
Unrestrictive Electives 5
TOTAL 124

MANAGEMENT INFORMATION SYSTEMS MAJOR

The Management Information Systems major provides students with the knowledge of the concepts, theories, principles, practices and structures associated with managing contemporary information systems and develops the skills
to identify problems facing the information manager and implement viable solutions. Moral, ethical, and biblical values are embedded within the process of knowledge and skill acquisition. The major prepares students for participation in and leadership of organizations and for graduate studies.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

Exception:
Take the following course under the SCIENCES section:
BUSS 2920 Macroeconomics (3; F)

MAJOR REQUIREMENTS (56)
*ACCT 2900 Accounting I (3; F)
*ACCT 2910 Accounting II (3; Sp)
BMIS 1000 Introduction to MIS (2; F)
*BMIS 2830 Computer Programming (3; F)
*BMIS 3010 Data Comm. and Management (3; Sp)
*BMIS 3020 Web Design and Management (3; Sp)
*BMIS 3030 Database Systems (3; F)
*BMIS 4010 MIS Analysis and Design (3; F)
*BMIS 4020 Application Development (3; F)
*BMIS 4030 Internship (3; F, Sp, Summer)
*BMIS 4040 MIS Project Management (4; Sp)
*BUSS 2190 Career Planning Seminar (1)
*BUSS 2610 Statistics (3)
*BUSS 2930 Microeconomics (3; Sp)
*BUSS 2940 Principles of Finance (3; Sp)
*BUSS 3930 Business Law I (4; F)
*BUSS 4940W Ethics in Business (3; Sp)
*BUSS 4970 Production & Operations Management (3; F)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Management Information Systems Major 56
Unrestricted Electives 6
TOTAL 124

MANAGEMENT INFORMATION SYSTEMS MINOR

*BMIS 2830 Computer Programming (3; F)
*BMIS 3010 Data Comm. and Management (3; Sp)
*BMIS 3020 Web Design and Management (3; Sp)
*BMIS 3030 Database Systems (3; F)
*BMIS 4010 MIS Analysis and Design (3; F)
*BMIS 4020 Application Development (3; F)
*BMIS 4040 MIS Project Management (4; Sp)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 22

MASS COMMUNICATION MINOR

REQUIRED (24 credits)
COMM 2210 Writing for Mass Media (3; OSp)
COMM 2230 Fundamentals of Journalism (3)
COMM 2260 Survey of Mass Media (3; EF)
COMM 3240 Communication Ethics (3; OSp)

*COMM 3270 Desktop Publishing (3; OF)
*COMM 4220W Seminar in Speech Communication (3; Esp)

Choose two (one must be upper division):
COMM 3100 Editing (3; Esp)
COMM 3240 Shakespeare on Film (3; EF)
*COMM 4120 Communication Practicum (1-4)
COMM 4810 World Cinema (3; OSp)
COMM 4820 American Cinema (3; Esp)
*COMM 4920/4922 Field Experience (1-9)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 24

MATHEMATICS MAJOR

The Mathematics major provides students with the knowledge and skills necessary to enter a career in teaching, insurance, finance and industry, or to continue into graduate school.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

Exception:
Take the following course under SCIENCES to satisfy the lab requirement for Foundational Studies:
*PHYS 3040 Physics for Math Majors (4; Esp)

MAJOR REQUIREMENTS (48)
*MATH 2030 Discrete Math (3; F)
*MATH 2430 Calculus I (4; Sp)
*MATH 2530 Calculus II (4; F)
*MATH 2630 Calculus III (4; Sp)
*MATH 2730 Linear Algebra (3; Sp)
*MATH 2830 Computer Programming (3; F)
*MATH 2930 Math Modeling (3; F)
*MATH 3630W Math History (3; OF)
*MATH 3930 Differential Equations (3; OSp)
*MATH 4020 Practicum (2; F)
*MATH 4120 Senior Seminar (2; F)
*MATH 4220 Field Experience (2; F)
*MATH 4240 Real Analysis (3; OF)

ELECTIVES (9 credits)
Choose from the following:
*MATH 3330 Number Theory (3; EF)
*MATH 3530 Math Statistics with Probability (3; Sp)
*MATH 4030 Modern Algebra (3; Esp)
*MATH 4250 Complex Analysis (3: EF)
*MATH 4400 Selected Topics in Mathematics (1-4; TBA)
(Math 4400 may be repeated once with a different topic.)
*MATH 4630 Geometry (3; OSp)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Mathematics Major 48
Unrestricted Electives 14
TOTAL 124

Students desiring to obtain a California Preliminary Teaching Credential in conjunction with Math should see Mathematics for Teachers Major, p. 57.
MATHEMATICS MINOR

REQUIRED (14 credits)
* MATH 2300 Discrete Math (3; F)
* MATH 2430 Calculus I (4; Sp)
* MATH 2530 Calculus II (4; F)

Take one of the following:
* MATH 4030 Modern Algebra (3; ESp)
* MATH 4240 Real Analysis (3; OF)
* MATH 4630 Geometry (3; OSp)

ELECTIVES (9 credits)
Choose from the following:
* MATH 2730 Linear Algebra (3; Sp)
* MATH 2830 Computer Programming (3; F)
* MATH 2930 Math Modeling (3; F)
Any 6 upper-division credits from subject MATH

*COURSE HAS PREREQUISITES; CHECK COURSE DESCRIPTIONS ON P. 68.
TOTAL 23

MILITARY LEADERSHIP MINOR

OVERVIEW OF THE ROTC CURRICULUM

Instruction is sequenced into the Basic and Advanced Courses as part of the Army’s Basic Officer Leader Curriculum (BOLC). The Basic Course (normally taken in the Freshman and Sophomore years) is designed to enhance student interest in ROTC and the Army while providing an overview of each of the five Military Science and Leadership (MSL) tracks. By the end of the Basic Course, students should possess a basic understanding of the unique aspects of the officer corps, fundamentals of leadership and decision-making, the Army’s institutional values, and principles of individual fitness and a healthy lifestyle. The lessons are designed to maximize student participation, inspire intellectual curiosity, stimulate self-study, and encourage students to contract.

Note: “Progression cadets” complete all four years of the ROTC Program. However, students may join the ROTC program at any time during the first or second year. The minimum ROTC participation leading to a commission is the Advanced Course (years three and four) and the Leader Development and Assessment Course (LDAC). The LDAC is an advanced summer training camp held at Ft. Lewis, Washington between the junior and senior year, and is not part of the Simpson academic minor.

First year courses are not a prerequisite for participation in second year courses, nor are any of these a prerequisite for participation in the Advanced Course. In lieu of the Basic Course, cadets may attend the Leaders Training Course (LTC) at Fort Knox, KY in the summer prior to their third year. In rare cases, prospective cadets with clearly advanced scholarship, athletic, and leadership achievements may be admitted directly into the third year with no prior ROTC training. Entry options are described in more detail in Cadet Command Regulation 145-3, Chapter 4.

The Advanced Course is comprised of four academic courses, MSCI 3310, 3320, 4410 and 4420 plus the Leader Development and Assessment Course (LDAC). These courses develop each MSL track in greater depth in order to teach the cadet all the knowledge, skills, and attitudes essential for commissioning, success at BOLC II and BOLC III, and the establishment of a solid foundation for a career as a commissioned Army officer. The Advanced Course is founded on the BOLC I Common Core Critical Task list. Cadets who did not complete the Basic Course attend the Leader’s Training Course (LTC) in order to prepare for the Advanced Course. Guidance for LTC is located in Cadet Command Regulation 145-3-1, Chapter 2.

Advanced Course lessons are carefully sequenced, linked, and progressive in their treatment of key officer knowledge and competencies. Cadets are encouraged to synthesize lessons to form broader perspectives, deeper insights, and more robust problem solving abilities, by the use of case studies and simulations that require the use of skills and knowledge learned in a wide variety of earlier lessons. The sequencing of lessons is also designed to meet the immediate needs of cadets by addressing topics needed for success in the performance of cadet responsibilities early in the third year and at LDAC, and topics designed to facilitate entry into active military service during the fourth year.

PROGRAM SUMMARY (24 credits)

Year 1 (4 credits)
FALL semester
MSCI 1110 Leadership and Personal Development (1)
MSCI 1110L Leadership Lab (0.5)
MSCI 3100 Military Conditioning – Fall (0.5)

SPRING semester
MSCI 1120 Introduction to Tactical Leadership (1)
MSCI 1120L Leadership Lab (0.5)
MSCI 3200 Military Conditioning – Spring (0.5)

Year 2 (8 credits)
FALL semester
MSCI 2210 Innovative Team Leadership (2)
MSCI 2210L Leadership Lab (0.5)
MSCI 3100 Military Conditioning – Fall (0.5)

SPRING semester
MSCI 2220 Foundations of Tactical Leadership (2)
MSCI 2220L Leadership Lab (0.5)
MSCI 3200 Military Conditioning – Spring (0.5)
MSCI 2230 Military History (2)

Year 3 (6 credits)
FALL semester
MSCI 3310 Adaptive Team Leadership (2)
MSCI 3310L Leadership Lab (0.5)
MSCI 3100 Military Conditioning – Fall (0.5)

SPRING semester
MSCI 3320 Leadership Under Fire (2)
MSCI 3320L Leadership Lab (0.5)
MSCI 3200 Military Conditioning – Spring (0.5)

Year 4 (6 credits)
FALL semester
MSCI 4410 Developing Adaptive Leaders (2)
MSCI 4410L Leadership Lab (0.5)
MSCI 3100 Military Conditioning – Fall (0.5)

SPRING semester
MSCI 4420 Leadership in a Complex World (2)
UNDERGRADUATE STUDIES:
PROGRAMS OF STUDY

MSCI 4420L Leadership Lab (0.5)
MSCI 3200 Military Conditioning – Spring (0.5)

MUSIC MAJOR

The Music major is designed to provide professional preparation for a number of musically related professions: music education, performance, private studio teaching, ministry, and composition. The major balances a theoretical and historical understanding of music with practical application and experience. Students are required to participate in solo and large ensemble performances during each semester of study.

FOUNDATIONAL STUDIES (62-65)
See courses on p. 40.

Exceptions:
Take the following courses under HUMANITIES:
Musi 1600 Music in History and Context (3; Sp)
Musi 3690 Music in World Cultures (3; F)

MAJOR REQUIREMENTS (66-67)

*Muap 3710 Conducting I (2; F)
Muap xxxx Performance Ensemble (8)
Muap xxxx Chamber Ensemble (2)
Muap 475r Senior Recital (1)
Musi 1620 Music Theory I (3; F)
*Musi 1630 Music Theory II (3; Sp)
Musi 1720 Music Theory Lab I (2; F)
*Musi 1730 Music Theory Lab II (2; Sp)
*Musi 2620 Music Theory III (3; F)
*Musi 2630 Music Theory IV (3; Sp)
*Musi 2720 Music Theory Lab III (2; F)
*Musi 2730 Music Theory Lab IV (2; Sp)
Musi 3645 Music History I (3; OF)
Musi 3650W Music History II (3; ESp)
Musi 4620 Philosophy of Music in the Church (3; F)

SELECT ONE AREA OF SPECIALIZATION:

APPLIED PIANO (23 CREDITS)
Musi 17P4-47P4 Private Instruction (14; TBA)
Muap 2000 Studio Class (0) (Required with every semester of Private Instruction)
Muap 3760 Piano Pedagogy (2; OSp)
Muap 37JR Junior Recital (1)
Muap 37PA Accompanying (2; ESp)
Music Electives (4)

APPLIED VOICE (23 CREDITS)
Musi 17V4-47V4 Private Instruction (14; TBA)
Muap 2000 Studio Class (0) (Required with every semester of Private Instruction)
Muap 3715 Singer/Actor Workshop (2; Sp)
Muap 3761 Vocal Pedagogy (2; EF)
Muap 37JR Junior Recital (1)
Muap 2790 Vocal Diction and Lit I (2; ESp)
Muap 3790 Vocal Diction and Lit II (2; TBA)

APPLIED INSTRUMENT (23 CREDITS)
Muap xxxx Private Instruction (14; TBA)
Muap 2000 Studio Class (0) (Required with every semester of Private Instruction)
Muap 3762 Instrumental Pedagogy (2; OF)
Muap 37JR Junior Recital (1)
Music Electives (6)

WORSHIP AND MINISTRY (23 CREDITS)
Muap xxxx Private Instruction (8; TBA)
Muap 2000 Studio Class (0) (Required with every semester of Private Instruction)
Muap 3870 Choral Pedagogy/Resources (1; OF)
*Muap 4720 Conducting II (2; ESp)
Musi 3500 Practice of Music Ministry (3; OSp)
Musi 3680 Congregational Song (3; ESp)
*Musi 4500 Practicum in Music Ministry (3; Full yr)

One of the following:
Musi 3700 Computer Music Technology (3; ESp)
*Musi 4660 Instrumentation and Arranging (3; OSp)

COMPOSITION (24 CREDITS)
Muap xxxx Private Composition (6)
Muap xxxx Private Instruction (6)
Muap 2000 Studio Class (0) (Required with every semester of Private Instruction)
Musi 3700 Computer Music Technology (3; ESp)
*Musi 4600 Form and Analysis (2; ESp)
*Musi 4610 Tonal Counterpoint (2; EF)
*Musi 4660 Instrumentation and Arranging (3; OSp)
*Musi 4690 20th Century Theory (2; TBA)

*Course has prerequisites; check course descriptions on p. 68.

Note: Students whose emphasis is Worship and Ministry satisfy the MINS 3000/3100 requirement by taking Musi 4500.

SAMPLE TOTAL PROGRAM

Foundational Studies 62-65
Music (Applied) Major 65
Music (Worship/Ministry) Major 65
Music (Composition) Major 66
Total 127-131

Students desiring to obtain a California Preliminary Teaching Credential in conjunction with Music should see Music Education Major, p. 58.

Also see Contemporary Church Music Certificate, p. 64.

MUSIC MINOR

REQUIRED (19 credits)
Musi 1600 Music in History and Context (3; Sp)
Musi 1620 Music Theory I (3; F)
*Musi 1630 Music Theory II (3; Sp)
Musi 1720 Music Theory Lab I (2; F)
*Musi 1730 Music Theory Lab II (2; Sp)
Muap xxxx Private Instruction (4)
Muap xxxx Ensembles (2)

ELECTIVES (12 CREDITS)
Two of the following:
Musi 3640 Music History I (3; OF)
*Musi 3650W Music History II (3; ESp)
Musi 3690 Music in World Cultures (3; F)
Musi 4620 Philosophy of Music in the Church (3; F)
Six credits from the following:
* MUAP 3100 Jazz Improvisation (2; TBA)
* MUAP 3710 Conducting I (2; F)
* MUAP 3770 Children’s Music (3; Sp)
MUAP 3780 Secondary Music Methods Seminar (3; EF)
* MUAP 4720 Conducting II (2; E Sp)
MUSI 3510 Foundations of Music Ed (3; O F)
+ MUSI 3640 Music History I (3; OF)
*+ MUSI 3650W Music History II (3; E Sp)
MUAP xxxx Private Instruction (upper division)
MUAP xxxx Ensembles (upper division)

*Course has prerequisites; check course descriptions on p. 68.
+If not used under “Two of the following” section.

TOTAL 31

MUSIC MAJOR – LIBERAL ARTS EMPHASIS

The Music – Liberal Arts Emphasis major is for students who would like to pursue a music degree but are not seeking preparation for the music professions of performance, education, or church music. It can provide an excellent foundation for graduate studies in selected areas of music study and is ideal for students who want a broader liberal arts emphasis with more elective options. It has fewer performance requirements than other music majors because it is not a professionally oriented degree.

FOUNDATIONAL STUDIES (62-65)

See courses on p. 40.

Exception: Take the following courses under HUMANITIES:
MUSI 1600 Music in History and Context (3; Sp)
MUSI 3690 Music in World Cultures (3; F)

MAJOR REQUIREMENTS (47)

Note: Total number of upper-division credits in the major must be at least 24.

MUAP xxxx Private Instruction (6)
* MUAP 3710 Conducting I (2; F)
MUAP xxxx Performance Ensemble (4; must be in major ensemble)
MUSI 1620 Music Theory I (3; F)
* MUSI 1630 Music Theory II (3; Sp)
MUSI 1720 Music Theory Lab I (2; F)
* MUSI 1730 Music Theory Lab II (2; Sp)
MUSI 2620 Music Theory III (3; F)
* MUSI 2720 Music Theory Lab III (2; F)
MUSI 3645 Music History I (3; OF)
* MUSI 3650W Music History II (3; E Sp)

UPPER DIVISION PERFORMANCE ELECTIVES (2)

Two credits from the following:
MUAP xxxx Private Instruction (1-2)
MUAP xxxx Ensembles (1-2)
MUAP xxxx Chamber Music (1-2)
* MUAP 4720 Conducting II (2; E Sp)

* MUAP 3100 Jazz Improvisation (2; TBA)
MUAP 37PA Accompanying (2; E Sp)
MUAP 37JR/47SR Junior and /or Senior Recital (1-2)

THEORY ELECTIVE (2)

Two credits from the following:
MUAP xxxx Private Composition (1-2)
* MUSI 2630 Music Theory IV (3; Sp)
* MUSI 2730 Music Theory Lab IV (2; Sp)
MUSI 3700 Computer Music Technology (3; E Sp)
* MUSI 4600 Form and Analysis (2; E Sp)
* MUSI 4610 Tonal Counterpoint (2; EF)
* MUSI 4660 Instrumentation & Arranging (3; OS p)
* MUSI 4670 Composition (2; OF)
* MUSI 4690 20th Century Theory (2; E Sp)

CONTEXTUAL STUDIES ELECTIVES (6)

Six credits from the following:
MUSI 3680 Congregational Song (3; E Sp)
MUSI 4620 Philosophy of Music in Church (3; F)

UPPER-DIVISION MUAP AND/OR MUSI ELECTIVES (4)
(minimum of 4 credits)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM

Foundational Studies 62-65
Music – Liberal Arts Emphasis Major 47
Unrestricted Electives 12-15
TOTAL 124

OUTDOOR LEADERSHIP MAJOR

The Outdoor Leadership major is designed to equip students with a unique mix of outdoor leadership training, adventure education, and administrative and management practices, as well as build competency in hard skill acquisition courses. The core curriculum develops life skills in leadership, decision making, problem solving, teaching, and group facilitation within the context of a Christian worldview. Students in the program examine pedagogy, communication skills, administrative skills, and through field experiences gain practical leadership experience. The program is designed to prepare students for leadership careers such as in the state and national park systems, outdoor education, adventure guiding, adventure-based outdoor programs, as well as owning their own adventure business.

FOUNDATIONAL STUDIES (62)

See courses on p. 40.

MAJOR REQUIREMENTS (42)

ODLE 1000 Introduction to Outdoor Leadership (3; F)
ODLE 2000 Experiential Outdoor Education (3; Sp)
* ODLE 3000 Outdoor Leadership Internship (3; starting summer 2009)
ODLE 3010 Instructional Techniques (3; OF)
* ODLE 4000W Administration and Management of Outdoor Leadership Programs (3; F; Starting Fall 2009)
ODLE 4960 Developing Visionary Leadership (3; Sp)
PHED 1230 First Aid / CPR (1; F)
PHED 3930 Sport Law and Risk Management (3; F)
Five of the following:
ODLE 1010 Downhill Skiing/Snowboarding (1; OSp)
ODLE 1020 Rock Climbing (1; EF)
ODLE 1030 Orienteering (1; OSp)
ODLE 1040 Mountain Biking (1; OF)
ODLE 1050 Kayaking (1; EF)
ODLE 1060 Hiking (1; ESp)
ODLE 1070 Cross Country Skiing/Snowshoeing (1; ESp)
ODLE 1080 Backpacking (1; OF)

Five of the following:
*BUSS 4950 Entrepreneurship (3; Sp)
*COMM 4670 Communication, Leadership and Organization (3; OSp)
ODLE 2010 Challenge Education (3; SU)
*ODLE 3020 Wilderness Rescue (3; ESp, spring break course)
*ODLE 3030 Wilderness First Responder (3; SU)
ODLE 3040 Camp Programming and Administration (3; F, an online course)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Outdoor Leadership 42
Unrestricted Electives 20
TOTAL 124

OUTDOOR LEADERSHIP MINOR

REQUIRED (16)
ODLE 1000 Introduction to Outdoor Leadership (3; F)
ODLE 2000 Experiential Outdoor Education (3; Sp)
*ODLE 3000 Outdoor Leadership Internship (3; starting summer 2009)
*ODLE 4000W Administration and Management of Outdoor Leadership Programs (3; F, starting Fall 2009)
*ODLE 4960 Developing Visionary Leadership (3; Sp)
PHED 1230 First Aid/CPR (1; F)

Three of the following:
ODLE 1010 Downhill Skiing/Snowboarding (1; OSp)
ODLE 1020 Rock Climbing (1; EF)
ODLE 1030 Orienteering (1; OSp)
ODLE 1040 Mountain Biking (1; OF)
ODLE 1050 Kayaking (1; EF)
ODLE 1060 Hiking (1; ESp)
ODLE 1070 Cross Country Skiing/Snowshoeing (1; ESp)
ODLE 1080 Backpacking (1; OF)

One of the following:
BUSS 4950 Entrepreneurship (3; Sp)
*COMM 4670 Communication, Leadership and Organization (3; OSp)
ODLE 2010 Challenge Education (3; SU)
*ODLE 3020 Wilderness Rescue (3; ESp, spring break course)
*ODLE 3030 Wilderness First Responder (3; SU)
ODLE 3040 Camp Programming and Administration (3; F, an online course)
PHED 3930 Sport Law and Risk Management (3; F)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 22

PASTORAL STUDIES MAJOR

The Pastoral Studies major prepares the student for entry-level service under careful supervision in the local church and provides the background for entrance into graduate programs in ministry. Graduates have formulated a biblical basis for ministry and acquired skills to interpret and apply the scriptures responsibly, preach and teach the Word of God, and lead, administer, and shepherd the church. They have also demonstrated spiritual growth as evidenced by commitment to God, the church and the world.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

Exception:
Take the following course under HUMANITIES:
*LING 4330 Communicating Cross-Culturally

MAJOR REQUIREMENTS (49)

MINISTRY CORE (28 credits)
CHED 2410 Spiritual Formation in the Church (3; F)
CHED 3550 Small Group Ministries (3; Sp)
*MINS 3040 Preaching I (3; F)
MINS 3210 Principles and Practice of Evangelism (3; F)
*MINS 3510W Simpson in Historical Perspective (3; F)
*MINS 3600 Ministry Internship I (2)
*MINS 3601 Ministry Internship II (2)
*MINS 4340 Ministry Seminar (3; Sp)
MINS 4500 Leadership in Ministry (3; F)
THEO 1100 Engaging Theology (3; Sp)

PASTORAL STUDIES MAJOR (21 credits)
BUSS 3940 Business Issues in Ministry (3; ESp)
*MINS 3040 Preaching I (3; OSp)
*MINS 3050 Preaching II (3; OSp)
MINS 4520 Pastoral Skills (3; ESp)
PSYC 3620 Counseling Skills (3)
THEO 4100 Theological Issues in Ministry (3; EF)
*THEO 4710W Theology of World Mission (3; Sp)

One of the following:
CHED 3450 Family Life and Ministry (3; Sp)
*CHED 4420 Ministry to Adults (3; OF)
MINS 3106 Women in Church and Society (3; Sp)
MINS 4770 Church Planting (3; OSp)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Pastoral Studies Major 49
Unrestricted Electives 13
TOTAL 124

PASTORAL STUDIES MINOR

REQUIRED (15 credits)
BUSS 3940 Business Issues in Ministry (3; ESp)
*MINS 3040 Preaching I (3; ESp)
*MINS 3050 Preaching II (3; OSp)
*MINS 3106 Women in Church and Society (3; Sp)
*MINS 4770 Church Planting (3; OSp)

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Pastoral Studies Major 49
Unrestricted Electives 13
TOTAL 124
ELECTIVES (6 credits)
Two of the following:
- CHED 2410 Spiritual Formation in the Church (3; F)
- CHED 3550 Small Group Ministries (3; Sp)
- *MINS 3510W Simpson in Historical Perspective (3; F)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21

POLITICAL SCIENCE MINOR

REQUIRED
- POLS 2700 Introduction to Political Science (3; F)
- POLS 2720 American Government (3; Sp)

One of the following:
- *BUSS 3930 Business Law I (4; F)
- POLS 4200 U.S. Constitutional Law (3; EF)

Four of the following:
- BUSS 3915 International Political Economy (3; OSp)
- *COMM 3060 Argumentation and Debate (3; ESp)
- POLS 3700 International Relations (3; OSp)
- POLS 3720 Political Ethics (3; EF)
- POLS 3730 Public Policy (3; OF)
- POLS 3740 Comparative Politics (3; OF)
- POLS 4005 Special Topic in Political Science (3; ESp)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21-22

PSYCHOLOGY MAJOR

The Psychology major is designed to provide coursework and experience central to the basic understanding of the discipline. Human behavior is examined from modern and historical perspectives in both the practical and theoretical realms. The purpose of the major is to prepare students for graduate education or vocational opportunities with a mature, uniquely Christian approach.

FOUNDATIONAL STUDIES (62)

See courses on p. 40.

Exceptions:
- Take the following courses under SCIENCES:
  - BIOL 3540 Human Biology (3; F)
  - PSYC 1600 Intro to Psychology (3)

MAJOR REQUIREMENTS (42)

REQUIRED (12 credits)
- *BIOL 3545 Human Biology Lab (2; Sp)
- *PSYC 1700 Foundations in Psychology (1; Sp)
- *PSYC 2620 Statistics and Research Methods I (3; F)
- *PSYC 2625 Statistics and Research Methods II (3; Sp)
- *PSYC 4690 Senior Seminar (3; Sp)

ELECTIVES (30 credits)
Choose 10 of the following:
- *PSYC 2040 Psychopathology (3; Sp)
- *PSYC 2050 Social Psychology (3; Sp)
- *PSYC 2710 Cognitive Psychology (3; TBA)
- *PSYC 3015W Adult Development (3; Sp)
- *PSYC 3025 Child Development (3)
- *PSYC 3100 Psychological Testing (3; Sp)
- PSYC 3110 Introduction to Social Work (3; TBA)
- PSYC 3500 Selected Topics in Psychology (3; TBA)
- *PSYC 3600 Marriage and Family (3; F)
- PSYC 3620 Counseling Skills (3)
- *PSYC 3640 Theories of Personality (3; F)
- *PSYC 3660 Theories of Learning (3; TBA)
- *PSYC 3700W Theories of Counseling (3; F)
- *PSYC 4200W History/Systems of Psychology (3; OSp)
- *PSYC 4410W Selected Topics in Psychology (3; TBA)
- *PSYC 4680 Physiological Psychology (3; TBA)
- *PSYC 4922/4923 Field Experience (3, 3; Year)
- *PSYC 4930/4931 Research Experience (3, 3; Year)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM

Foundational Studies 62
Psychology Major 42
Unrestricted Electives 20
TOTAL 124

PSYCHOLOGY MINOR

REQUIRED (9 credits)
- PSYC 1600 Intro to Psychology (3)
- *PSYC 2040 Psychopathology (3; Sp)

One of the following:
- *PSYC 3015W Adult Development (3; Sp)
- *PSYC 3025 Child Development (3)

ELECTIVES (12 credits)
Take 12 credits from department PSYC; 9 must be upper division

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21

SECONDARY EDUCATION PROGRAMS

Individuals desiring a California Preliminary Single Subject Teaching Credential should major in one of the following programs: English for Teachers, Mathematics for Teachers, Music Education, or Social Science for Teachers (see the following pages). An Education Minor is recommended as it will shorten the credentialing process.

Note: A 2.8 cumulative GPA is required for these majors to apply as subject matter preparation programs for the teaching credential program.

Application for admission to the Secondary Education Program (Education Minor) should be made through the School of Education during the fall of the sophomore year.

Simpson University’s Preliminary Teaching Credentials for Multiple Subjects and Single Subjects meet the requirements for SB 2042 and are fully accredited by the California Commission on Teacher Credentialing.
The State of California Commission on Teacher Credentialing continually refines and upgrades state requirements for teachers. While the School of Education makes every effort to be accurate, the data listed is current at the time of catalog development only. Please check with faculty in the division for the most recent requirements.

See the Graduate Studies: Education section (p. 118) for application requirements for the California Preliminary Teaching Credential.

EDUCATION MINOR FOR SINGLE SUBJECTS
(21 credits)

EDUC 2000  Intro to Education (3 Sp)
+EDUC 4000  Integrating Technology (2)
++EDUC 4020  Psychological Applications in Education (3)
++EDUC 4410  Language Arts (4)
++EDUC 4470  Multicultural Instruction (3)
*EDUC 4500  Technology in the Classroom (1)
++EDUC 4610  Teaching Performance Assessment 1 (0)

These courses are taken post-Baccalaureate to complete Preliminary Teaching Credential (15 credits)

*EDUC 5450/5451  Student Teaching (10)
*ED 5601  Student Teaching Performance Development - A (1)
*ED 5602  Student Teaching Performance Development - B (1)
*ED 5620  Teaching Performance Assessment 2 (0)
*ED 5630  Teaching Performance Assessment 3 (0)
*ED 5640  Teaching Performance Assessment 4 (0)
++ED 5660  Induction Preparation (1)
++ED 6000  Philosophical Foundations in Education (2)

*Course has prerequisites; check course descriptions on p. 68.
+Must be completed before student teaching.
++Must be completed after student teaching.

SECONDARY EDUCATION PROGRAMS: ENGLISH FOR TEACHERS

The English for Teachers (English Single Subject) major is the subject matter program for students desiring a single-subject California Teaching Credential in English. This major has not yet been approved by the California Commission on Teacher Credentialing (CCTC) as a single-subject matter program for a California Preliminary Teaching Credential.

FOUNDATIONAL STUDIES (62-65)
See courses on p. 40.

Exception:
Take the following course under GLOBAL UNDERSTANDING:
*LING 4330  Communicating Cross-Culturally (3)

MAJOR REQUIREMENTS (58)

EDUC 2190  Field Experience for Teachers (1; F)
*ENGL 2100  Introduction to Literature (3)
*ENGL 2200  British Lit to 1800 (3; F)
*ENGL 2205  British Lit from 1800 (3; Sp)
*ENGL 2210  American Lit to 1865 (3; F)
*ENGL 2215  American Lit from 1865 (3; Sp)
ENGL 2250  Introduction to Theater (3; F)
*ENGL 3200W  Advanced Composition (3) (ENGL 3280 is a prerequisite for ENGL 3200W)

One of the following:
*ENGL 3240  Shakespeare (3; SU, OF)
ENGL 3420  Shakespeare on Film (3; EF)

One of the following:
*COMM 3250  Interpretive Reading (3)
*COMM 4220W  Seminar in Speech Communication (3; ESp)
*COMM 4290  Advanced Public Address (3; F)

Three credits from the following:
ENGL 2230  Fundamentals of Journalism (3)
+ENGL 2231/3231  Newspaper Practicum (2)
+ENGL 2240/3241  Yearbook Practicum (2)
*ENGL 3250  Creative Writing (3; F)
*ENGL 3360  Technical Writing (3, Sp)
ENGL 3420  Shakespeare on Film (3; EF)
*ENGL 3700  Writing Center Internship (1-3)
ENGL 4600  Composition and Rhetoric (3; OSp)
ENGL 4810  World Cinema (3; OSp)
ENGL 4820  America Cinema (3; ESp)

UNRESTRICTED ELECTIVES (1-4 credits)
(If not pursuing an Education Minor)

+ Course may be taken for upper-division credit after the first two semesters at lower-division level.

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62-65
English Subject Matter Major 58
Unrestricted Electives (no Education Minor) 1-4
TOTAL 124

SECONDARY EDUCATION PROGRAMS: MATHEMATICS FOR TEACHERS

The primary focus of the Mathematics for Teachers (Mathematics Single Subject) major is to equip students with the mathematical knowledge required to teach in 7th grade through high school.

This major has not yet been approved by the California Commission on Teacher Credentialing (CCTC) as a single-subject matter program for a California Preliminary Teaching Credential.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.
**MAJOR REQUIREMENTS (52)**

EDUC 2000  Intro to Education (3; Sp)  
*EDUC 4000  Integrating Technology (2)  
*EDUC 4430  Curriculum and Instruction (5)  
*MATH 2030  Discrete Mathematics (3; F)  
*MATH 2430  Calculus I (4; Sp)  
*MATH 2530  Calculus II (4; F)  
*MATH 2630  Calculus III (4; Sp)  
*MATH 2730  Linear Algebra (3; Sp)  
*MATH 2830  Computer Programming (3; F)  
*MATH 3330  Number Theory (3; EF)  
*MATH 3530  Math Statistics with Probability (3; Sp)  
*MATH 3630W  Math History (3; OF)  
*MATH 4030  Modern Algebra (3; ESp)  
*MATH 4630  Geometry (3; OSp)

**ELECTIVES (6 credits)**  
Choose from the following:  
*MATH 2930  Math Modeling (3; F)  
*MATH 3930  Differential Equations (3; OSp)  
*MATH 4250  Complex Analysis (3; EF)  
*MATH 4400  Selected Topics (1-4; TBA)  
(MATH 4400 may be repeated once with a different topic)

**UNRESTRIC TED ELECTIVES (10)**  
*(if not pursuing an Education Minor)*

*Course has prerequisites; check course descriptions on p. 68.

**SAMPLE TOTAL PROGRAM**  
Foundational Studies 62  
Mathematics for Teachers Major 52  
Unrestricted Electives (no Education Minor) 10  
**TOTAL 124**

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**SECONDARY EDUCATION PROGRAMS:**  
**MUSIC EDUCATION**

The Music Education major is designed primarily for students who wish to become teachers of music (kindergarten through 12th grade) in public or private elementary and secondary schools. This major has not yet been approved by the California Commission on Teacher Credentialing as a single-subject matter program for a California Preliminary Teaching Credential.

**FOUNDATIONAL STUDIES (62)**  
See courses on p. 40.

**MAJOR REQUIREMENTS (68)**

MUSI 1620  Music Theory I (3; F)  
*MUSI 1630  Music Theory II (3; Sp)  
MUSI 1720  Music Theory Lab I (2; F)  
*MUSI 1730  Music Theory Lab II (2; Sp)  
*MUSI 2620  Music Theory III (3; F)  
*MUSI 2630  Music Theory IV (3; Sp)  
*MUSI 2720  Music Theory Lab III (2; F)  
*MUSI 2730  Music Theory Lab IV (2; F)  
MUSI 3510  Foundations of Music Education (3; OF)  
MUSI 3640  Music History I (3; OF)  
*MUSI 3650W  Music History II (3; ESp)  
MUSI 4620  Philosophy of Music in the Church (3; F)  
*MUAP 3710  Conducting I (2; F)  
MUAP 3720  Woodwind Pedagogy (1; OF)  
MUAP 3730  Brass Pedagogy (1; EF)  
MUAP 3740  String Pedagogy (1; ESp)  
MUAP 3750  Percussion Pedagogy (1; OSp)  
*MUAP 3770  Children’s Music (3; Sp)  
MUAP 3780  Secondary Music Methods (3; EF)  
MUAP 3870  Choral Pedagogy (1; OF)  
*MUAP 4720  Conducting II (2; ESp)  
MUAP 475R  Senior Recital (1)

Four credits from the following:  
*MUSI 3700  Computer Music Technology (3; ESp)  
*MUSI 4600  Form and Analysis (2; ESp)  
*MUSI 4610  Tonal Counterpoint (2; EF)  
*MUSI 4660  Instrumentation & Arranging (3; OSp)  
*MUSI 4670  Composition (2; OF)  

Private Instruction:  
MUAP xxxx  Piano, vocal, or instrumental (8)  
MUAP 2000  Studio Class (0)  
(Required with every semester of private instruction)

Performance Ensembles:  
MUAP xxxx  Vocal or instrumental (8; must be in major ensemble)

*Course has prerequisites; check course descriptions on p. 68.

**SAMPLE TOTAL PROGRAM**  
Foundational Studies 62  
Music Education Major 68  
**TOTAL 130**

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**SECONDARY EDUCATION PROGRAMS:**  
**SOCIAL SCIENCE FOR TEACHERS**

The Social Science for Teachers (Social Science Single Subject) major is designed for students who wish to become teachers of social science through 12th grades in public or private schools. This major has not yet been approved by the California Commission on Teacher Credentialing as a single-subject matter program for a California Preliminary Teaching Credential.

**FOUNDATIONAL STUDIES (62)**  
See courses on p. 40.

Exceptions:  
Take the following courses under **HUMANITIES and SCIENCES:**  
GEOG 3210  World Regional Geography (3)  
LANG xxxx  Two semesters of the same modern foreign language (6)  
BUSS 2920  Macroeconomics (3; F)

**MAJOR REQUIREMENTS (47-53)**

*BUSS 3915  International Political Economy (3; OSp)  
HIST 1500  Introduction to History (2; F)  
HIST 2330  US History to 1877 (3; F)  
HIST 2340  US History from 1877 (3; Sp)
*HIST 3340 History of California (3; Sp)
*HIST 4320W Historiography (3; F)
PHIL 3900 Religions of the World (3; Sp)
PSYC 1600 Intro to Psychology (3)
SOCI 1800 Intro to Sociology (3; Sp)

One of the following:
*ANTH 4110 Cultural Anthropology (3; F)
*LING 4330 Communicating Cross-Culturally (3)
*SOCI 2050 Social Psychology (3; Sp)

Two of the following (6 credits):
(Three for a U.S. concentration)
*HIST 4360 Selected Topics in U.S. History (3; EF)
*HIST 4335 Colonial and Early American (3; EF)
*HIST 4338 Civil War and Reconstruction (3; OF)
*HIST 4345 Rise of Modern America (3; OSp)
*HIST 4370 U.S. Since WWII (3; ESP)

Two of the following (6 credits):
(All four for a European concentration)
*HIST 3300 History of Modern Europe (3; EF)
*HIST 3320 History of Russia (3; OSp)
*HIST 3330 History of England (3; OSp)
*HIST 4410 Selected Topics in European History (3; ESP)

Two of the following (6 credits):
(Four for a Non-Western/Non-U.S. concentration)
*HIST 3310 Latin American Civilization (3; EF)
*HIST 3350 History of East Asia (3; OF)
*HIST 3380 History of Sub-Saharan Africa (3; OF)
*HIST 3385 History of the Islamic World (3; ESP)
*HIST 4510 Sel Top in Non-Western/Non-U.S. Hist (3; OSp)

UNRESTRICTED ELECTIVES (9-15)
(f not pursuing an Education Minor)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Social Science Subject Matter Major 47-53
Unrestricted Electives (no Education Minor) 9-15
TOTAL 124

SOCIAL SCIENCE MAJOR

The Social Science major is appropriate for students desiring a broad base in the social sciences in preparation for graduate study or related careers.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

Exceptions:
Take the following courses under HUMANITIES and SCIENCES:
GEOG 3210 World Regional Geography (3)
LANG xxxx Two semesters of the same modern foreign language (6)
BUSS 2920 Macroeconomics (3; F)

MAJOR REQUIREMENTS (47-53)
*BUSS 3915 International Political Economy (3; OSp)
HIST 1500 Introduction to History (2; F)

HIST 2330 U.S. History to 1877 (3; F)
HIST 2340 U.S. History from 1877 (3; Sp)
*HIST 3340 History of California (3; Sp)
*HIST 4320W Historiography (3; F)
PHIL 3900 Religions of the World (3; Sp)
PSYC 1600 Intro to Psychology (3)
SOCI 1800 Intro to Sociology (3; Sp)

One of the following:
*ANTH 4110 Cultural Anthropology (3; F)
*LING 4330 Communicating Cross-Culturally (3)
*SOCI 2050 Social Psychology (3; Sp)

Note: Selection of a concentration is recommended but not required.

Two of the following (6 credits):
(Three for a U.S. concentration)
*HIST 4360 Selected Topics in U.S. History (3; EF)
*HIST 4335 Colonial and Early American (3; EF)
*HIST 4338 Civil War and Reconstruction (3; OF)
*HIST 4345 Rise of Modern America (3; OSp)
*HIST 4370 U.S. Since WWII (3; ESP)

Two of the following (6 credits):
(All four for a European concentration)
*HIST 3300 History of Modern Europe (3; EF)
*HIST 3320 History of Russia (3; OSp)
*HIST 3330 History of England (3; OSp)
*HIST 4410 Selected Topics in European History (3; ESP)

Two of the following (6 credits):
(Four for a Non-Western/Non-U.S. concentration)
*HIST 3310 Latin American Civilization (3; EF)
*HIST 3350 History of East Asia (3; OF)
*HIST 3380 History of Sub-Saharan Africa (3; OF)
*HIST 3385 History of the Islamic World (3; ESP)
*HIST 4510 Sel Top in Non-Western/Non-U.S. Hist (3; OSp)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Social Science Major 47-53
Unrestricted Electives 9-15
TOTAL 124

Students desiring to obtain a California Preliminary Teaching Credential in conjunction with Social Science should also complete the Education Minor. See SOCIAL SCIENCE FOR TEACHERS MAJOR, p. 58.

SPANISH MINOR

REQUIRED (21 credits)
*LANG 2530 Spanish III (3; F)
*LANG 2540 Spanish IV (3; Sp)
*LANG 3025 Hispanic Short Stories (3; OF)
*LANG 3100 Advanced Spanish Grammar and Composition (3; Esp)
*LANG 3200 Advanced Spanish Oral Expression (3; EF)
*LANG 4100 Film in Spain and Latin America (3; OSp)
*LANG 4530 Spanish Practicum (1-4; TBA)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21
TESOL MINOR

Note: Students who complete all of the requirements for a bachelor’s degree in their chosen major and the required courses for a minor or specialization in TESOL will also be awarded a TESOL certificate. A TESOL certificate is recognized worldwide as the minimum requirement for teaching English as a Second Language in a variety of settings and can open up many opportunities for short-term or long-term employment in the international marketplace.

REQUIRED (21 credits)
*ENGL 3280 Seminar in English Grammar (3)
*LING 4320 Language Learning (3)
*LING 4330 Communicating Cross-Culturally (3)
TESL 3000 TESOL Theory (3; F)
*TESL 3020 TESOL Methods (3; Sp)
*TESL 4500 TESOL Practicum (3; TBA)

One of the following:
LING 4400 Sociolinguistics (3; OF)
*TESL 4100 TESOL Curricula and Assessment (3; OSp)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21

THEATER MINOR

REQUIRED (21 credits)
ENGL 1330 Acting I (3; F)
ENGL 2250 Intro to Theater (3; F)
*ENGL 2255 Stagecraft (3; ESp)
*ENGL 3285 Drama Practicum (3; Sp)

Six credits from the following:
*ENGL 3290 Drama for Christian Ministry (3; TBA)
ENGL 3295 Drama Writing (3; OSp)
*ENGL 3330 Acting II (3; F)
ENGL 3620 Playscript Analysis (3; TBA)
*ENGL 3630 Theater Internship (1-2 by arrangement; TBA)
*ENGL 4285 Drama Practicum II (3; Sp)
MUAP 3715 Singer/Actor Workshop (2; Sp)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21

TRANSFORMATIONAL COMMUNITY DEVELOPMENT MINOR

REQUIRED (21 credits)
CCST 3020 Participatory Development (3; EF)
CCST 3050 Introduction to Community Development (3; OF)
CCST 3110 Management for Development (3; EF)
CCST 3120 Microenterprise Development (3; OSp)
CCST 4100 Power Dynamics and Development (3; ESp)
ANTH 4210 Qualitative Community Research (3; ESp)
*THEO 4720 Theology of Transformation (3; OF)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21

WORLD MISSIONS MAJOR

The World Missions major prepares students for ministry in cross-cultural or multi-ethnic settings. Students formulate a biblical basis for cross-cultural service and acquire both cross-cultural and ministry skills. They also demonstrate spiritual growth as evidenced by commitment to God, the church and the world. Graduates are prepared for entry-level service as well as graduate study. The courses meet the undergraduate requirements of The Christian & Missionary Alliance Division of International Ministries.

Note: The Christian & Missionary Alliance recommends 30 credits in Bible and Theology to qualify as a licensed worker.

FOUNDATIONAL STUDIES (62)
See courses on p. 40.

Exceptions:
The following course is required under BIBLICAL STUDIES/TEOLOGY:
*THEO 4710W Theology of World Mission (3; Sp)

The following courses under HUMANITIES are recommended:
ENGL 3220 World Literature (3)
MUSI 3690 Music in World Cultures (3)

Note: Courses taken under Foundational Studies Global Understanding do not count toward major requirements.

MAJOR REQUIREMENTS (45-48)
*ANTH 4110 Cultural Anthropology (3; F)
*ANTH 4200 Anthropological Methods (3; OSp)
CCST 4022 Issues in Cross-Cultural Living (3; Esp)
CCST 4062 Cross-Cultural Internship (3; Sp-Sum)
*LING 4330 Communicating Cross-Culturally (3)
MINS 3210 Principles and Practice of Evangelism (3; F)
*MINS 3510W Simpson in Historical Perspective (3; F)
*MINS 4340 Ministry Seminar (3; Sp)
*MISS 4020 Contemporary Issues in World Mission (3; F)
*MINS 3040 Preaching I (3; F)

One of the following:
*MSSS 4010 History of World Mission (3; Sp)
*RELI 4020 History of Muslim-Christian Encounter (3; ESp)

One of the following:
RELI 3900 Religions of the World (3; Sp)
*RELI 3910 Introduction to Islam (3; OF)

One of the following:
LING 3350 Language Acquisition (3; Sp)
Two semesters of same foreign language (6)
CCCU Language Course (3-6)

Two of the following:
CCST 3740 Peoples of the World (3; F)
RELI 4010 Popular Islam (3; EF)
MINS 3106 Women in Church and Society (3; Sp)
MINS 4770 Church Planting (3; OSp)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
### WORLD MISSIONS MINOR

**REQUIRED (9 credits)**
- ANTH 4110 Cultural Anthropology (3; F)
- LING 4330 Communicating Cross-Culturally (3)
- THEO 4710W Theology of World Mission (3; Sp)

**ELECTIVES (12 credits)**

**One of the following:**
- RELI 3900 Religions of the World (3; Sp)
- RELI 3910 Intro to Islam (3; OF)

**One of the following:**
- MINS 4010 History of World Mission (3; OF)
- RELI 4020 History of Muslim-Christian Encounter (3; F)

**Two of the following:**
- CCST 4022 Issues in Cross-Cultural Living (3; Sp)
- MINS 4770 Church Planting (3; Sp)
- MINS 3210 Principles and Practice of Evangelism (3; F)
- MISS 4020 Contemporary Issues in World Mission (3; F)
- RELI 4010 Popular Islam (3; EF)

*Course has prerequisites; check course descriptions on p. 68.

**TOTAL 21**

### WRITING MINOR

**RECOMMENDED**
- ENGL 2100 Introduction to Literature (3)

**REQUIRED (12 credits)**
- ENGL 3200W Advanced Composition (3)
- ENGL 3280 Seminar in English Grammar (3)
- ENGL 3333 Field Experience (3)

**One of the following:**
- COMM 3230 Communication Theory (3; F)
- COMM 4290 Advanced Public Communication (3; F)

**ELECTIVES (9 credits)**

**Choose from the following:**
- COMM 2210 Writing for Mass Media (3; OSp)
- COMM 3270 Desktop Publishing (3; OF)
- ENGL 2230 Fundamentals of Journalism (3)
  +ENGL 3231/3231 Newspaper Practicum (2)
  +ENGL 2240/3241 Yearbook Practicum (2)
- ENGL 3245 Communication Ethics (3; OSp)
- ENGL 3295 Drama Writing (3; OSp)
- ENGL 3360 Technical Writing (3; Sp)
- ENGL 3362 Fiction Writing (3; OF)
- ENGL 3364 Poetry Writing (3; EF)
- ENGL 3366 Essay Writing (3; ESp)
- ENGL 3700 Writing Center Internship (1-3)
- ENGL 4110 Technical Editing (3; ESp)

*Course has prerequisites; check course descriptions on p. 68.

**TOTAL 21**

### YOUTH MINISTRIES MAJOR

The Youth Ministries major is designed to prepare men and women for effective ministry to adolescents in church or parachurch settings and provides the background for entrance into graduate programs in ministry. Graduates have formulated a biblical basis for ministry, acquired skills to interpret and apply the scriptures responsibly and to lead youth ministries. They have also demonstrated spiritual growth as demonstrated by commitment to God, the church, and the world.

**FOUNDATION STUDIES (62)**

*See courses on p. 40.*

**Exception:**

Take the following course under **HUMANITIES:**
- LING 4330 Communicating Cross-Culturally (3)

**MAJOR REQUIREMENTS (49)**

**MINISTRY CORE (28)**
- CHED 2410 Spiritual Formation in the Church (3; F)
- CHED 3550 Small Group Ministries (3; Sp)
- MINS 3040 Preaching I (3; F)
- MINS 3210 Principles and Practice of Evangelism (3; F)
- MINS 3510W Simpson in Historical Perspective (3; F)
- MINS 3600 Ministry Internship I (2)
- MINS 3601 Ministry Internship II (2)
- MINS 4340 Ministry Seminar (3; Sp)
- MINS 4500 Leadership in Ministry (3; F)
- THEO 1100 Engaging Theology (3; Sp)

**YOUTH MINISTRY MAJOR (21)**
- CHED 3450 Family Life and Ministry (3; Sp)
- PSYC 3620 Counseling Skills (3)
- THEO 4100 Theological Issues in Ministry (3; EF)
- YUTH 3110 Youth Ministry I (3; F)
- YUTH 3310 Youth Ministry II (3; ESp)
- YUTH 4330 Youth Culture and Issues (3; Sp)
- YUTH 4340 Counseling Adolescents (3; EF)

*Course has prerequisites; check course descriptions on p. 68.

**SAMPLE TOTAL PROGRAM**

Foundational Studies 62  
Youth Ministries Major 49  
Unrestricted Electives 13  
**TOTAL 124**

### YOUTH MINISTRIES MINOR

**REQUIRED (12 credits)**
- CHED 3550 Small Group Ministries (3; Sp)
- YUTH 3110 Youth Ministry I (3; F)
- YUTH 3310 Youth Ministry II (3; ESp)
- YUTH 4330 Youth Culture and Issues (3; Sp)
- YUTH 4340 Counseling Adolescents (3; EF)

**ELECTIVES (9 credits)**

**Choose from the following:**
- CHED 2410 Spiritual Formation in the Church (3; F)
CHED 3450  Family Life and Ministry (3; Sp)
MINS 4500  Leadership in Ministry (3; F)
*MINS 3040  Preaching I (3; F)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 21
TRADITIONAL UNDERGRADUATE
Associate of Arts
Two-Year Degrees

At least 24 of the total credits in the degree must be completed at Simpson University, including at least 6 credits in Biblical Studies and 18 credits in other general education categories.

BIBLE AND THEOLOGY, A.A.

The Associate of Arts in Bible and Theology is a two-year degree program designed to give students a solid foundation in both the liberal arts and biblical studies. This program is designed for those who desire to become more effective as lay persons in the local church.

GENERAL EDUCATION REQUIREMENTS (18)

SOCIAL SCIENCES (3 credits)
  PSYC 1600 Intro to Psychology (3)

COMMUNICATION (6 credits)
  ENGL 1210 Principles of College Writing I (3)
  *ENGL 1220 Principles of College Writing II (3)
  Proficiency exam pass required to graduate.

HUMANITIES (9 credits)
  HUMA 1450 World Civilizations I (3; F)
  HUMA 1460 World Civilizations II (3; Sp)
  PHIL 3010 Philosophy and Critical Thought (3)

BIBLE REQUIREMENTS (30)
  BIBL 1300 Lit of the Old Testament (3)
  BIBL 1310 Lit of the New Testament (3)
  BIBL 1330 Biblical Backgrounds (3)
  BIBL 2220 Hermeneutics/Bible Study (3)
  THEO 2600 Faith and Culture (3)
  *THEO 3600 Intro to Christian Theology (3)
  *BIBL/THEO Electives (12)

ELECTIVES (15)
  *Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
  General Education 18
  Biblical Studies 30
  Unrestricted Electives 15
  TOTAL 63

GENERAL STUDIES, A.A.

The Associate of Arts in General Studies is designed to equip students with a biblically integrated foundation of general studies. These courses may satisfy a significant portion of the general education requirements at many state universities. Students may use the A.A. to launch into upper-division study at other colleges in majors not offered by Simpson.

BIBLICAL STUDIES/THEOLOGY (15 credits)
  BIBL 1300 Lit of Old Testament (3)

BIBL 1310 Lit of New Testament (3)
BIBL 2220 Hermeneutics/Bible Study (3)
THEO 2600 Faith and Culture (3)

One of the following:
  BIBL 1330 Biblical Backgrounds (3)
  *THEO 3600 Intro to Christian Theology (3)

HUMANITIES (30 credits)

Human Expression (15)
  COMM 1260 Oral Communication (3)
  ENGL 1210 Principles of College Writing I (3)
  *ENGL 1220 Principles of College Writing II (3)
  English Proficiency Exam pass required for graduation.

One of the following:
  ENGL 2250 Introduction to Theater (3; F)
  MUSI 1500 Intro to Music (3)
  MUSI 1600 Music in History and Context (3; Sp)
  HUMA 3440 Fine Arts in Western Culture (3)

One of the following:
  ENGL 2100 Introduction to Literature (3)
  ENGL 2210 American Literature to 1865 (3; F)
  ENGL 2215 American Literature from 1865 (3; Sp)

Global Understanding (15)
  HIST 2330 U.S. History to 1877 (3; F)
  HIST 2340 U.S. History from 1877 (3; Sp)
  HUMA 1450 World Civilizations I (3; F)
  HUMA 1460 World Civilizations II (3; Sp)

One of the following:
  CCST 3740 Peoples of the World (3; F)
  RELI 3900 Religions of the World (3; Sp)
  *RELI 3910 Introduction to Islam (3; OF)

SCIENCES (17-18 credits)
  PHED 1100 Fitness and Wellness (1)
  PSYC 1600 Intro to Psychology (3)
  SOCI 1800 Intro to Sociology (3; Sp)

One of the following:
  MATH 1830 Precalculus (3; F)
  MATH 2300 Math for the Educated Citizen (3)
  Or XXXX Math Proficiency Exam Pass resulting in an open elective (3)

One of the following physical sciences:
  BIOL 3510 Environmental Science (3; Sp)
  PHYS 3080 Modern Science in Society (3; Sp)
  PHYS 3090 Intro to Astronomy (3; F)
  PHYS 2530 Intro to Physics (Lab) (4)

One of the following life sciences:
  BIOL 2520 Intro to Biology (4)
  BIOL 3540 Human Biology (3; F)

Note: One lab science is required

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM
  Biblical Studies/Theology 15
  Humanities 30
  Sciences 17-18
  TOTAL 62-63
TRADITIONAL UNDERGRADUATE
Certificate Programs

BIBLE AND THEOLOGY

The one-year Certificate in Bible and Theology is designed particularly for students who desire to increase their knowledge of the Bible for work in the local church or to supplement their college education to qualify for ministry.

BIBLE REQUIREMENTS (30)

BIBL 1300 Lit of Old Testament (3)
BIBL 1310 Lit of New Testament (3)
BIBL 1330 Biblical Backgrounds (3)
BIBL 2220 Hermeneutics/Bible Study (3)
THEO 2600 Faith and Culture (3)
*THEO 3600 Intro to Christian Theology (3)
*BIBL/THEO Electives (12)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 30

CONTEMPORARY CHURCH MUSIC

The one-year Certificate in Contemporary Church Music is designed to enhance the skills of worship leaders and church musicians who are already working in the church without working toward a full degree in Church Music Ministry.

MUSI 1620 Theory I (3; F)
*MUSI 1630 Theory II (3; Sp)
MUSI 1720 Theory Lab I (2; F)
*MUSI 1730 Theory Lab II (2; Sp)
MUAP 17P (piano) 2 semesters (2)
MUAP 17V (voice) 2 semesters (2)
MUAP 17G (guitar) 2 semesters (2)
MUAP 2000 (studio class) (0; F, Sp)
MUAP 2020 Worship Service Project (2)
MUSI 2010 Chapel Worship Team or Church Internship (1-1, full yr)
MUSI 4620 Philosophy of Music in the Church (3; F)

Two credits from the following:
- MUAP 1712/3712 Simpson Chorale (2)
- MUAP 1722/3722 Trinity Repertory Singers (2)

Six credits from the following electives:
- MUSI 3500 Practice of Music Ministry (3; OSp)
- MUSI 3680 Congregational Song (3; Esp)
- MUSI 3700 Computer Music Technology (3; ESp)
- *MUSI 4660 Instrumentation and Arranging (3; OSp)

*Course has prerequisites; check course descriptions on p. 68.

TOTAL 31

PRE-NURSING

The two-year Certificate in Pre-nursing is designed to give the student the prerequisites often needed to continue in a Bachelor of Science in Nursing (BSN) program at a transfer institution. Completion of this certificate does not guarantee acceptance into any transfer program. Students are strongly advised to consult with their Simpson University academic advisor so that course selection can be tailored to fit specific transfer program requirements. Students must demonstrate algebra competency prior to enrolling in MATH 2610 Statistics.

Take the following under HUMAN EXPRESSION (12):
- COMM 1260 Oral Communication (3)
- *ENGL 1210 Principles of College Writing I (3)
- *ENGL 1220 Principles of College Writing II (3)
- PHIL 3010 Philosophy and Critical Thought (3)

SOCIAL SCIENCE (9)

One of the following:
- HUMA 1450 World Civilization I (3; F)
- HUMA 1460 World Civilization II (3; Sp)

One of the following:
- HIST 2330 US History to 1877 (3; F)
- HIST 2340 US History from 1877 (3; Sp)

One of the following:
- *ANTH 4110 Cultural Anthropology (3; F)
- COMM 4330 Communicating Cross-culturally (3)

Take the following courses under BIBLICAL STUDIES/ THEOLOGY (9):
- BIBL 1300 Literature of the Old Testament (3)
- BIBL 1310 Literature of the New Testament (3)

One of the following:
- BIBL 2220 Hermeneutics (3)
- THEO 2600 Faith and Culture (3)

Take the following courses under SCIENCES (7):
- PSYC 1600 Introduction to Psychology (3)
- SOCI 1800 Introduction to Sociology (3; Sp)
- PHED 1100 Fitness and Wellness (1)

CORE REQUIREMENTS (25)

BIOL 1310 Human Anatomy (4; F)
*BIOL 1320 Human Physiology (4; Sp)
*BIOL 2310 Microbiology (4; F, starting 2008)
CHEM 1300 Chemistry for Nurses (4; F)
*MATH 2610 Statistics (3)
*PHED 2110 Nutrition for Nurses (3; Fall)
*PSYC 3016 Lifespan Development (3; Sp, starting 2009)

*Course has prerequisites; check course descriptions on p. 68.

SAMPLE TOTAL PROGRAM

Human Expression 12
Global Understanding 9
Biblical Studies/Theology 9
Science 7
Core 25
TOTAL 62
OFF-CAMPUS PROGRAMS

The Council for Christian Colleges and Universities, an association of more than 100 campuses in the United States and Canada, offers semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. These interdisciplinary learning opportunities are available to upper-class students. For more information, contact the off-campus programs coordinator in the Simpson University Registrar’s Office or the CCCU.

AMERICAN STUDIES PROGRAM

Founded in 1976, the American Studies Program has served hundreds of students from member institutions as a “Washington, D.C., campus.” ASP uses Washington as a stimulating laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit students’ talents and aspirations and are available in a wide range of fields. They also explore pressing national and international issues in public policy seminars, which are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience.

Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

AUSTRALIAN STUDIES CENTRE

Students attend Wesley Institute, a dynamic evangelical Christian community of people from a variety of vocations, locations, churches, languages and cultures. Enrolling in a course of study involves a commitment to personal development through the study and fellowship with others who share a common goal: being equipped to undertake ministry opportunities in all walks of life. All students take “Australian History, Culture and Society,” and choose three or four additional courses from the following selections. Most courses are worth 3 credits. Students earn 16 semester hours of credit.

LATIN AMERICAN STUDIES PROGRAM

LASP participants take part in specialized concentrations: Latin American Studies (offered both fall and spring semesters); Advanced Language and Literature (offered both fall and spring semesters); International Business, Management and Marketing (offered during fall semester); Tropical Science and Global Sustainability (offered during spring semester). During the semester, the class will take two trips to neighboring Latin American countries.

Students will broaden their personal exposure to the rich diversity of countries and cultures in Central America by witnessing the lifestyle of people in both cities and rural villages. Students will be placed in classes according to their language ability. They will study in-depth, interactive Spanish living side by side with Costa Ricans as part of a Tico family, shopping in diverse markets, enjoying Latino culture, and interacting with Costa Rican peoples. Spanish majors have the opportunity to further develop their Spanish capability through classes designed especially for them. Students earn 16 semester hours of credit.

CHINA STUDIES PROGRAM

The China Studies Program enables students to engage this large and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi’an and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit.

CONTEMPORARY MUSIC PROGRAM

The Contemporary Music Program provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMP offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment entrepreneurs.

Both Artist and Executive track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include coursework, labs, directed study and a practicum. Students earn 16 semester hours of credit.

LOS ANGELES FILM STUDIES CENTER

The mission of the LAFSC is to prepare students
distinct locations in the Republic of Russia to guarantee an unforgettable learning experience: Moscow, center of government and hub of current political and economic debate; Nizhni Novgorod, located on the Volga River, 230 miles east of Moscow and the focus of post-Communist reform; St. Petersburg, where Eastern and Western influence are combined in a city rich with history and culture. Students live on campus at the distinguished University of Nizhni Novgorod for the first six weeks.

Then they will move into another cross-cultural experience and further develop their language skills by living with a Russian family for the remaining six weeks in Nizhni. They participate in language and seminar programs to broaden their knowledge of Russian and increase their ability to interact with its people and culture. They take part in Russian language instruction by qualified native-Russian language teachers based on their level of competency. They will also take excursions to historical sites, famous museums and other landmarks. A total of 16 credits can be earned through participation in RSP.

**MIDDLE EAST STUDIES PROGRAM**

At the crossroads of the Middle East lies Egypt – home of three major religions, a land of ancient civilizations, and the most populous Arab country. As part of the MESP, students will live and study in Cairo, Egypt; travel in Israel, Palestine, Jordan, Syria and Turkey; and study the history, culture, religions and struggles of this dynamic area. This program combines firsthand encounters and serious scholarship to provide an intensive learning experience.

Students can develop a knowledge of basic conversational Arabic by studying under a certified Arabic language instructor (prerequisite not required). They will also develop language skills through interaction with Egyptian students, other teachers, business people, and friends of MESP and can take part in interdisciplinary seminar courses taught by the MESP director and invited experts. The three seminars are Islamic Thought and Practice, Conflict and Change, and Peoples and Cultures of the Middle East. Students will live in a dormitory or apartment, as well as a 10-day home stay with an Egyptian family. The program is 16 credits (4 for language and 12 for seminars).

**SCHOLARS’ SEMESTER IN OXFORD**

Honors and other highly qualified students have the exciting opportunity to study in England through this interdisciplinary semester in Oxford. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature and philosophy. In addition to two tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England’s rich historical setting. Students earn 16 semester hours of credit.

**UGANDA STUDIES PROGRAM**

The Uganda Studies Program (USP) offers an invaluable opportunity for studies in and about East Africa, for authentic cross-cultural exposure, and for participation in the lively faith and worship of Global South Christianity.

Students live and study with the UCU Honours College, a group of approximately 30 students committed to high academic standards and self-guided learning. Core courses focus on religion, culture, literature, and history of Africa. Electives give students the opportunity to explore areas of interest, studying with and learning from Ugandans. USP participants gather together in a faith and practice seminar where they will process and apply their experiences in Uganda.

The program will feature group travel to sites in Uganda. Students also may enjoy the opportunity of visiting the home village of fellow UCU students. Each USP student finds a place to serve regularly in the local community. These

**RUSSIAN STUDIES PROGRAM**

The RSP makes use of the rich resources found in three distinct locations in the Republic of Russia to guarantee an unforgettable learning experience: Moscow, center of government and hub of current political and economic debate; Nizhni Novgorod, located on the Volga River, 230 miles east of Moscow and the focus of post-Communist reform; St. Petersburg, where Eastern and Western influence are combined in a city rich with history and culture. Students live on campus at the distinguished University of Nizhni Novgorod for the first six weeks.

Then they will move into another cross-cultural experience and further develop their language skills by living with a Russian family for the remaining six weeks in Nizhni. They participate in language and seminar programs to broaden their knowledge of Russian and increase their ability to interact with its people and culture. They take part in Russian language instruction by qualified native-Russian language teachers based on their level of competency. They will also take excursions to historical sites, famous museums and other landmarks. A total of 16 credits can be earned through participation in RSP.

**SUMMER INSTITUTE OF JOURNALISM**

This summer practicum provides on-site training for journalism students in gathering, writing and editing news for publication. Situated in Washington, D.C., the program’s goal is to blend classroom experiences with hands-on work in a writing lab. Students are engaged in seminars and field trips with media personnel and directed by communications professors and professionals in workshop projects arranged in advance with their local papers.

A number of projects are required, with professors supervising and grading at least two drafts of the major final project. Also required are a series of shorter news stories and active participation in all class meetings, field trips, individual and team writing and editing projects. Emphasis throughout is placed on the role of Christians as “salt and light” in the media world. Students earn four semester hours of credit.
service opportunities include Habitat for Humanity, local orphanages and campus worship teams. In addition, USP and Honours College students will join together for a larger service project of their own design.

**IMMERSION SERVICE AND ADVENTURE SEMESTER**

Though not affiliated with the Council for Christian Colleges and Universities, Simpson University’s Immersion Service and Adventure Semester’s mission is to enhance and expand the kingdom of God through building relationships in cross-cultural settings within the context of adventure-based education.

Located in California’s High Sierra mountains and the cities and mountains of Ecuador, the program uses backpacking, rock climbing, rappelling, mountaineering, cross-country navigation and service learning opportunities to help students develop and gain proficiency in leadership skills, interpersonal communication, cross-cultural awareness, and spiritual growth.

**ISRAEL STUDY TOUR**

Though not affiliated with the Council for Christian Colleges and Universities, Simpson University’s Israel study tour gives students an opportunity to study in the Holy Land. In an arrangement with Jerusalem University College, students who participate in the study tour will learn about physical features of the land of the Bible, with an emphasis on geographical factors affecting settlement and communication in the various regions. Preparatory map study and class previews provide the background to each trip in the field. Relevant archaeological, historical and biblical material is correlated with sites, roads and features in each region.
Undergraduate Studies: Course Descriptions

Please look up courses under the appropriate division heading. Course descriptions for the ASPIRE and graduate programs can be found in the ASPIRE and Graduate Studies sections.

Course Numbering System

1000-1999: Lower division, freshman level
2000-2999: Lower division, sophomore level
3000-3999: Upper division, junior level
4000-4999: Upper division, senior level.

Parentheses immediately following a course title provide the number of credits and terms in which the course is offered. In general, the courses carrying the higher numbers require background knowledge obtained from the lower-level courses. It is strongly advised that students, in planning their courses of study, take the lower-numbered courses first to obtain the necessary preparation. Students must have sophomore standing to enroll in courses numbered 3000-4999.

ACCT 2900
Accounting I – Principles of Financial Accounting (3, Fall) Fundamentals of theory and practice, principles of double entry, Design and use of books of account and posting of typical transactions and balances. Preparation of work sheets, financial statements, and balance sheets. (Prerequisites: BUS 1900 and BUS 1910 or satisfactory score on the computer proficiency exam) (Also BUSS 2900)

ACCT 2910
Accounting II – Principles of Managerial Accounting (3, Spring) A continuation of ACCT 2900. Further consideration of principles and concepts of financial accounting, cost accounting, budgeting, and managerial concepts are introduced. (Prerequisite: ACCT 2900) (Also BUSS 2910)

ACCT 3900
Intermediate Accounting I (3, Fall) Accounting theory and practice covering asset valuation, income, owner’s equity, and financial reporting. (Prerequisites: ACCT 2900 and ACCT 2910)

ACCT 3905
Intermediate Accounting II (3, Spring) Continuation of ACCT 3900 (Prerequisite: ACCT 3900)

ACCT 3910
Cost Accounting (3, Spring) Study and practice covering product costing, planning, and control. (Prerequisite: ACCT 3900)

ACCT 3920
Tax Accounting I (3, Odd Fall) A study of the Internal Revenue Code and regulations related to individuals; exclusions and inclusions for gross income, capital gains and losses, business expenses, and other deductions. (Prerequisites: 12 units of accounting)

ACCT 3925
Tax Accounting II (3, Even Spring) Continuation of ACCT 3920. Topics include partnerships, estates and trusts, and corporations. (Prerequisite: ACCT 3920)

ACCT 4900
Auditing (3, Even Fall) Methods of auditing and reporting, ethical and legal considerations. A study of the expanding role of the auditor. (Prerequisites: 12 units of accounting)

ACCT 4905
Accounting Information Systems (3, Odd Fall) Study of the use and evaluation of computer-based accounting systems in relation to company records and data. (Prerequisites: BUSS 1910 or a satisfactory score on the computer proficiency exam and 6 units of accounting)

ACCT 4920
Advanced Accounting (3, Spring) The study of accounting for combined corporate entities, currency transactions, international financial reporting, and accounting for partnerships. (Prerequisite: ACCT 3905)

ACCT 4940W
Ethics in Business (3, Spring) An overview of the basic systems of ethics with a brief summary of each. Application and the consequences of each system of ethics are explored. Potential problems encountered by managers, accountants and other employees are examined. Students are encouraged to develop a consistent system of ethics to prepare them for coping with life in the business world. Passing this course with a C or higher demonstrates writing competency in the Accounting major. (Prerequisites: Passing score on the English Proficiency Exam; senior standing) (Also BUSS 4940W)

ACCT 4990
Accounting Internship (3, Fall and Spring) Professor-supervised on-the-job course designed to give students practical experience in an accounting capacity in the community. (Prerequisite: Accounting majors with junior or senior standing)

ANTH 4110
Cultural Anthropology (3, Fall) An introduction to cultural anthropology; the nature of culture; the range of cultural phenomena, including material culture, social organization, religion, language, and other related topics. (Prerequisite: Junior or senior standing)

ANTH 4200
Anthropological Methods (3, Odd Spring) An exploration of anthropological methods used in the collection and analysis of ethnographic data. Students will practice participant observation, selecting ethnographic informants, interviewing key informants, and more systematic methods such as survey research. They will also consider ethical issues surrounding anthropological research and assess different kinds of ethnographic writing. (Prerequisite: ANTH 4110)

ANTH 4210
Qualitative Community Research (3, Even Spring) An exploration of qualitative methods for exploring the social, political, economic, and religious systems of a local community in order to create the local awareness necessary for change. Students engage in a community research project.

ARTS 4100
Children’s Art (1, Spring) Examination of a variety of media to promote creativity and imaginative use of materials and skills in children. Designed especially for students desiring a multiple subject teaching credential.

BIBL 1300
Literature of the Old Testament (3, Fall and Spring) An introduction to the background and history of the Hebrew people from their beginnings through the post-Exilic era. The course emphasizes the content and redemptive message of the Old Testament.

BIBL 1310
Literature of the New Testament (3, Fall
and Spring) A survey of the distinctive purpose, content and fundamental religious messages of each New Testament book against the literary, political, social, economic, and religious backgrounds of the first century.

**BIBL 1330**

Biblical Backgrounds (3, Fall and Spring) An examination of the physical, geographical, historical, and social contexts of the Bible. The course includes the study of geology, climate, agriculture, flora and fauna with a view toward a deeper understanding of Scripture.

**BIBL 2220**

Hermeneutics and Bible Study Methods (3, Fall and Spring) An introduction to theoretical and practical aspects of hermeneutics. The course briefly surveys the history of the interpretation of Scripture, and examines and applies principles of Bible interpretation and application.

**BIBL 3030**

The Book of Job (3, Odd Spring) An exegetical and theological study of the book of Job in light of Old Testament wisdom literature and the broader ancient Near Eastern milieu. The course also considers contemporary treatment of the themes of Job. (Prerequisites: BIBL 1300 and BIBL 2220)

**BIBL 3035**

Genesis (3, Odd Fall) An exegetical and theological study of Genesis, including recent trends. The course considers the historical, cultural and canonical setting of the book, its importance for the foundation of the Judeo-Christian worldview, and its contemporary significance. (Prerequisites: BIBL 1300 and BIBL 2220)

**BIBL 3050**

History and Literature of the Intertestamental Period (3, Fall) An investigation of Jewish history and literature from the 400 years between the Old and New Testaments. The course examines history between the Captivity and the Second Jewish Revolt and studies the extra-canonical Jewish literature of the period 250 BC to AD 100 against the backdrop of the Old Testament canon. (Prerequisites: BIBL 1300, BIBL 1310) (Also HIST 3050)

**BIBL 3060**

Life and Letters of Paul I (3, Fall) An examination of Paul’s rabbinical background, his conversion, and the contours of his apostolic career. Set against the backdrop of Acts and the Pauline epistles, the course investigates selections from the earlier writings of Paul with attention to their importance for the faith and practice of the early church as well as the church today. (Prerequisites: BIBL 1310 and BIBL 2220)

**BIBL 3065**

Life and Letters of Paul II (3, Spring) A sequel to BIBL 3060. The course examines the later writings of Paul in order to identify their significance for the early church and for today’s church. (Prerequisites: BIBL 1310 and BIBL 2220)

**BIBL 3099**

Honors Project I (1, Fall and Spring) Explores an area of student interest, culminating in a 5,000-word research project. The course is taken in conjunction with any upper-division course in the Bible and Theology major, in consultation with a faculty supervisor. (Prerequisite: Bible and Theology Honors Program) (Also THEO 3099)

**BIBL 3199**

Honors Project II (1, Fall and Spring) Explores an area of student interest, culminating in a 5,000-word research project. The course is taken in conjunction with any upper-division course in the Bible and Theology major, in consultation with a faculty supervisor. (Prerequisite: Bible and Theology Honors Program) (Also THEO 3199)

**BIBL 3310**

Eschatological Books (3, Odd Fall) A study of the historical, literary, and theological dimensions of New Testament eschatological literature, including Jesus’ Olivet Discourse, 1 and 2 Thessalonians, and/or Revelation. The course considers various interpretive viewpoints and the significance of the literature for Christian living. (Prerequisites: BIBL 1310 and BIBL 2220)

**BIBL 3320**

Synoptic Gospels (3, Spring) An investigation of Matthew, Mark and Luke using various methodological approaches. The course will use source, genre, narrative, historical and theological approaches to the synoptic gospels in order to discern their form and message and to develop an understanding of the life and teachings of Jesus. (Prerequisites: BIBL 1310 and BIBL 2220)

**BIBL 3340**

General Epistles (3, Even Spring) A study of Hebrews, James, 1 and 2 Peter, and Jude, considering questions of authorship, date, audience, literary structure, theology and relevance for Christian life and ministry. Special consideration may be given to Christology (Hebrews), wisdom (James), suffering (1 Peter), and false teaching (2 Peter and Jude). (Prerequisites: BIBL 1310 and BIBL 2220)

**BIBL 3405**

Daniel (3, Even Fall) An exegetical and theological study of the book of Daniel, including an introduction to the genre of apocalyptic literature and a treatment of the debates surrounding the interpretation of this text. The course considers the historical, cultural and canonical setting of the book, its impact on Old and New Testaments as well as its contemporary significance. (Prerequisites: BIBL 1300 and BIBL 2220)

**BIBL 3408**

Old Testament History (3, Even Fall) A detailed survey of Israel’s history, primarily from the books of Joshua through Esther with an emphasis on the historical and geographical method. (Prerequisites: BIBL 1300 and BIBL 2220) (Also HIST 4030)

**BIBL 4099**

Honors Project III (1, Fall and Spring) Exploration of an area of student interest, culminating in a 5,000-word research project. The course is taken in conjunction with any upper-division course in the Bible and Theology major. The course serves as a capstone and is conducted in consultation with a faculty supervisor. (Prerequisite: Bible and Theology Honors Program) (ALSO THEO 4099)

**BIBL 4110**

Johannine Literature (3, Even Fall) A study of the unique religious messages of the epistles and gospel of John from standpoints of historical background, literary style and structure, and development of major themes. The course emphasizes the application of John’s message to the spiritual needs of today’s world. (Prerequisites: BIBL 1310, BIBL 2220)

**BIBL 4210/4220**

Readings in the Greek Bible I, II (3, Odd Fall and Even Spring) An exegetical study of selected passages from the Greek New Testament with emphasis on grammatical and syntactical analysis as the primary prerequisites for English translation, interpretation and contemporary application. The course reviews and enlarges upon skills attained in Greek I and II. (Prerequisites: BILA 2210, BILA 2220)

**BIBL 4230**

Psalms (3, Even Spring) An exegetical and theological study of the book of Psalms, including recent trends. The course carefully considers the historical, cultural, and canonical setting of the Psalter, including the structure of Hebrew poetry, corporate faith and worship in ancient Israel, and their contemporary relevance. (Prerequisites: BIBL 1300, BIBL 2220)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBL 4280/4290</td>
<td>Hebrew Readings I, II (3, Even Fall and Odd Spring)</td>
<td>An intermediate study of biblical Hebrew. The course includes the exegesis of selected Old Testament passages. (Prerequisites: BILA 2260, BILA 2270)</td>
</tr>
<tr>
<td>BIBL 4400</td>
<td>Selected Topics in Old Testament (3, TBA)</td>
<td>An advanced course on a topic chosen by the professor and of special interest to Old Testament studies. (Prerequisite: junior or senior standing)</td>
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<tr>
<td>BIBL 4401</td>
<td>Isaiah (3, Odd Spring)</td>
<td>An exegetical and theological study of the book of Isaiah, including recent trends. The course gives careful attention to the historical, cultural, and canonical setting, and emphasizes Isaiah’s messianic message and its contemporary significance. (Prerequisites: BIBL 1300, BIBL 2220)</td>
</tr>
<tr>
<td>BIBL 4410</td>
<td>Selected Topics in New Testament (3, TBA)</td>
<td>An advanced course on a topic chosen by the professor and of special interest to New Testament studies. (Prerequisite: junior or senior standing)</td>
</tr>
<tr>
<td>BIBL 4411</td>
<td>New Testament Criticism (3, Even Fall)</td>
<td>A survey of various methods that are utilized by biblical scholars in the study of the New Testament. Reading and writing assignments will give attention to newer critical methods as well as to standard procedures that have been developed in the modern era. (Prerequisites: BIBL 1310, BIBL 2220; completion of or concurrent enrollment in BILA 2210, BILA 2220)</td>
</tr>
<tr>
<td>BIBL 4413W</td>
<td>New Testament Theology (3, Odd Spring)</td>
<td>A detailed study of the messages of individual New Testament writers as well as the unity and diversity of the overall New Testament message. The course focuses upon the Christology and Soteriology of the New Testament, and includes wide reading in the discipline, student leadership of class discussion, and research writing. (Prerequisites: BIBL 1310, BIBL 2220; completion of or concurrent enrollment in BILA 2210, BILA 2220; pass English Proficiency Exam)</td>
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<tr>
<td>BIBL 4421</td>
<td>Old Testament Criticism (3, Odd Fall)</td>
<td>A survey of the various methods utilized by biblical scholars in the study of the Old Testament. The course gives attention to newer critical methods as well as to standard procedures that have been developed in the modern era. (Prerequisites: BIBL 1300, BIBL 2220)</td>
</tr>
<tr>
<td>BIBL 4423W</td>
<td>Old Testament Theology (3, Even Spring)</td>
<td>An overview of the major themes of Old Testament theology. The course gives attention to the continuing debate over the central theme(s) that integrate the message of the Hebrew Scriptures and their relation to the New Testament. (Prerequisites: BIBL 1300, BIBL 2220; passing score on the English Proficiency Exam)</td>
</tr>
<tr>
<td>BILA 2210/2220</td>
<td>Greek I, II (3, Even Fall and Odd Spring)</td>
<td>An elementary course in New Testament Greek designed to introduce students to the basics of Greek vocabulary and rules of grammar as prerequisites for translating the New Testament.</td>
</tr>
<tr>
<td>BILA 2260/2270</td>
<td>Hebrew I, II (3, Odd Fall and Even Spring)</td>
<td>An elementary course in Hebrew designed to introduce the basics of vocabulary and rules of grammar as prerequisites for translating the Old Testament.</td>
</tr>
<tr>
<td>BIBL 4410</td>
<td>Human Anatomy (4, Fall)</td>
<td>A systematic approach to the study of human histology and gross anatomy. Course will include dissection of mammalian organs and tissues. Three hours of lecture and three hours of lab per week. Does not satisfy requirement for the biology major. Note: There is a lab fee for this course.</td>
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<tr>
<td>BIBL 1310</td>
<td>Human Physiology (4, Spring)</td>
<td>A study of the control and function of the human body systems with an emphasis on homeostasis. Three hours of lecture and three hours of lab per week. Does not satisfy requirement for the biology major. (Prerequisite: BIOL 1310) Note: There is a lab fee for this course.</td>
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<tr>
<td>BIBL 1320</td>
<td>General Biology I (4, Fall)</td>
<td>This course is half of the two-semester sequence providing an introduction to the life sciences for biology majors. This course covers cell biology, classical and molecular genetics, and the history of life on earth. Three hours of lecture and three hours of lab per week. Note: There is a lab fee for this course.</td>
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<tr>
<td>BIOL 1320</td>
<td>General Biology II (4, Spring)</td>
<td>This course is half of the two-semester sequence providing an introduction to the life sciences for biology majors. This course covers cell biology, classical and molecular genetics, and the history of life on earth. Three hours of lecture and three hours of lab per week.</td>
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<tr>
<td>BIOL 2310</td>
<td>Microbiology (4, Fall)</td>
<td>A study of the physiology, metabolism, genetics and ecology of microorganisms, with an emphasis on their role in disease and immunity. Three hours of lecture and three hours of lab per week. (Prerequisites: BIOL 1320, CHEM 1300) Note: There is a lab fee for this course.</td>
</tr>
<tr>
<td>BIOL 2510</td>
<td>Cell and Molecular Biology (4, Fall)</td>
<td>This course expands the biology major’s understanding of cell ultrastructure and function, cell metabolism, cell-cell interactions, molecular genetics, and signal transduction. Three hours of lecture and three hours of lab per week. (Prerequisites: BIOL 1510, BIOL 1520) (Corequisite: CHEM 2510) Note: There is a lab fee for this course.</td>
</tr>
<tr>
<td>BIOL 2520</td>
<td>Introduction to Biology (4, Fall and Spring)</td>
<td>An introduction to scientific methods; molecular and cellular structure and function; taxonomy and the diversity of living organisms; Mendelian genetics; and the history of life on Earth. Three hours of lecture and a 2 &amp; 1/2-hour lab session per week. Note: There is a lab fee for this course.</td>
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<tr>
<td>BIOL 2530</td>
<td>Genetics (4, Spring)</td>
<td>This course expands the biology major’s understanding of the principles of heredity. Topics include Mendelian genetics, gene mapping, gene regulation, population genetics and quantitative genetics. Three hours of lecture and three hours of lab per week. (Prerequisite: BIOL 2510) Note: There is a lab fee for this course.</td>
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<tr>
<td>BIOL 3240</td>
<td>Ecology (4, Fall)</td>
<td>An introduction to population, community and ecosystem dynamics. Three hours lecture, three hours lab per week. (Prerequisite: BIOL 1520) Note: There is a lab fee for this course.</td>
</tr>
<tr>
<td>BIOL 3510</td>
<td>Environmental Science (3, Spring)</td>
<td>The knowledge and philosophical base necessary to be a good steward of God’s creation. This will be done by (1) discussing the biblical perspective on stewardship of the earth, (2) introducing the student to the workings of the environment, (3) studying the ways in which humankind impacts the environment, and (4) discussing ways society and the individual can lessen their adverse impact on the environment.</td>
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BIOL 3540
Human Biology (3, Fall) An introduction to cell structure and the function of the major organ systems. Special topics will be presented to emphasize the relevance of biology to Christian decision-making in today’s world.

BIOL 3545
Human Biology Lab (2, Spring) An upper-division lab course designed to review the anatomy and physiology of the major organ systems. Microscopic and gross anatomy will be used as springboards for studies involving computer-based data acquisition and analysis of the physiologic responses of the human body. Two lab sessions per week, each one-and-one-half hours. (Prerequisite: BIOL 3540 or permission of professor) Note: There will be a lab fee for this course.

BIOL 4550W
Senior Seminar (3, Spring, starting 2011) A discussion-based and writing-based capstone experience for biology majors, covering topics chosen by the professor. (Prerequisite: Junior or senior standing and passing score on the English Proficiency Exam)

BMIS 1000
Introduction to MIS (2, Fall) An overview of the concepts, skills and tools needed to manage the design, implementation, and maintenance of information systems in the contemporary business environment. This includes theoretical understanding of the strategic alignment and optimization of IT infrastructures in the light of current and emerging technologies.

BMIS 2830
Computer Programming (3, Fall) A study of basic programming concepts including an introduction to object-oriented programming. Students will develop, implement and validate algorithms to solve typical scientific, educational and business problems. (Prerequisites: MATH 1830 or 3 years of high school mathematics and consent of the instructor) (Also MATH 2830)

BMIS 3010
Data Communications and Management (3, Spring) An introduction to the basics of hardware, software, protocols, channels, modems, local area networks, wide area networks, packet switching and other switching techniques, and various applications. (Prerequisites: BUSS 1910, BMIS 2830)

BMIS 3020
Web Design and Management (3, Spring) A study of the most important aspects of developing and managing Internet-based systems in today’s technological and business environment. Topics include: business models for E-Business and E-Commerce, Website design tools, current and future trends in Web technologies. (Prerequisites: BUSS 1910, BMIS 2830)

BMIS 3030
Database Systems (3, Fall) This course enables students to develop the skills to design a database, from the initial step of creating a data model to the final steps of creating user interfaces. Course topics include: determining the data sources and needs of the organization, creating ERP Diagrams, understanding data flows in a business, fields, tables, queries, forms, and reports in Microsoft Access, normalizing data, relational versus object-oriented database models, creating and querying data objects. Software applications: Microsoft Access and an Object-oriented database application. (Prerequisites: BUSS 1910; BMIS 2830)

BMIS 4010
MIS Analysis and Design (3, Fall) The strategies and techniques of structured information systems analysis and design including feasibility studies, modeling techniques, systems, design, reporting and documentation, and implementation strategies. (Prerequisites: BMIS 2830; BMIS 3010; BMIS 3020; BMIS 3030)

BMIS 4020
Application Development (3, Fall) A course focusing on the issues and technologies inherent in the development of software applications with graphical user interfaces for businesses and other organizations such as: the system development life cycle and other development methodologies, defining project scope and specifications, creating a development environment, team development, change management, user involvement and testing, ‘going live.’ The course also addresses management issues like steering committees, changing business needs, business re-engineering, and outsourcing. (Prerequisites: BMIS 2830; BMIS 3010; BMIS 3020; BMIS 3030)

BMIS 4040
MIS Project Management (4, Spring) Application of project management principles to real-world situations. Evaluation of the causes and effects of common project-management errors. Includes an introduction to techniques, tools, and methodologies for computer project management, including project planning and budgeting, critical path analysis, resource allocation, scheduling, and cost accounting. Use of Web-based MS Project Server required. (Prerequisite: Senior standing)

BUSS 1900
Introduction to Business (3, Fall) A study of the nature and function of business operations in the social, political, and economic setting of American business in modern society; the various activities performed by business organizations and career possibilities in business; responsibilities of business leadership; the business professional’s role in the community.

BUSS 1910
Computer Applications (3, Fall and Spring) Fundamentals of computer literacy: operations, terminology and applications. A brief history of computers and some of the problems resulting from the computer revolution. The laboratory portion of the class will focus on the use of word processing, spreadsheet, database applications, and educational applications. IBM-compatible computers are used in the laboratory.

BUSS 2190
Career Planning Seminar (1) This course focuses on identifying possible career directions within the business discipline. It first involves the understanding of the student’s personality and career fit through profiling. Profiles are evaluated and a general field of interest is identified. The student performs directed research within the field in order to define educational and personal development requirements before graduating.

BUSS 2610
Statistics (3, Fall and Spring) An examination of the fundamentals of statistical theory and practice in the social sciences and business. Emphasis is on the use and interpretation of elementary descriptive and inferential statistics. (Prerequisite: MATH 1520 or equivalent) (Also MATH 2610)

BUSS 2920
Macroeconomics (3, Fall) An introduction to the basic principles, theories, terminology and problems of macroeconomics. The production, exchange, distribution, and consumption of income and wealth will be covered; national income,
Business as Mission (3, Even Spring) A study of the theory and practice of management of organizations, with an emphasis on decision-making based on Christian principles. The role of the manager’s decision-making, use of resources and strategy, planning, organizing, and integration of business activities are viewed both from the perspective of modern business theory and Christ-centered management. Both theory and practice will be stressed with an emphasis on world service. (Prerequisite: BUSS 1900; Excel proficiency)

BUSS 3940 Business Issues in Ministry (3, Even Spring) An introduction to legal, financial and ethical issues in ministry. The course investigates personal and corporate responsibilities in human resources, legal, and financial management, and considers ethical practices for ministry.

BUSS 3955 Foundations of Management Information Systems (3, Spring) An introduction to important aspects of MIS for today’s business environment. The topics covered include: current and emerging technologies, their uses (especially E-commerce), their impact on organizations and the opportunities they present, and an overview of the means, benefits, and challenges of implementing IT in an organization. (Prerequisite: BUSS 2940)

BUSS 3980 Principles of Marketing (3, Fall) A study of institutions and essential functions in the marketing system. Analysis of the marketing mix: product, place, promotions, and price strategies. Marketing strategies and tactics are included. (Prerequisites: BUSS 2930, BUSS 2950)

BUSS 4200 Business Strategy and Policy (3, Spring) The course stresses the development and implementation of organizational policy and strategic analysis, formulation, and implementation. All policy and strategy concepts and strategy techniques will be viewed in the context of developing a competitive advantage in the marketplace. Concepts and practices from other core classes will be integrated utilizing an organization-wide perspective. The role of moral and social responsibility, ethics, and other biblical and societal concerns will be considered in formulating business strategy and policy. (Prerequisite: senior standing)

BUSS 4400 Selected Topics in Business (3, TBA) This is an advanced course on a topic chosen by the professor and of special interest in the current business environment and offers an opportunity for study of emerging trends.

BUSS 4670 Communication, Leadership and Organizations (3, Odd Spring) This course focuses on internal organizational communication systems, both formal and informal. Leader roles, leadership theory, leadership style, and both the organization and the communication process as systems will be examined. (Prerequisite: Junior or senior standing) (Also COMM 4670)

BUSS 4900 Human Resource Management (3, Fall) A study of the human resource needs of an organization, including recruitment strategies, screening, selection, and placement of applicants; job analysis; training and development; appraising and rewarding performance. Emphasis is placed on the application of research findings to diagnosing and solving organizational problems. Ethical and moral implications of management decisions will be considered and evaluated. (Prerequisite: BUSS 2940)

BUSS 4910 Internship (3, Fall and Spring) An on-the-job course designed to give students direct participation in a business firm in the community. Students will learn
BUSS 4930
Money and Banking (3, Odd Spring) A study of monetary theories and banking principles, with reference to contemporary development in money and banking in the U.S., the Federal Reserve and other financial institutions. (Prerequisites: BUSS 2930; BUSS 2950)

BUSS 4940W
Ethics in Business (3, Spring) An overview of the basic systems of ethics with a brief summary of each. Application and the consequences of each system of ethics are explored. Potential problems encountered by managers, accountants and other employees are examined. Students are encouraged to develop a consistent system of ethics to prepare them for coping with business circumstances. Passing this course with a C or higher demonstrates writing competency in the Business majors. (Prerequisites: passing score on the English Proficiency Exam; senior standing) (Also ACCT 4940W)

BUSS 4950
Entrepreneurship (3, Spring) An examination of the main terms, concepts, and elements of the entrepreneurial process, including the development of a business plan, financing and managing a new venture, legal issues, and franchises. Further, the entrepreneurial process will be reviewed from both a historical and a research perspective. The course will also review the entrepreneurial process in an international context for economic development in other countries. This course is intended for prospective entrepreneurs and for church planters needing independent financial support.

BUSS 4970
Production & Operations Management (3, Fall) An introduction to the concepts, techniques and applications of production/operation management, with practical applications in manufacturing and service organizations. Topics will include product and process design, total quality management, capacity planning, Just-In-Time (JIT) production systems, and production planning and control, including work measurement, forecasting, scheduling, inventory control, material requirements planning, project management, and systems maintenance improvement. Managerial issues will be combined with technical tools and quantitative applications. (Prerequisites: BUSS 2610, BUSS 2910, BUSS 2930, and BUSS 2940)

CCST 3020
Participatory Development (3, Even Fall) An examination of how to listen and turn inquiry into community action. Students use action and reflection to learn the participatory tools that lead to community change in political, economic, social, and religious spheres of life.

CCST 3050
Introduction to Community Development (3, Odd Fall) An inquiry into the life of the marginalized. Students confront personal assumptions about the poor, examine historical approaches to community development, develop a theology of wealth and poverty, and grasp strategies for reducing poverty.

CCST 3110
Management for Development (3, Even Fall) A study of the skills necessary in a development organization. Students develop a business plan and investigate how to run an organization that has a dual bottom line.

CCST 3120
Microenterprise Development (3, Odd Spring) A study of microenterprise development and microfinance methods. Students explore the history, theory, and practice of Christian microenterprise development.

CCST 3740
Peoples of the World (3, Fall) A focused study of the religions, languages, history and culture of the region of the world where the current missionary-in-residence has ministered. The course also examines the region’s mission history and strategies. (Also MISS 3740)

CCST 4022
Issues in Cross-Cultural Living (3, Even Spring) An overview of the personal issues confronted by those serving in cross-cultural settings. The course considers such topics as vocational call and preparation, life and work overseas, and cultural reentry.

CCST 4062
Cross-Cultural Internship (3, Spring-Summer) Field experience in working in a foreign culture. The course entails observation and participation under the supervision of a mission organization or leader. (Also MISS 4062)

CCST 4100
Power Dynamics and Development (3, Even Spring) An examination of power and its effects on the social, political, religious, and economic sectors of life. Students explore the impact of power with respect to north-south struggles, minority peoples, families, gender, the elderly, and the environment, with special attention to issues of power at the grass-roots level.

CHED 2410
Spiritual Formation in the Church (3, Fall) An introduction to the nature and significance of spiritual formation in the ministry of the church. The course explores the role of Christian education in spiritual formation and the development of effective teams for ministry. Students participate in designing and implementing an age-appropriate ministry.

CHED 3420
Curriculum and Instruction in the Church (3, Even Fall) An introduction to effective teaching in ministry settings. Students formulate learning outcomes, design curricula, and assess learning for different audiences. They also investigate, evaluate, and apply a variety of instructional methods in ministry settings.

CHED 3450
Family Life and Ministry (3, Spring) A study of marriage and family as biblical institutions. The course examines the stages of family life, explores difficulties in marriage and family relationships, and develops appropriate ministry responses. The joys and challenges of a couple and family in ministry are also considered.

CHED 3550
Small Group Ministries (3, Spring) An examination of the theology and use of small groups in ministry. The course highlights the practical challenges of developing, implementing and over-seeing an effective small group ministry. (Also MINS 3550)

CHED 4400
Children’s Ministry (3, Odd Fall) A study of the physical, mental, emotional, social, and spiritual development of children from first grade to adolescence with an emphasis on church ministry. The course focuses on children’s ministry in the context of family relationships, evaluates the resources available for such ministry, and includes observation and evaluation of children’s ministries in several churches.

CHED 4420
Ministry to Adults (3, Odd Fall) An examination of ministering effectively to
adults. The course explores the needs of contemporary adults and the challenges for spiritual formation, and develops appropriate biblical responses to selected challenges in adult ministry.

**CHED 4500**
**Leadership in Ministry** (3, Fall) A study and application of the principles and skills of biblical leadership and management. The course develops leadership skills in planning, organizing and staffing ministries and in conflict management and working with volunteers. (Also MINS 4500)

**CHEM 1300**
**Chemistry for Nurses** (4, Fall) Examines the aspects of inorganic, organic and biochemical pertinent to the health sciences. The fundamentals of the metric system, chemical nomenclature, atomic and molecular structure, chemical reactions, states of matter, solutions, and organic functional groups are presented.

The quantitative nature of chemistry is developed and the important families of organic molecules and biochemical pathways are introduced. This course is intended for pre-nursing majors and cannot be used to fulfill requirements for the biology major. Three hours of lecture and three hours of lab per week. (Note: There is a lab fee for this course.)

**CHEM 1510**
**General Chemistry I** (4, Fall) A two-semester sequence, intended for the biology major, covering the nature of atoms, molecules, and ions, chemical reactions, stoichiometry, properties of solids, liquids, gases, solutions, electronic structure, periodicity, and chemical bonding. This course also provides an introduction to thermodynamics, equilibrium, precipitation, oxidation-reduction, and acid/base chemistry. Three hours of lecture and three hours of lab per week. (Note: There is a lab fee for this course.)

**CHEM 1520**
**General Chemistry II** (4, Spring) A continuation of CHEM 1510 covering chemical kinetics, nuclear chemistry and transition metals along with continued study of thermodynamics, electrochemistry, equilibrium, acid/base and solution chemistry. Three hours of lecture and three hours of lab per week. (Preerequisite: CHEM 1510) (Note: There is a lab fee for this course.)

**CHEM 2510**
**Organic Chemistry I** (4, Fall) This course presents the structure, bonding, polar bonds and their consequences, alkanes and cycloalkanes, stereochemistry and physical properties of organic compounds. Also covered is an overview of the reactions and mechanisms of alkanes, alkenes, alkynes, organic halides, nucleophilic substitutions and eliminations. Three hours of lecture and three hours of lab per week. (Prerequisite: CHEM 1520) Note: There is a lab fee for this course.

**CHEM 2520**
**Organic Chemistry II** (4, Spring) A continuation of CHEM 2510 covering the chemistry of benzenes, electrophilic aromatic substitution, alcohols, phenols, ethers, epoxides, thiols, sulfides, aldehydes, ketones, carboxylic acids, nucleophilic acyl substitution, carbonyl condensation, amines, carbohydrates, amino acids, peptides, proteins, and lipids. Three house of lecture and three house of lab per week. (Prerequisite: CHEM 2510) Note: There is a lab fee for this course.

**COMM 1260**
**Oral Communication** (3, Fall and Spring) An introduction to the communication process beginning with skills in interpersonal communication and including effective techniques for the research, organization and presentation of public speeches. A variety of student communication experiences will be provided.

**COMM 1270**
**Interpersonal Communication** (3, Odd Fall) This course focuses on communication skills in a dyadic setting. Models of communication, and communication as transaction, process and system will be examined. Variables such as self-awareness, perception, listening, symbol systems (verbal and nonverbal), channels and conflict management will be studied.

**COMM 1330**
**Acting I** (3, Fall) This course covers the basic elements of Stanislavsky and his descendants. Focuses on developing mental, emotional and physical performance skills through theater workouts and scene work. (Also ENGL 1330)

**COMM 2090**
**Small Group Communication** (3, Even Fall) An examination of the communication processes in interpersonal and small group settings. This course emphasizes skills necessary for creative and constructive interaction in self-disclosure, conflict, problem-solving, and task-oriented settings.

**COMM 2120**
**Special Topics in Communication** (1-4, TBA) A course on a topic chosen by the professor. The course will be applicable as a lower-division communication requirement.

**COMM 2210**
**Writing for Mass Media** (3, Odd Spring) Associated Press Style grammar and writing that covers the foundations of writing for newspapers, magazines, books, radio, television, Internet and the silver screen.

**COMM 2220**
**Fundamentals of Journalism** (3, Fall and Spring) An introductory course that emphasizes article writing and also touches on photojournalism and layout design. (Also ENGL 2230)

**COMM 2250**
**Communication Practicum** (1-4) A course designed to provide students with practical engagement with professional communication both as part of the discipline and as occupational experience. This may involve public relations, mass media, Internet, newspaper, magazine, local church or other possibilities. Site and placement subject to instructor approval. May be repeated for credit.

**COMM 2260**
**Survey of Mass Media** (3, Even Fall) An overview of the development and impact on American society of newspapers, magazines, books, radio, television, cable and satellite networks, and the recording industry. Particular attention will be given to the influence and persuasion of the media on political and social change in our society.

**COMM 2900**
**Field Experience** (1-4) A field experience course designed to give students the opportunity to practically apply communication concepts and theory. Supplemented with faculty oversight to provide analysis and discussion of on-site experience.

**COMM 3040**
**Preaching I** (3, Fall) An application of various theories of preaching. The course covers basic patterns of sermons, sermon preparation, sermon delivery, and sermon evaluation as they relate to a variety of audiences. (Prerequisite: COMM 1260) (Also MINS 3040)

**COMM 3050**
**Preaching II** (3, Odd Spring) An opportunity to develop further preaching skills. The course expands preaching styles, addresses special concerns of preachers, and develops skills in evaluating sermons. (Prerequisite: COMM 3040) (Also MINS 3050)

**COMM 3060**
**Argumentation and Debate** (3, Even Spring) An introduction to argumentation and debate including analysis of propositions, issues, evidence and
reasoning. Varied debate styles will be studied, and students will prepare and present debate cases in class utilizing proven constructive and rebuttal strategies. (Prerequisites: COMM 1260, junior or senior standing)

COMM 3100 Editing (3, Even Spring) Instruction and practice in principles of copyediting. Students will learn to recognize and correct errors of content, grammar and style.

COMM 3230 Communication Theory (3, Fall) This course prepares students for practical and professional life in the field of communication as well as providing a foundation for graduate study. Content includes a comprehensive overview of the communication field from a variety of theoretical perspectives that enables students to understand the processes and results of communication in multiple contexts. (Prerequisite: COMM 1260)

COMM 3240 Communication Ethics (3, Odd Spring) An exploration into the ethics of communication in contexts of speech: public, interpersonal, mass media, intercultural, small group, and family from a Christian worldview. (Also ENGL 3245)

COMM 3250 Interpretive Reading (3, Fall and Spring) Oral interpretation of poetry, fiction and biblical literature. The student is assisted in understanding and communicating the intellectual and emotional meaning of the printed page with imagination and creativity. (Prerequisite: COMM 1260)

COMM 3270 Desktop Publishing (3, Odd Fall) Learning the basics of writing and publishing on the Internet for print and Web-based publications. Integration of photography, multimedia, and advertising into documents will enable students to produce professional results in a growing industry.

COMM 3330 Acting II (3, Fall) This course continues a focus on developing mental, emotional and physical performance skills through theater workouts and scene work. Students cover advanced material and concepts. (Prerequisite: COMM 1330) (Also ENGL 3330)

COMM 3420 Shakespeare on Film (3, Even Fall) Explores the ways cinematic adaptations of Shakespeare’s plays represent the source texts and create new and original texts that respond to, interpret, and remake their literary sources. Attention is given to distinguishing between adaptation and interpretation and to the limits and benefits of cinematic adaptation. (Also ENGL 3420)

COMM 4005 Special Topics in Communication (1-4, TBA) An advanced course on a topic chosen by the professor. The course will be applicable as an upper-division communication requirement.

COMM 4110 Public Relations (3, Even Spring) Discovering the principles and practices of public relations along with writing and producing a PR campaign for a real company. (Prerequisite: Junior or senior standing or instructor consent)

COMM 4120 Communication Practicum (1-9, Odd Spring) A course designed to provide students with practical engagement with professional communication both as part of the discipline and as occupational experience. This may involve public relations, mass media, Internet, newspaper, magazine, local church or a host of other possibilities. Site and placement subject to department approval. May be repeated for credit. (Prerequisite: Junior or senior standing)

COMM 4130 Nonverbal Communication (3, Odd Spring) This course introduces the student to practical applications of research findings and theories of nonverbal communication with an emphasis on how they influence visual, vocal, temporal, and spatial cues. (Prerequisite: Junior or senior standing)

COMM 4220W Seminar in Speech Communication (3, Even Spring) An examination of specialized fields of communication as understood by scholars. Organizational Communication and the Rhetoric of Social Movements will be alternating topics. Each student will have opportunity for specialized research. Passing this course with a C or higher demonstrates writing competency in the major. (Prerequisites: Junior or senior standing; passing score on the English Proficiency Exam.)

COMM 4290 Advanced Public Communication (3, Fall) Using Cicero’s model of developing competent speakers by teaching theory, modeling and practice as an outline for the course, students will improve their written and oral communication skills through spoken and written persuasive rhetoric. The course also incorporates the philosophy and history of rhetoric. (Prerequisite: Junior or senior standing)

COMM 4330 Communicating Cross-Culturally (3, Fall and Spring) A study of the principles and processes of communicating from one culture or subculture to another. Attention is given to the study of language as well as non-verbal forms of communication. (Prerequisite: Junior or senior standing) (Also LING 4330)

COMM 4670 Communication, Leadership and Organizations (3, Odd Spring) This course focuses on internal organizational communications systems, both formal and informal. Leader roles, leadership theory, leadership style, and both the organization and the communication process as systems will be examined. (Prerequisite: junior or senior standing) (Also BUSS 4670)

COMM 4810 World Cinema (3, Odd Spring) Study of major films, directors and film genres from around the world. Attention given to film as an imaginative art form and cultural expression. (Also ENGL 4810.)

COMM 4820 American Cinema (3, Even Spring) Study of the major genres of American film, the American system and style of filmmaking, and the technology and art of film. Attention given to contemporary directors and their work. (Also ENGL 4820)

COMM 4920/4922 Field Experience (1-9, TBA) A field experience course designed to give students the opportunity to practically apply communication concepts and theory. Supplemented with faculty oversight to provide analysis and discussion of on-site experience, the course is appropriate for upper-division communication students in the midst of their major requirements. (Prerequisite: department approval of site and placement; junior or senior standing)

COMM 4990/4991 Special Topics in Communication (1-9, TBA) An advanced course on a topic chosen by the professor. The course will be applicable as an upper-division communication requirement.

For ED courses, see course descriptions in Graduate Studies: School of Education, p. 129.

EDUC 2000 Introduction to Education (3, Spring) This course is designed to provide an introduction to the teaching profession to the undergraduate who is considering a career in teaching.
EDUC 2190
Field Experience for Teachers (1, Fall)
An introduction to the teaching profession with a focus on the student’s subject area. Includes classroom observations and reflection on teaching methods and the teaching profession.

EDUC 4000
Integrating Technology (2) Fundamentals of computer literacy: operations, terminology, and applications. A brief history of computers and some of the problems resulting from the computer revolution. The laboratory portion of the course focuses on use of word processing, spreadsheets, database applications, and educational applications. This course meets California state requirements for a preliminary teaching credential. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4020
Psychological Applications in Education (3) Designed to provide advanced knowledge and understanding of the forces that affect learning. The course will focus on the physical, cognitive, social and emotional aspects of the growth and development of the learner. Includes a study of factors for success for English Learners. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4400
Language Arts in the Elementary School (4) A study of the components of methodology and a comprehensive balanced reading curriculum as defined by the California Commission on Teacher Credentialing’s requirement for preservice reading instruction. Special emphasis will be placed on the skills of beginning reading, phonics, use of quality literature, issues of instruction for English language learners, the writing process, assessment of the language arts, interrelationship of the language arts, and integration of the components of language arts with history/social science, mathematics, science, art and music. Students will further their understanding of the content through 15 hours of field experience in classrooms of exemplary teachers who can model instruction of language arts in the content areas. This course meets requirements for English Language Learner Instruction. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4410
Language Arts in the Secondary School (4) A study of the methodology for teaching language arts in the content areas. Special emphasis will be placed on the skills of learning to read, word attack skills, use of quality literature, issues of instruction for English language learners, the writing process, assessment of the language arts, interrelationship of the language arts, and integration of the components of language arts with history/social science, mathematics, science, art and music. Students will further their understanding of the content through 15 hours of field experience in classrooms of exemplary teachers who can model instruction of language arts in the content areas. This course meets requirements for English Language Learner Instruction. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4420
Curriculum and Instruction in the Elementary School (5) The scope and function of the elementary school, K-8. Role of the teacher in planning, developing, and evaluating learning experiences in language arts, mathematics, science, social studies, art, PE, and music; materials of instruction; use of audiovisual equipment; curriculum and instructional processes; classroom management, teaching strategies, and standards for the content areas. Includes 25 hours of guided experience in elementary schools. This course meets requirements for English Language Learner Instruction. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4430
Curriculum and Instruction in the Secondary School (5) The scope and function of the secondary school, lesson planning, classroom management, unit construction, evaluation techniques, and use of audiovisual equipment. Includes 25 hours of guided experience in secondary schools. This course meets requirements for English Language Learner Instruction. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4440
Multicultural Instruction for Elementary (3) In-depth study of theory and practice of second language acquisition, English language development, affective filter. Specially designed academic instruction in English, multicultural instruction strategies for the content areas and effects culture on learning. Includes 13 hours of guided teaching experience in a multicultural elementary school setting. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4450
Multicultural Instruction for Secondary (3) In-depth study of theory and practice of second language acquisition, English language development, affective filter. Specially designed academic instruction in English, multicultural instruction strategies for the content areas and effects culture on learning. Includes 13 hours of guided teaching experience in a multicultural secondary school setting. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4500
Technology in the Classroom (1) The learning outcomes for this course are development of a teacher Web page for lesson enhancement and communication; advanced use of word processing, database and spreadsheet applications as productivity tools; advanced use of the Internet to access information and enhance personal and professional productivity. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

EDUC 4610
Teaching Performance Assessment 1 (0) Candidates demonstrate their knowledge of principles of developmentally appropriate pedagogy and content specific pedagogy. (Prerequisite: Admission to teaching major, Education Minor, or by consent of instructor)

ENGL 1200
College Skills English (3, Fall) A concentration of standard English grammar, mechanics, and composition of one-page writings. In order to meet individual needs, the emphasis will vary at the discretion of the instructor. Open to all students. In an effort to help students succeed in their coursework, all entering students (including transfers) who earn low scores on the required English skills tests are required to take the College Skills English course.

ENGL 1210
Principles of College Writing I (3, Fall and Spring) Introduction to writing, including methods of prewriting and rewriting, critical analysis, argumentation, and human expression; attention given to audience, purpose and genre. Grades given are A, B, C or F only. (Prerequisite: Grade of C or better in ENGL 1200 or placement by examination)

ENGL 1220
Principles of College Writing II (3, Fall and Spring) Continuation of ENGL 1210 with increased attention given to critical analysis, argumentation, persuasion and research. Grades given are A, B, C or F only. (Prerequisite: ENGL 1210 or placement by examination)
ENGL 1330
Acting I (3, Fall) This course covers the basic elements of Stanislavsky and his descendants. Focuses on developing mental, emotional and physical performance skills through theater workouts and scene work. (Also COMM 1330)

ENGL 2100
Introduction to Literature (3, Fall and Spring) An introduction to the aesthetic, formal, and conceptual analysis of literature, to its significant terms, genres, and critical approaches, and to the role of literature and imagination in the Christian life. (Prerequisite: ENGL 1220)

ENGL 2200
British Literature to 1800 (3, Fall) British literature from the Anglo-Saxon Period to the 18th century. Offers an overview of major figures, genres, and themes from Beowulf to Swift. (Prerequisite: ENGL 1220)

ENGL 2205
British Literature from 1800 (3, Spring) British literature from the Romantics and Victorians to the present. Offers an overview of major figures, genres, and themes from Wordsworth to Lawrence. (Prerequisite: ENGL 1220. Recommended: ENGL 2200)

ENGL 2210
American Literature to 1865 (3, Fall) Focusing on the ways authors have conceived and constructed their literary understandings of the relationship between land and its inhabitants, this study examines Native American religious views, Puritanism, the Enlightenment, and American Romanticism and Transcendentalism. (Prerequisite: ENGL 1220)

ENGL 2215
American Literature from 1865 (3, Fall) Continuing the study of the relationship between the people and the land, this study examines the literary expressions of Realism, Naturalism, Modernism, and Post-Modernism. (Prerequisite: ENGL 1220. Recommended: ENGL 2210)

ENGL 2230
Fundamentals of Journalism (3, Fall and Spring) An introductory course that emphasizes article writing and also touches on photojournalism and layout design. (Also COMM 2230)

ENGL 2231/3231
Newspaper Practicum (2, Fall and Spring) Participation on the staff of the college’s student newspaper. Upper-division credit may be granted after two semesters are taken at lower-division level. (This course is graded pass/fail.)

ENGL 2240/3241
Yearbook Practicum (2, Fall and Spring) Participation on the staff which produces the annual yearbook. Upper-division credit may be granted after two semesters are taken at lower-division level.

ENGL 2250
Introduction to Theater (3, Fall) An introduction to theater as an art form, its history and schools of thought, and the theatrical disciplines of acting, directing, and stagecraft. A field trip to the Oregon Shakespeare Festival in Ashland, OR, is required. Required for the English Single Subject Major.

ENGL 2255
Stagecraft (3, Even Spring) Introduction and practice in the physical arts of theater production: set, lighting, costumes, hair/makeup and sound. A design project in each will be required. (Prerequisite: ENGL 2250)

ENGL 2920
Selected Topic in English (1-4, TBA) A course on a topic chosen by the English Department.

ENGL 3100
Literary Theory (3, Even Fall) This course examines the theories and practices of literary theory. Students will read key influential writings by philosophers that have served as the analytical basis of literary criticism past and present. Covers current forms of literary theory, including Marxism, feminism, structuralism, deconstruction, queer theory, post-colonialism, reader response, New Historicism, and cultural studies.

ENGL 3200W
Advanced Composition (3, Fall and Spring) Advanced instruction and practice in aesthetic, conceptual, and formal elements of writing with an emphasis on the writing process. (Prerequisites: ENGL 1220; ENGL 2280; passing score on the English Proficiency Exam)

ENGL 3210
Western Literature (3, Odd Spring) A chronological survey of major canonical works of the Western world. Emphasis is placed on Western literature in its enduring literary forms and on the role of Western literature as a reflection and agent of historical, cultural and philosophical development. (Prerequisite: ENGL 1220)

ENGL 3215
Drama Practicum I (3, Spring) This course provides a venue for students to collaborate and apply their theatrical talents and training in the course of offering a production for the campus and community. It requires a commitment to production and performance schedules. (Prerequisite: consent of the instructor)

ENGL 3220
Drama Practicum II (3, Spring) This course provides a venue for students to collaborate and apply their theatrical talents and training in the course of offering a production for the campus and community. It requires a commitment to production and performance schedules. (Prerequisite: consent of the instructor)

ENGL 3230
Drama Practicum III (3, Spring) This course provides a venue for students to collaborate and apply their theatrical talents and training in the course of offering a production for the campus and community. It requires a commitment to production and performance schedules. (Prerequisite: consent of the instructor)

ENGL 3240
Shakespeare (3, Summer and Odd Fall) An in-depth study of some of the major plays and poems of William Shakespeare. Consideration will be given to his life, his era and his contributions to Western culture. The summer course includes field trips to the Oregon Shakespeare Festival. (Prerequisite: ENGL 1220)

ENGL 3245
Communication Ethics (3, Odd Spring) An exploration into the ethics of communication in contexts of speech: public, interpersonal, mass media, intercultural, small group, and family from a Christian worldview. (Also COMM 3240)

ENGL 3270
History of English (3, Odd Fall) A study of the background, literary sources, and development of the English language.

ENGL 3280
Seminar in English Grammar (3, Fall and Spring) The study of English grammar (morphology, syntax and semantics). Provides familiarity and control of the basic structures of English.

ENGL 3285
Drama Practicum I (3, Spring) This course provides a venue for students to collaborate and apply their theatrical talents and training in the course of offering a production for the campus and community. It requires a commitment to production and performance schedules. (Prerequisite: consent of the instructor)

ENGL 3290
Drama Practicum II (3, Spring) This course provides a venue for students to collaborate and apply their theatrical talents and training in the course of offering a production for the campus and community. It requires a commitment to production and performance schedules. (Prerequisite: consent of the instructor)

ENGL 3295
Drama Practicum III (3, Spring) This course provides a venue for students to collaborate and apply their theatrical talents and training in the course of offering a production for the campus and community. It requires a commitment to production and performance schedules. (Prerequisite: consent of the instructor)
ENGL 3330  Shakespeare on Film (3, Even Fall)  Explores the ways cinematic adaptations of Shakespeare’s plays represent the source texts and create new and original texts that respond to, interpret, and remake their literary sources. Attention is given to distinguishing between adaptation and interpretation and to the limits and benefits of cinematic adaptation. (Also COMM 3420)

ENGL 3360  Technical Writing (3, Spring)  Focuses on elements of writing unique to business organizations and technology, with attention paid to professional genres, style and formats. (Prerequisite: ENGL 1220; Recommended: ENGL 3200 recommended)

ENGL 3362  Fiction Writing (3, Odd Fall)  Instruction and practice in the elements and techniques of fiction writing. Emphasis on the development of the writer’s critical and expressive voice. Includes peer review. (Prerequisite: ENGL 3200 recommended)

ENGL 3364  Poetry Writing (3, Even Fall)  Instruction and practice in the elements and techniques of poetry writing. Emphasis on the development of the writer’s critical and expressive voice. Includes peer review. (Prerequisite: ENGL 3200 recommended)

ENGL 3366  Essay Writing (3, Even Spring)  Instruction and practice in the elements and techniques of the expository essay. Emphasis on analysis, reasoning, persuasion and on the development of the writer’s critical angle as a way to interpret the human experience. (Prerequisite: ENGL 3200 recommended)

ENGL 3400  American Literature Special Topics (3, Fall)  An in-depth study of a major author, genre, historical period, or literary movement. Topics are announced in the course schedule. (Prerequisites: ENGL 1220 and ENGL 2215)

ENGL 3420  Children’s Literature (3, Spring)  An overview of the development of the concept of literature intended primarily for English and American children, and an acquaintance with a wide variety of books, stories and reading materials for various grade levels. (Prerequisite: ENGL 1210, ENGL 1220, or ENGL 2100)

ENGL 4285  Drama Practicum II (3, Spring)  This course provides a venue for advanced students to collaborate and apply their theatrical talents and training in the course of offering a production for the campus and community. It requires a commitment to production and performance schedules. (Prerequisite: ENGL 3285)

ENGL 4400  British Literature Special Topics (3, Spring)  An in-depth study of a major author, genre, historical period, or literary movement. Topics are announced in the course schedule. (Prerequisites: ENGL 1220 and ENGL 2205)

ENGL 4810  World Cinema (3, Odd Spring)  Study of major films, directors, and film genres from around the world. Attention given to film as an imaginative art form and cultural expression. (Also COMM 4810)

ENGL 4820  American Cinema (3, Even Spring)  Study of the major genres of American film, the American system and style of filmmaking, and the technology and art of film. Attention given to contemporary directors and their work. (Also COMM 4820)

ENGL 4850  Directing (3, Odd Spring)  This course focuses on the many facets of mounting a production, including play selection, casting, rehearsal, production design, promotion and performance. The course will culminate with student productions and one-act plays for the community. (Prerequisites: ENGL 2250 and ENGL 1330)

ENGL 4930  Selected Topics in English (1-4, TBA)  A course on a topic chosen by the English Department.

ENGL 4950  Senior Seminar (3, Spring)  A capstone course that combines program assessment, post-Simpson preparation, and a senior project. Requires a grade of B- to pass. (Prerequisite: Senior standing)

GEOG 3210  World Regional Geography (3, Fall and Spring)  A regional study of the nations of the modern world, including the basic elements of systematic geography
climates, landforms, natural vegetation, human economies and societies.

HIST 1500
Introduction to History (2, Fall) A study of the development, goals, and methodology of the historical profession. Emphasis is placed upon the fundamentals of historical research and writing. This includes the use of primary and secondary sources, competency in the Chicago Manual of Style, and an introduction to various schools of historical thought. This course is a prerequisite for all history and social science majors.

HIST 2330
United States History to 1877 (3, Fall) A survey of the political, economic, social and cultural history of the United States from the pre-colonial period through the Civil War. Topics include indigenous and European influence on the development of the colonies, the causes and consequences of the War of Independence, the origin and principles of the U.S. Constitution, westward expansion, sectional conflict, and the Civil War and Reconstruction. (Satisfies state requirements in U.S. history, constitution, state and local government.)

HIST 2340
United States History from 1877 (3, Spring) A survey of the political, economic, social and cultural history of the United States from Reconstruction to the present. Topics include Reconstruction, industrialization, the Progressive Era, World War I, the Twenties, the New Deal, World War II, domestic and foreign policy issues of post-World War II in the 1950s and 60s, Vietnam, Watergate, and current issues facing the nation. This course also highlights the development of California state and local governments.

HIST 3050
History and Literature of the Intertestamental Period (3, Fall) An investigation of Jewish history and literature from the 400 silent years between the Old and New Testaments. The course examines history between the Captivity and the Second Jewish Revolt and studies the extra-canonical Jewish literature of the period 250 BC to AD 100 against the backdrop of the Old Testament canon. (Prerequisites: BIBL 1300 and BIBL 1310) (Also BIBL 3050)

HIST 3300
History of Modern Europe (3, Even Fall) Political, economic and social developments in the societies of Europe from 1870 to the present. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 3310
Latin American Civilization (3, Even Fall) A survey of the political, cultural, and economic development of the modern states of Latin America from their pre-Columbian origins to the present day. Emphasis is placed upon the civilizations of Mexico, Peru, Argentina, and Brazil. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 3320
History of Russia (3, Odd Spring) An overview of Russian civilization from the rise of Kievan Russia to its modern experiment in democracy. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 3330
History of England (3, Odd Spring) The development of English civilization traced from the Roman period to the present. Emphasis is placed upon political, cultural, religious and economic factors. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 3340
History of California (3, Spring) An examination of the history of California from the Spanish conquest to the present. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 3350
History of East Asia (3, Odd Fall) A survey of East Asia with concentrations on China and Japan. Emphasis is placed on 19th and 20th century history and the emerging influence of the Pacific Rim as a political and economic region. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 3370
History of Early Christianity (3, Even Spring) An overview of the history and inner development of Christianity to A.D. 1054. Special attention is given to the Roman context, contributions of the church fathers, and the seven Ecumenical Councils. (Also THEO 3370)

HIST 3380
History of Subsaharan Africa (3, Odd Fall) Surveys the history of the region from the pre-historical time period to the present. Explores the various phases in African history: hunter-gather and agricultural societies, ancient Africa to medieval empires and kingdoms to European expansion, classical colonization to decolonization, and contemporary Africa. Focuses on the role of Africa as actor, resistor, victim and survivor. (Prerequisite: HIST 1500, HIST 2330, HIST 2340)

HIST 3385
History of the Islamic World (3, Even Spring) A study of the Islamic world from the time of Muhammad to the present. Emphasis will be placed on the rise of Islamic civilizations, spread of religion and trade, contact, conflict and compromise with the outside world, as well as current political, religious and social issues. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 4010
History of World Mission (3, Odd Fall) An examination of the history of the church from a missionary perspective. The course seeks to understand the definitions, motivations and methods of past missionaries and missionary movements, as well as the principles that guided the expansion of the church, with a view toward the student’s spiritual formation. (Prerequisite: junior or senior standing) (Also MISS 4010)

HIST 4030
Old Testament History (3, Even Fall) A detailed survey of Israel’s history, primarily from the books of Joshua through Esther with an emphasis on the historical method. (Prerequisites: BIBL 1300 and BIBL 2220) (Also BIBL 4030)

HIST 4320W
Historiography (3, Fall) Senior seminar course that addresses the study of historical interpretation, bibliography and research methods, including a survey of historical writing from antiquity to the present. Passing this course with a C or higher demonstrates writing competency in the History and Social Science majors. (Prerequisite: passing score on the English Proficiency Exam; senior standing)

HIST 4335
Colonial and Early American History (3, Fall) A study of colonial and early American society, politics, and economics from the first contacts through the mid-19th century. Emphasis is placed upon colonial life, origins of the American Revolution, writing of the Constitution, struggles of early nationalism, and the transformations of the Market Revolution. This course meets state requirements in the United States Constitution. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 4338
Civil War and Reconstruction (3, Odd Fall) A history of the United States from
the antebellum period through the end of Reconstruction. Emphasis will be placed on the social, political, and economic factors leading to the Civil War and its aftermath. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 4345
Rise of Modern America (3, Odd Spring) A history of the United States from 1877 to 1945. Emphasis will be placed on the Gilded Age, Progressive Era, the Roarin’ Twenties, Great Depression, and World War II. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 4360
Selected Topics in U.S. History (3, Odd Fall) A course designed as the senior seminar within the United States History concentration. Emphasizing primary sources, this advanced course will focus on a specific significant era, event, person or movement as selected by the professor. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 4370
U.S. Since WWII (3, Even Spring) A history of the society, politics, and economics of the United States since World War II. Topics include the Cold War, the Fifties, the Sixties, the Vietnam War, Civil Rights, post 9/11 America, and the presidents since World War II. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 4410
Selected Topics in European History (3, Even Spring) A course designed as the senior seminar within the European History concentration. Emphasizing primary sources, this advanced course will focus on a specific significant era, event, person or movement within European history as selected by the professor. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HIST 4510
Selected Topics in Non-Western/Non-U.S. History (3, Odd Spring) A course designed as the senior seminar within the Non-Western/Non-U.S. History concentration. Emphasizing primary sources, this advanced course will focus on a specific significant era, event, person or movement within non-Western/non-U.S. history as selected by the professor. (Prerequisites: HIST 1500, HIST 2330, HIST 2340)

HUMA 1450
World Civilizations I (3, Fall) A survey of the development of major world civilizations from their roots in Ancient Asia to approximately A.D. 1500, with emphasis upon political, social and economic factors.

HUMA 1460
World Civilizations II (3, Spring) A survey of the development and geographical expansion of major world civilizations from the 16th century to the present, with emphasis upon political, social and economic factors.

HUMA 3440
Fine Arts in Western Culture (3, Fall and Spring) A study of the development of art, sculpture and architecture from early Greek times to the present. Attention is given to individual and period styles and their interrelation. Photographic reproductions of significant works of art are studied in detail.

HUMA 4000
Interdisciplinary Seminar (3, Fall and Spring) Provides integration and assessment of all learning in the Liberal Studies major. Students will participate in interdisciplinary study and discussion, field experiences, summative assessment, and preparation of a major project. Required of all Liberal Studies students during their final year. (Prerequisite: Senior standing)

LANG 1530
Spanish I (3, Fall) A course in elementary Spanish, including grammar, vocabulary, and pronunciation, with application through conversation, reading, and written exercises. Emphasis is placed on relating the language to the customs and culture of Spanish-speaking people. Lab work required outside of class. To enroll in the class, students with any previous experience in Spanish must take a placement test. Consultation with instructor highly recommended.

LANG 1540
Spanish II (3, Spring) A course in elementary Spanish, including grammar, vocabulary, and pronunciation, with application through conversation, reading, and written exercises. Emphasis is placed on relating the language to the customs and culture of Spanish-speaking people. Lab work required outside of class. To enroll in the class, students with any previous experience in Spanish must take a placement test. Consultation with instructor highly recommended. (Prerequisite: C or better in LANG 1530 or satisfactory score on placement exam)

LANG 2005
Special Topics in Spanish (1-4, TBA) A course on a topic chosen by the professor. The course will be applicable as a lower-division Spanish requirement.

LANG 2530
Spanish III (3, Fall) Follows LANG 1540. This course reviews and augments a study of the basic grammar structures of Spanish. Students are introduced to Spanish literature. Conversational involvement is increased. (Prerequisite: LANG 1540 or satisfactory score on placement exam)

LANG 2540
Spanish IV (3, Spring) A course in practical application of material learned in Spanish I, II, and III. Activities include listening, conversation, reading, and composition. Emphasis placed on the customs and culture of Spanish-speaking people. Only Spanish will be spoken in this course. (Prerequisite: LANG 2530 or satisfactory score on placement exam)

LANG 3025
Hispanic Short Stories (3, Odd Fall) A study of leading contemporary short story writers from Latin America and Spain with background readings and reports on representative authors. (Prerequisite: LANG 2540 or satisfactory score on placement exam)

LANG 3100
Advanced Spanish Grammar and Composition (3, Even Spring) Intensive review of Spanish grammar and its application to composition. (Prerequisite: LANG 2540 or satisfactory score on placement exam)

LANG 3200
Advanced Spanish Oral Expression (3, Even Fall) Intensive practice in spoken Spanish at an advanced level of proficiency. Guided conversations and discussions, debates and speeches. (Prerequisite: LANG 2540 or satisfactory score on placement exam)

LANG 4000
Field Experience (1-9, TBA) Designed to give students the opportunity to practically apply Spanish skills and concepts in a professional setting. Supplemented with faculty oversight to provide analysis and discussion of on-site internship experience, the course is appropriate for upper-division students.

LANG 4100
Film in Spain and Latin America (3, Odd Spring) This course will examine a variety of films that represent the cultural and linguistic diversity in areas of Spain and Latin America. (Prerequisite: LANG
LANG 4530  
**Spanish Practicum** (1-4, TBA) This course provides students the opportunity to continue to develop their language proficiency in Spanish and enables them to use their language skills in situations outside the classroom setting. (Prerequisite: admittance upon approval of instructor)

LANG 4550  
**Special Topic in Spanish** (1-4, TBA) An advanced course on a topic chosen by the professor. The course will be applicable as an upper-division Spanish requirement.

LDAC  
**Leader Development and Assessment Course** LDAC is the crucible of the Army ROTC Program. As such, Cadet Command must provide the best professional training and evaluation possible for all cadets. The primary focus at LDAC is to evaluate each cadet’s officer potential in a collective environment. The secondary purpose of LDAC is to validate specific skills taught on campus and to impart selective individual and collective common skills. LDAC represents the only opportunity for this command to assemble cadets from disparate schools into an environment with common operational conditions. This course does not carry academic credit. It is taken in the summer between the junior and senior year, at Fort Lewis, Washington.

LEAD 1100  
**First Year Experience** The FYE course is a seven-week course required for all new students with less than 24 credits on their transcript. The class utilizes lectures from speakers, teachings from professors, and discussions from student FYE leaders. A heavy emphasis is placed on using StrengthsQuest development from the Gallup Organization.

LEAD 1220/1221  
**Chapel Leaders Training Seminar I, II** (1, Fall and Spring) The purpose of this two-part course is to equip, empower, and prepare the student in the spiritual discipline of private and corporate worship and liturgies. The course is offered to students who qualify on a pre-selected basis and is required for all worship leaders and apprentices who are involved in the leading of worship for campus events that fall under the jurisdiction of the division of Spiritual Formation. Much attention is given to discussion and interaction, biblical instruction, cultural dynamics, communication, administration, and pastoral roles. This course will focus around the “heart” issues of both worshiper and worship leader.

LEAD 3010  
**Student Leadership Seminar** (1, Fall and Spring) A course designed to train student leaders in the biblical foundations of leadership, practical skills for leadership, and principles for managing the responsibilities of a leader.

LEAD 3010  
**Student Leadership Seminar** (1, Fall and Spring) A course designed to train student leaders in the biblical foundations of leadership, practical skills for leadership, and principles for managing the responsibilities of a leader.

LEAD 3000/3100  
**Ministry Practicum** (0, Fall and Spring; must be taken in same academic year) Requirement for graduation for all traditional undergraduate students. This course has three components. The first component is an off-campus, approved student ministry field experience. The second element is a mentoring relationship provided by the place of service. The third component is class time. (Ministry and Worship majors required to do an internship are exempt from Ministry Practicum.)

LING 3350  
**Language Acquisition** (3, Spring) An introduction to the disciplines of linguistics and semantics as they apply to learning a foreign language. The course provides the background and tools necessary for effective language learning.

LING 4320  
**Language Learning** (3, Fall and Spring) This course offers an overview of the nature of human language, including language acquisition as well as the structure and formation of sounds, words, and sentences. An understanding of these basic components and associated vocabulary is then applied to human linguistic interactions within social, educational, and international contexts. (It is highly recommended that ENGL 3280 be taken prior to or concurrent with this course.)

LING 4330  
**Communicating Cross-Culturally** (3, Fall and Spring) A study of the principles and processes of communicating from one culture or subculture to another. Attention is given to the study of language as well as non-verbal forms of communication. (Prerequisite: junior or senior standing) (Also COMM 4330)

LING 4400  
**Sociolinguistics** (3, Odd Fall) This course provides an overview of the field of sociolinguistics. It focuses on the interactive and interdependent nature of language and society. Topics will consist of the life-cycle of languages, including language maintenance, shift, and death; the influences of gender, age, ethnicity, geographical location, and national identity on attitudes toward language; and the social and political implications of teaching English both in the United States and abroad.

MATH 1500  
**Elementary Algebra** (3, Fall) A study of foundational topics found in beginning algebra. Students with low math placement examination scores are required to take this course. (This course does not satisfy the Math Proficiency graduation requirement.)

MATH 1520  
**Intermediate Algebra** (3, Fall and Spring) After a quick review of elementary algebra, the course continues in the study of first and second degree equations, inequalities, exponential and logarithmic functions, and solutions of systems of equations and inequalities. Problem-solving skills will be emphasized, and topics relevant to college math courses will be presented. (Prerequisite: MATH 1500 or equivalent with a grade of C or better, or placement by examination) (This course does not satisfy the Math Proficiency graduation requirement.)

MATH 1525  
**Intermediate Algebra** (3, Fall) A study of foundational topics found in beginning algebra. Students with low math placement examination scores are required to take this course. (This course does not satisfy the Math Proficiency graduation requirement.)

MATH 1550  
**Precalculus** (3, Fall) A study of elementary functions (including polynomial, rational, radical, trigonometric, exponential, and logarithmic functions) and conic sections. May also include the use of matrices and determinants to solve systems of equations. This course is designed to prepare students for calculus. (Prerequisite: MATH 1520 or high school Algebra II or its equivalent)

MATH 2030  
**Discrete Math** (3, Fall) A study of logic, set theory, functions, relations, and math-
ematically inductive. Additional topics may include number theory, combinatorial mathematics, graph theory, and automata. The concepts in this course will be used to promote the application of discrete mathematics to the solution of real-world problems. (Prerequisite: MATH 2430 or consent of instructor)

MATH 2120/3120 Putnam Problem Seminar (1, Fall) Participation in a regularly held problem-solving seminar, which is intended as preparation for the annual Putnam Mathematical Competition. May be repeated once for lower-division credit and once for upper-division credit, with upper-division credit granted to those with junior or senior standing. (Course is graded pass/fail.) (Also BMIS 2830)

MATH 2130/3130 Mathematics Seminar (1, Spring) Participation in a regularly held mathematics seminar. May be repeated once for lower-division credit and once for upper-division credit, with upper-division credit granted to those with junior or senior standing. (Course is graded pass/fail.) (Also BMIS 2830)

MATH 2200 Math for the Educated Citizen (3, Fall and Spring) A study of some of the uses of mathematics in society today. Topics may include propositional logic, the metric system, management science methods, probability and statistics, business applications, growth and expansion problems, tilings, and the analysis of patterns. (Prerequisite: MATH 1520 or demonstrated math competency)

MATH 2300 Math Concepts for Teachers I (3, Fall) A study of sets, logic, number theory, whole numbers, integers, rational numbers, fractions and decimals, irrational numbers, and problem solving. A conceptual approach is supplemented with laboratory activities. (Prerequisite: MATH 1520 or demonstrated algebra competency)

MATH 2400 Math Concepts for Teachers II (3, Spring) A study of geometric figures, measurement, algebra and functions, mappings, statistics, and probability. A conceptual approach is supplemented with laboratory activities. (Prerequisite: MATH 1520 or demonstrated algebra competency)

MATH 2430 Calculus I (4, Spring) A study of limits, continuity, differentiation, related rates, maxima and minima problems, and integration. Graphics software and graphing calculators may be used to illustrate the application of calculus to real-life problems. (Prerequisite: MATH 1830 or high school math equivalent)

MATH 2460 Calculus Survey for Life Sciences (3, Spring) This survey of calculus is intended for science majors. The course includes a study of derivatives, integrals, and infinite series. Applications in the sciences are explored, including maximum and minimum problems. This course does not count toward a math major or a math minor. (Prerequisite: MATH 1830 or high school math equivalent)

MATH 2530 Calculus II (4, Fall) A study of applications of the derivative, techniques of integration, applications of the integral, improper integrals, and infinite series. Graphics software and graphing calculators may be used to illustrate the application of calculus to real-life problems. (Prerequisite: MATH 2430)

MATH 2560 Statistics (3, Fall and Spring) An examination of the fundamentals of statistical theory, with an emphasis on the use and interpretation of elementary descriptive and inferential statistics. (Prerequisite: MATH 1520 or demonstrated algebra competency) (Also BUSS 2610)

MATH 2580 Calculus III (4, Spring) A study of vectors, partial derivatives, multiple integrals, optimization, and line and surface integrals. Graphics software and graphing calculators may be used to illustrate the application of calculus to real-life problems. (Prerequisite: MATH 2530)

MATH 2600 Linear Algebra (3, Spring) A study of vector spaces, bases and dimension, linear maps and matrices, eigenvalues and eigenvectors, determinants, and inner product spaces. The concepts in this course will form the basis for exploring problems in other disciplines. (Prerequisite: MATH 2530)

MATH 2610 Business Statistics (3, Fall) A study of probability, random variables and their distributions, estimation, statistical inference, regression and correlation, and the analysis of variance. The concepts in this course will be applied to the experimental process. (Prerequisite: MATH 2530)

MATH 3330 Probability Theory (3, Fall) A study of probability and statistics. Elements of algebra, calculus, and geometry. Students will research, prepare and present papers investigating the lives of historical mathematical figures, historical mathematical events, and mathematical topics, as well as the role of the mathematician’s faith. There will be a discussion of the multicultural nature of mathematics history. (Prerequisites: MATH 2430 and a passing score on the English Proficiency Exam, or consent of instructor. It is recommended that students also have earned credit in MATH 2030.)

MATH 3530 Mathematical Statistics with Probability and Probability Theory (3, Spring) A study of probability, random variables and their distributions, estimation, statistical inference, regression and correlation, and the analysis of variance. The concepts in this course will be applied to the experimental process. (Prerequisite: MATH 2530)

MATH 3630W Mathematical Statistics with Probability Theory (3, Even Fall) A study of divisibility, congruence, quadratic reciprocity, arithmetic functions, diophantine equations, and introductory elements of algebraic number theory. The course will include the application of number theory to real-world problems. (Prerequisite: MATH 2030 or consent of the instructor)

MATH 3730 Number Theory (3, Even Fall) A study of divisibility, congruence, quadratic reciprocity, arithmetic functions, diophantine equations, and introductory elements of algebraic number theory. The course will include the application of number theory to real-world problems. (Prerequisite: MATH 2030 or consent of the instructor)

MATH 3930 History of Mathematics and Mathematics in Society Today. Topics include the development of mathematics, the role of the mathematician’s faith, There will be a discussion of the multicultural nature of mathematics history. (Prerequisites: MATH 2430 and a passing score on the English Proficiency Exam, or consent of instructor. It is recommended that students also have earned credit in MATH 2030.)

MATH 3930W History of Mathematics and Mathematics in Society Today. Topics include the development of mathematics, the role of the mathematician’s faith, There will be a discussion of the multicultural nature of mathematics history. (Prerequisites: MATH 2430 and a passing score on the English Proficiency Exam, or consent of instructor. It is recommended that students also have earned credit in MATH 2030.)
with their peers, and develop plans for senior projects. Taken together with MATH 4120, this course will integrate all aspects of the student’s work and will involve a summative evaluation of the student’s education. (Prerequisite: Consent of instructor)

MATH 4030
Modern Algebra (3, Even Spring) A study of groups, rings, fields, homomorphisms, polynomial theory, quotient structures, and isomorphism theorems. (Prerequisite: MATH 2030 and MATH 2730, or consent of instructor)

MATH 4120
Senior Seminar (2, Spring) Provides students with opportunities to apply what they have learned in previous mathematics courses to new topics of interest. Taken together with MATH 4020, this course will integrate all aspects of the student’s work and will involve a summative evaluation of the student’s education. (Prerequisite: MATH 4020)

MATH 4220
Field Experience (2, Fall) Provides students with opportunities to visit high school teachers, community college instructors, engineering consultants, and other professionals who use mathematics. (Prerequisite: Consent of instructor)

MATH 4240
Real Analysis (3, Odd Fall) A rigorous study of calculus over the real numbers. The concepts of continuity, sequences, differentiation, and integration are defined in more general terms, and new topics such as compactness, sequences of functions, density and completeness are introduced. (Prerequisites: MATH 2030 and MATH 2630, or consent of instructor)

MATH 4250
Complex Analysis (3, Even Fall) A study of complex numbers, analytic functions and the Cauchy-Riemann equations, complex integration, Cauchy’s theorem, Cauchy’s integral formula, power and Laurent series, residues and poles, conformal maps, and applications. (Prerequisite: MATH 2030 and MATH 2630, or consent of instructor)

MATH 4400
Selected Topics in Mathematics (1-4, TBA) An advanced course on a topic chosen by the instructor. (Prerequisite: Consent of instructor)

MATH 4630
Geometry (3, Odd Spring) A study of geometry from a synthetic as well as axiomatic perspective. Foundational topics covered will include points, lines, segments, angles, triangles, quadrilaterals, circles. Euclidean topics covered may include trigonometry, coordinates, and vectors. Other topics covered may include transformations and non-euclidean topics such as hyperbolic geometry. (Prerequisite: MATH 2030 and MATH 2730, or consent of instructor)

MINS 3040
Preaching I (3, Fall) An application of various theories of preaching. The course covers basic patterns of sermons, sermon preparation, sermon delivery, and sermon evaluation as they relate to a variety of audiences. (Prerequisite: MINS 3040) (Also COMM 3040)

MINS 3050
Preaching II (3, Odd Spring) An opportunity to develop further preaching skills. The course expands preaching styles, addresses special concerns of preachers, and develops skills in evaluating sermons. (Prerequisite: MINS 3040) (Also COMM 3050)

MINS 3106
Women in Church and Society (3, Spring) An examination of women’s roles and experiences in select historical contexts, past and present. Anchored in biblical and theological reflection, and encompassing feminine self-understanding, the class assists women in preparation for various Christian ministries to women. (Also THEO 3106)

MINS 3210
Principles and Practice of Evangelism (3, Fall) An introduction to the theology, principles, and methods of evangelism. The course includes field application and emphasizes evangelism in various cultural contexts.

MINS 3510W
Simpson in Historical Perspective (3, Fall) An introduction to the life and thought of A.B. Simpson and its influence on the Christian and Missionary Alliance. The course explores the impact of Simpson’s vision and passion for world evangelization in historical context, allows for comparison with other denominations and movements, and prepares students for credentialing. (Prerequisite: Passing score on the English Proficiency Exam)

MINS 3550
Small Group Ministries (3, Spring) An examination of the theology and use of small groups in ministry. The course highlights the practical challenges of developing, implementing and overseeing an effective small group ministry. (Also CHED 3550)

MINS 3600
Ministry Internship I (2, Fall and Spring). Field experience for the ministry student with an emphasis upon observation in a local church or parachurch ministry setting. The course includes an orientation to the ministry experience. (Prerequisite: junior or senior standing)

MINS 3601
Ministry Internship II (2, Fall and Spring). Field experience for the ministry student with an emphasis upon participation in a local church or parachurch ministry setting. The course includes extensive debriefing about the ministry experience. (Prerequisite: MINS 3600)

MINS 4340
Ministry Seminar (3, Spring) A capstone experience designed to integrate a student’s college learning. The course prepares students for finding a ministry position through personal assessment, solidifying a biblical philosophy of ministry, and preparing for future ministry. (Prerequisite: senior standing)

MINS 4500
Leadership in Ministry (3, Fall) A study and application of the principles and skills of biblical leadership and management. The course develops leadership skills in planning, organizing, and staffing ministries and in conflict management and working with volunteers. (Also CHED 4500) (Also titled “Principles of Leadership and Management” with different course description in the ASPIRE program.)

MINS 4520
Pastoral Skills (3, Even Spring) A study in and application of the general skills of the pastoral ministry. The course considers weddings, funerals, baptisms, communion, communications, visitation, professional and social relationships, and candidate placement.

MINS 4600
Ministry Internship III (1-4, Fall, Spring, Summer). Advanced field experience for the ministry student. (Prerequisite: MINS 3601)

MINS 4601
Ministry Internship IV (1-4, Fall, Spring, Summer). Advanced field experience for the ministry student. (Prerequisite: MINS 4600)

MINS 4770
Church Planting (3, Odd Spring). An introduction to the biblical basis, principles, methods and cultural dynamics involved in church planting and church growth. The course considers the qualifications and gifts of a church planter and
involve students in designing, assessing, and implementing church planting strategies.

**MISS 3740**  
*Peoples of the World* (3, Fall) A focused study of the religions, languages, history, and culture of the region of the world where the current missionary-in-residence has ministered. The course also examines the region’s mission history and strategies. (Also CCST 3740)

**MISS 4010**  
*History of World Mission* (3, Odd Fall) An examination of the history of the church from a missionary perspective. The course seeks to understand the definitions, motivations, and methods of past missionaries and missionary movements, as well as the principles that guided the expansion of the church, with a view toward the student’s spiritual and ministry formation. (Prerequisite: Junior or senior standing) (Also HIST 4010)

**MISS 4020**  
*Contemporary Issues in World Mission* (3, Fall) An examination of theological and political issues such as contextualization, urbanization, spiritual warfare, liberation theology, and ecumenism. (Prerequisite: Junior or senior standing)

**MISS 4062**  
*Cross-Cultural Internship* (3, Spring-Summer) Field experience in working in a foreign culture. The course entails observation and participation under the supervision of a mission organization or leader. (Also CSST 4062)

**MSCI 1110**  
*Leadership and Personal Development*  
(1) This course introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

**MSCI 1120**  
*Introduction to Tactical Leadership*  
(1) This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the course experience.

**MSCI 2210**  
*Innovative Team Leadership*  
(2) This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier’s Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

**MSCI 2220**  
*Foundations of Tactical Leadership*  
(2) This course examines the challenges of leading tactical teams in the COE. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MSCI 2220 provides a smooth transition into MSCI 3310. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Contemporary operating environment (COE) case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

**MSCI 2230**  
*Military History*  
(2) Through the application of the nine Principles of War to key battles in both American and world history, students will gain an understanding of tactics on a strategic and operational level, while evaluating the leadership and decision-making processes of key leaders. This course is required for commissioning. (Prerequisite: Contracted cadet with sophomore, junior or senior standing)

**MSCI 3310**  
*Adaptive Team Leadership*  
(2) This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. The focus is developing students’ tactical leadership abilities to enable them to succeed at ROTC’s summer Leadership Development and Assessment Course (LDAC).

**MSCI 3320**  
*Leadership under Fire*  
(2) This course uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when “under fire” are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development and Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operation orders. Cadets are evaluated on what they know and do as leaders.

**MSCI 4410**  
*Developing Adaptive Leaders*  
(2) This course develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Cadets analyze, evaluate, and instruct cadets at lower levels. Both their classroom and leadership experience are designed to prepare MSCI 4410 cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

**MSCI 4420**  
*Leadership in a Complex World*  
(2) This course explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses
case studies, scenarios, and exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

**MSCI 1110L-4420L**  
**Leadership Laboratory** (0.5) This course provides practical application of the military skills taught in basic and advanced MSCI courses. The lab is a co-requisite for all courses. Labs meet one afternoon per week for two hours. Graded pass/fail.

**MSCI 3100/3200**  
**Military Conditioning** (0.5) This course provides basic physical training for cadets and other interested students. The course meets three times per week, one hour per day. Graded pass/fail.

**MSCI 4000**  
**Special Studies in Military Science** (2) Independent study of one or more special problems in Military Science. Possible areas of study include dimensions of leadership, principles of war, air-land battle imperatives, military strategy, the operational art, and professional ethics. May be repeated twice for credit when topic differs. Prerequisites: permission of the Professor of Military Science, and completion of MSCI 3310, 3320, 4410 and 4420.

**MUAP 1712/3712**  
**Simpson Chorale** (2, Full year) Open to all by audition. Sacred choral works are presented in concerts on and off campus. Upper-division credit is granted those students with two years’ experience in large ensembles. The credit level for transfer students is established upon transfer.

**MUAP 1713/3713**  
**Wind Ensemble** (1, Fall and Spring) Emphasis on study and performance of a wide variety of literature for band. Concerts will be presented on campus and on tour. Open to wind and percussion students by audition. Upper-division credit is granted those students with two years’ experience in large ensembles.

**MUAP 1714/3714**  
**Symphony Orchestra: Sinfonia** (1, Fall and Spring) Open to students by audition. Especially applicable to string players, but also open to woodwind, brass, and percussion players. Upper-division credit is granted those students with two years’ experience in large ensembles.

**MUAP 1721/3721**  
**Vocal Ensemble** (1, Fall and Spring) Open to all students by audition. Several small groups may be formed to prepare small ensemble, classical, contemporary, and sacred works for presentation on and off campus. Upper-division credit is granted those students with two years’ experience in small ensembles. Must be enrolled in Chorale.

**MUAP 1722/3722**  
**Trinity Repertory Singers** (1, Fall and Spring) Open to students, staff, and community members. The preparation and performance of larger choral repertoire representing a variety of styles. Concerts are usually accompanied by the Simpson Sinfonia. This group meets once a week for two hours.

**MUAP 1741/1751**  
**Piano Class I, II** (1, Fall and Spring) Note and rhythm reading at the keyboard. Students learn scales, chords, sight reading, and repertoire. Intended for beginning piano students.

**MUAP 1753**  
**Guitar Class** (1, Fall and Spring) This course will provide an opportunity for students to develop fundamental skills necessary to read and write music. These skills will be transferred through technique studies into musical performance using the guitar. Students will explore musical concepts and skills through gospel, worship, folk, popular, blues, and classical music genres.

**MUAP 1755/1756**  
**Voice Class I, II** (1, Fall and Spring) Intended for beginning singers. The class covers the basics of tone production, breath control, musical expression, and stage performance through exercises and solo songs.

**MUAP 1783/3783**  
**Jazz Ensemble** (1, Full year) Offers students an opportunity to explore jazz literature and improvisation. Open to instrumentalists by audition. Credit earned in Jazz Ensemble may not be used to meet “large ensemble” requirements for music majors or minors. Upper-division credit is granted those students with two years’ experience in small ensembles. Must also be enrolled in a large ensemble.

**MUAP 1791/3791**  
**Women’s Concert Choir** (1 or 2, TBA) Open to all students by audition. A wide variety of sacred, classical, and contemporary choral works are presented in concerts on and off campus. Upper-division credit is granted those students with two years’ experience in large ensembles. The credit level for transfer students is established upon transfer.

**PRIVATE INSTRUCTION FOR APPLIED MUSIC MAJORS AND MINORS**  
Juries, studio class and recital performance required. Specific requirements for each level will be determined by the instructor (I) or are described in the Music Student Handbook (SH).

**MUAP 17B4, 27B4, 37B4, 47B4** - Private Instruction [Brass] (1 or 2) (I)

**MUAP 17C4, 27C4, 37C4, 47C4** - Private Instruction [Composition] (1 or 2) (I)

**MUAP 17D4, 27D4, 37D4, 47D4** - Private Instruction [ Percussion] (1 or 2) (I)

**MUAP 17G4, 27G4, 37G4, 47G4** - Private Instruction [Guitar] (1 or 2) (I)

**MUAP 17P0, 27P0, 37P0, 47P0** - Private Instruction [Piano] (1 or 2) (SH)

**MUAP 17Q0, 27Q0, 37Q0, 47Q0** - Private Instruction [Percussion] (1 or 2) (I)

**PRIVATE INSTRUCTION FOR ALL MUSIC MAJORS AND MINORS**  
Juries, studio class and recital performance required.

**PRIVATE INSTRUCTION FOR NON-MUSIC MAJORS AND MAJORS WITH A SECONDARY INSTRUMENT**  
No juries, studio class and recital performance required.

**MUAP 17B0, 27B0, 37B0, 47B0** - Private Instruction [Brass] (1)

**MUAP 17C0, 27C0, 37C0, 47C0** - Private Instruction [Composition] (1)

**MUAP 17D0, 27D0, 37D0, 47D0** - Private Instruction [ Percussion] (1)

**MUAP 17G0, 27G0, 37G0, 47G0** - Private Instruction [Guitar] (1)

**MUAP 17P0, 27P0, 37P0, 47P0** - Private Instruction [Piano] (1)

**MUAP 17S0, 27S0, 37S0, 47S0** - Private Instruction [Orchestral Strings] (1)

**MUAP 17V0, 27V0, 37V0, 47V0** - Private Instruction [Voice] (1)

**MUAP 17W0, 27W0, 37W0, 47W0** - Private Instruction [Woodwind] (1)
MUAP 1820  
Piano III (1, Fall and Spring) A course designed to help music majors meet their sophomore piano proficiency requirement. Major and minor scales and arpeggios, keyboard harmony, sight-reading, and repertoire.

MUAP 1830  
Piano IV (1, Fall and Spring) A continuation of the course of study introduced in Piano III with an emphasis on more advanced keyboard harmony, sight-reading, and repertoire. (Prerequisite: MUAP 1820 with a grade of “C” or higher or permission of the instructor)

MUAP 2000  
Studio Class (0, Fall and Spring) A performance class designed to give practical focus to applied private instruction and to develop performance, poise, and confidence. A required co-requisite for every semester of private instruction.

MUAP 2020  
Worship Service Project (2) The design of a worship service through consultation with a music faculty member, the recruitment and rehearsal of musicians to serve in the service project, and the presentation of the worship service in a recital format.

MUAP 2790, 3790  
Vocal Diction and Literature I, II (2-2, Even Spring-TBA) A course of study in phonetics for those majoring in voice. It will cover the languages most used in singing: English, Latin, German, Italian, and French.

MUAP 3100  
Jazz Improvisation (2, TBA) Specific techniques necessary to develop musical spontaneity in a variety of jazz idioms; development of mind-ear-kinesthetic relationships. (Prerequisite: MUSI 1630 or consent of instructor)

MUAP 3710  
Conducting I (2, Fall) Study of fundamental conducting skills: beat patterns, the conté conductor as leader and interpreter, right- and left-hand basic articulations and patterns, transposition, score-reading abilities, tempi, fermata, and musical terms. Equal emphasis given to choral, band, and orchestral music. (Prerequisite: MUSI 2620)

MUAP 3715  
Singer/Actor Workshop (2; Spring) This course trains singers to move and interact on stage within the context of musical theater and opera repertoire. College-wide presentations of musical theater occur on Even Springs, opera presentations on Odd Springs. (Prerequisite: Consent of the instructor)

MUAP 3720 - Woodwind Pedagogy (1, Odd Fall)

MUAP 3730 - Brass Pedagogy (1, Even Fall)

MUAP 3740 - String Pedagogy (1, Even Spring)

MUAP 3750 - Percussion Pedagogy (1, Odd Spring)

MUAP 3760  
Piano Pedagogy (2, Odd Spring) A survey of methods and repertoire for both individual and class instruction in beginning and intermediate piano, with an emphasis on observation and practice teaching.

MUAP 3761  
Vocal Pedagogy (2, Even Fall) A survey of methods and repertoire for both individual and class instruction in beginning and intermediate voice, with an emphasis on observation and practice teaching.

MUAP 3762  
Instrumental Pedagogy (2, Odd Fall) A survey of methods and repertoire for both individual and class instruction in beginning and intermediate instruments (woodwind, brass, string, or percussion), with an emphasis on observation and practice teaching.

MUAP 3770  
Children’s Music (3, Spring) A study of the singing, listening, and rhythmic experiences which characterize children’s music in elementary school. Emphasis includes observation and is designed for persons who will teach music as specialists or in the self-contained classroom. (Prerequisite: MUSI 1500 or equivalent)

MUAP 3771  
Chamber Music Ensemble (1, TBA) Performance opportunities in a variety of traditional and non-traditional instrumental and vocal combinations and media. Attention is given to the preparation of selected works, with a view to public performance. Course may be repeated. (Prerequisite: consent of instructor)

MUAP 3780  
Secondary Music Methods Seminar (3, Even Fall) Observation and analysis of a variety of music curricula used by private and public schools with small and large enrollments. Students will make an in-depth study of several school music curricula and report their findings to the class. An evaluation will be made of each program. A summary of related outside reading will also be required.

MUAP 3790  
Junior Recital (1, Fall and Spring) Required of all applied majors, optional for others. One-half hour of memorized music will be performed in public and graded by student’s instructor in conjunction with the music faculty. Other requirements may be determined by the student’s instructor.

MUAP 3870  
Choral Pedagogy and Resources (1, Odd Fall) Organization of instruction in choral music for adolescent and adult voices. Methods of tone production and development; classification and placement of singers, style, interpretation, intonation, precision, diction, repertoire, balance, blend, rehearsal procedures and ensemble management. Consideration given to accompaniment and dealing with accompanists, performance deportment, attitude and appearance.

MUAP 47SR  
Senior Recital (1, Fall and Spring) Required of all music majors. Applied majors will perform in public one hour of memorized music. Worship and Ministry and Music Education majors will perform in public one half-hour of music. Composition majors will present one-half hour of their own music. The recital will be graded by the student’s instructor in conjunction with the music faculty. Other requirements may be determined by the student’s instructor.

MUAP 4720  
Conducting II (2, Even Spring) A continuation of the concepts covered in MUAP 3710, with a new emphasis on rehearsal. Students will lead and evaluate choral and instrumental rehearsals. Mixed meter, score preparation, deriving a musical interpretation of a composition, and administrative skills will also be studied. Equal emphasis given to choral, band, and orchestral music. (Prerequisite: MUAP 3710)

MUSI 1500  
Introduction to Music (3, Fall and Spring) Skills and talent recognition and development from the premise of rhythm-
mic, melodic, and harmonic analysis and experimentation. The recorder and other rhythmic and melodic instruments are used in developing skills focusing on rhythm, pitch, timbre, intervals, scales, and triads. For the beginning music student.

**MUSI 1600**  
Music in History and Context (3, Spring) Introduction to a wide variety of musical literature and to fundamental issues about music in society and, in relation to those issues, the understanding of selected pieces of music.

**MUSI 1620**  
Music Theory I (3, Fall) A study of the basic harmonic and melodic materials in tonal music through score analysis and part-writing. Must be taken concurrently with MUSI 1720. A grade of C or better is required to advance to the next level.

**MUSI 1630**  
Music Theory II (3, Spring) A continuation of MUSI 1620, dealing primarily with the harmonic and melodic materials and processes of tonal music. Must be taken concurrently with MUSI 1720. A grade of C or better is required to advance to the next level. (Prerequisite: MUSI 1620)

**MUSI 1720**  
Music Theory Lab I (2, Fall) A study of the basic harmonic and melodic materials of tonal music through sight singing, ear training, and harmonic, melodic, and rhythmic dictation. Must be taken concurrently with MUSI 1620. A grade of C or better is required to advance to the next level. (Prerequisite: MUSI 1620)

**MUSI 1730**  
Music Theory Lab II (2, Spring) A continuation of MUSI 1720. Must be taken concurrently with MUSI 1630. A grade of "C" or better is required to advance to the next level. (Prerequisite: MUSI 1720)

**MUSI 2010**  
Chapel Worship Team or Church Internship (1-1, two semesters) Supervised music ministry leadership in conjunction with a local church or Simpson University Worship team. The duties should include the planning and implementation of worship services, worship leading, and rehearsal of ensembles and teams.

**MUSI 2620**  
Music Theory III (3, Fall) A continuation of MUSI 1630, dealing with more complex harmonic and melodic materials within the Western tradition up to approximately the start of the twentieth century. Must be taken concurrently with MUSI 2720. (Prerequisite: MUSI 1630)

**MUSI 2630**  
Music Theory IV (3, Spring) A continuation of MUSI 2620, dealing primarily with the harmonic and melodic materials and processes of modern music. Selected music from other geographical areas of the world will also be studied. Must be taken concurrently with MUSI 2730. (Prerequisite: MUSI 2620)

**MUSI 2720**  
Music Theory Lab III (2, Fall) A continuation of MUSI 1730 with an emphasis on chromatic and harmonic materials, and modulation. Must be taken concurrently with MUSI 2620. A grade of C or better is required to advance to the next level. (Prerequisites: MUSI 1630, 1730)

**MUSI 2730**  
Music Theory Lab IV (2, Spring) A continuation of MUSI 2720. Must be taken concurrently with MUSI 2630. (Prerequisites: MUSI 2620, 2720)

**MUSI 3500**  
Practice of Music Ministry (3, Odd Spring) A study of the integration of music into the church’s worship, education, and outreach with emphasis on the ministry needs of children, youth, and adults. A study of the music program of the church, its general organization, supervision of choral and instrumental groups, worship leading, budgeting, facilities and equipment, and church music literature.

**MUSI 3510**  
Foundations of Music Education (3, Odd Fall) An introduction to the historical, philosophical, sociological, and psychological foundations of music education for prospective teachers. Secondary emphasis is placed upon developing basic writing skills and visiting public school classrooms.

**MUSI 3600**  
Comparative Worship Traditions (3, TBA) A detailed survey of the concept, content and application of worship and liturgy, including that from the Old Testament temple, first century synagogue, Orthodox, Roman, Anglican, Calvinistic, Lutheran, “Free Church,” Charismatic, praise and worship, and Jewish traditions. The study also treats the evolution within these traditions from historical to contemporary liturgy.

**MUSI 3650W**  
Music History II: Medieval through Century (3, Even Spring) A study of music with the western tradition from the Romantic and 20th-century periods. Emphasis is placed on music’s social and cultural contexts, stylistic developments and representative works. (Prerequisite: Passing score on the English Proficiency Exam)

**MUSI 3680**  
Comparative Worship Traditions (3, Odd Spring) A study of congregational song from the early church to the present with emphasis on developing a working knowledge of this repertoire as it relates to worship planning in the contemporary church.

**MUSI 3690**  
Music in World Cultures (3, Fall) An introduction to the music of cultures outside of the European tradition. Discussion of the role of ethno-musicology in missiology.

**MUSI 3700**  
Computer Music Technology (3, Even Spring) A study of the history and current use of technology in music. Areas of emphasis include computer assisted instruction, music notation software, sequencing, sampling, sound production, and wave manipulation.

**MUSI 4500**  
Practicum in Music Ministry (3, Full year; register in Fall) Supervised music ministry in conjunction with a local church, working alongside a minister of music or other pastoral staff member. Duties should contain planning and implementation of worship services, worship leading, rehearsal of ensembles, and other duties outlined by the church. Course fulfills Christian Ministry Practicum requirements. (Prerequisite: MUSI 3500)

**MUSI 4600**  
Form and Analysis (2, Even Spring) A study of the various musical forms composers have favored from the Baroque to the present. Detailed analysis of representative works. (Prerequisite: MUSI 2620)

**MUSI 4610**  
Tonal Counterpoint (2, Even Fall) A study of the contrapuntal technique of the eighteenth century. The rules for placing one voice against another as exemplified in the works of J.S. Bach and others. Will be taught and applied in two, three and four-voice exercises. (Prerequisite: MUSI 2620)

**MUSI 4620**  
Philosophy of Music in the Church (3, Fall) Relationship of music to the church’s
worship, education and outreach, examined with reference to Scripture, the historical practice of the church, and contemporary culture; a personal philosophy of music in the church.

MUSI 4660
Instrumentation and Arranging (3, Odd Spring) Ranges, tonal possibilities, technical limitations, and necessary transpositions for string, woodwind, brass, and percussion instruments. Arranging and adapting choral and instrumental works for current church, educational and concert use, including the application of recent musical developments, such as synthesizer materials and sequencing programs. Accompaniment idioms are considered. Melodic and textural variation, harmonic substitution, modulatory techniques; exercise in a variety of styles and genres. Projects are geared to individual student interest. (Prerequisite: MUSI 2620)

MUSI 4670
Composition (2, Odd Fall) A writing course designed to provide opportunity for developing basic skills in the utilization of musical materials. (Prerequisite: MUSI 2620 or instructor consent)

MUSI 4690
Twentieth Century Theory (2, TBA) A study of the major theoretical and compositional trends within the Western art tradition of the twentieth century. (Prerequisite: MUSI 2620 or instructor consent)

ODLE 1000
Intro to Outdoor Leadership (3, Fall) An introduction to the history, philosophy and social psychology of outdoor leadership. This course includes a detailed examination of outdoor adventure and recreation, its values, current trends, issues and models, and the role it plays in the life of the believer. Consideration is given to the importance of leadership in problem-solving in the outdoor recreational experience and personal/group caretaking skills.

ODLE 1010
Downhill Skiing/Snowboarding (1, Odd Spring) This course is designed to learn the fundamental techniques of downhill skiing and snowboarding. Topics include equipment selection, care and safety issues. Specific objectives depend on students’ level of expertise. Course includes several daylong field experiences. Additional course fee required.

ODLE 1020
Rock Climbing (1, Even Fall) Instruction in beginning climbing techniques, equipment selection and environmental stewardship strategies. This course covers safety procedures, movement techniques, knot-tying, belaying, and top-rope anchor systems. Prepares students for leadership roles in conducting beginning rock-climbing experiences in campus, recreational and adventure programs. Lectures will be in the format of “ground school” on site. Additional charge assessed for field trip.

ODLE 1030
Orienteering (1, Odd Spring) General skills course on the theory and practice of finding your way by map, topographic map reading, and the use of the compass as it relates to course setting and location identification. Course includes field experiences.

ODLE 1040
Mountain Biking (1, Odd Fall) Beginning course on cycling that focuses on mountain biking as a tool for recreation and fitness. Topics include riding techniques, equipment selection, basic bicycle maintenance and repair. Course includes field experience on easy to moderate trails.

ODLE 1050
Kayaking (1, Even Fall) This course is designed to introduce students to the sport of kayaking. Basic instruction in equipment selection, paddling techniques, navigation, trip planning, water rescue skills, and safety precautions in flat and moving water is taught.

ODLE 1060
Hiking (1, Even Spring) Fundamentals of day hiking. Students will have the opportunity to learn about ecological stewardship strategies, specialized equipment, clothing, map reading, and resources for gathering information pertinent to planning a hike.

ODLE 1070
Cross-Country Skiing (1, Even Spring) Introduction to cross-country skiing progressing from beginning to advanced techniques, including safety precautions. Indoor lectures are combined with field experiences to local cross-country ski areas. Additional course fee required.

ODLE 1080
Backpacking (1, Odd Fall) In this course students will gain the skills necessary to prepare for and enjoy a safe wilderness camping experience. Specific skills include planning and packing for a trip, choosing appropriate equipment and clothing, managing risk and appropriately responding in emergencies, reading maps, route finding, and using the wilderness responsibly and courteously. Course includes a weekend overnight excursion.

ODLE 2000
Experiential Outdoor Education (3, Spring) A study of the theory and practice of experiential education and leadership in outdoor adventure and recreational settings. Leadership styles, techniques, methods, and practices will be considered in this class, which bridges classroom and experiential learning. Course includes a number of field experiences.

ODLE 2010
Challenge Education (3, Summer, starting 2009) This course will introduce the student to effective team-building and group-facilitation techniques. Knowledge of challenge by choice principles, group sequencing, group psychological principles, and interpretation of group dynamics will allow students to effectively build teams and promote personal development. The student will gain skills for effective group facilitation on low and high ropes elements at a challenge course. Hardware and safety as well as rescue techniques will be explored. Additional course fee.

ODLE 3000
Outdoor Leadership Internship (3, Summer, starting 2009) Mentored experience, in a marked leadership role, arranged with an organization that implements outdoor adventure or outdoor recreational activities. This internship will result in the creation of a portfolio that correlates field-experience learning to academic relevance and life applications. (Prerequisites: ODLE 1000, ODLE 2000)

ODLE 3010
Instructional Techniques (3, Odd Fall) This course focuses on the development of a personal philosophy for individual and group instruction as well as an understanding of the teaching and learning process. Teaching skills, instructional planning, group management, lesson design, and evaluation techniques are given additional emphasis. Students will lead a learning activity.

ODLE 3020
Wilderness Rescue (3, Even Spring Break, starting 2010) This five-day course during spring break will give students a hands-on opportunity to practice their outdoor leadership skills using high-stress wilderness rescue scenarios. Benefits include increased ability to problem-solve and adapt to various situations. Using a base camp
in the Trinity Mountains, this six-day learning adventure will prepare students for camping in any weather condition. Successful completion of this course will also certify students in Vertical Rescue I and Swift Water Rescue I. Additional course fee. (Prerequisite: PHED 1230, ODLE 2010)

ODLE 3030
Wilderness First Responder (3, Summer, starting 2009) This course is designed to provide instruction in the standards of practice for dealing with wilderness trauma and providing emergency care in remote settings. Topics include: prevention and decision-making, consideration of prolonged transport times, search and rescue operations, and the use of portable and improvised equipment. Upon successful completion of practical and written exams, students will receive a two-year Wilderness First Responder Certificate. The Wilderness First Responder certification is the most widely recognized certification for outdoor leaders. Course includes an eight-day-long field experience providing practical simulations in back-country leadership and rescue skills. Additional course fee. (Prerequisite: PHED 1230)

ODLE 3040
Camp Programming and Administration (3, begins Fall 2008) This online course is designed to develop a basic understanding of the programming, business, leadership and administration skills particular to the camp environment. Topics include the historical and philosophical development of camps, types of camps, program activities, teaching-learning models, leadership recruitment and training, as well as the place camping can play in the spiritual, emotional, relational, and educational development of individuals.

ODLE 4000W
Administration and Management of Outdoor Leadership Programs (3, Fall, starting 2009) This writing-intensive course investigates the practices of leadership, management, programming, marketing, risk assessment, staffing and evaluation common to business or non-profit organizations with an emphasis on outdoor recreational and outdoor adventure programs. (Prerequisite: Junior or senior standing)

ODLE 4960
Developing Visionary Leaders (3, Spring) Reviews learning style research and effective ways to equip and challenge others for leadership. Exploring ways to empower and enhance the skills of staff, volunteers and others is emphasized. (Prerequisite: Junior or senior standing)

PHED 1100
Fitness and Wellness (1, Fall and Spring) An overview of the principles and components of physical conditioning, nutrition, and a well-balanced lifestyle. Students will assess their current levels of fitness and design their own fitness plan.

PHED 1203
Walking for Fitness (1, TBA) This course is designed to give the student an opportunity to improve his/her fitness through the activity of walking. Students will be taught the proper techniques and body mechanics of efficient walking patterns and will be introduced to the components of health-related fitness and contemporary concepts of wellness. Students will learn how to monitor and record their efforts and progress and how to build a personal fitness plan around walking.

PHED 1220
Folk Dance (1, TBA) Folk Dance is an elective physical education course using folk dance to teach motor skills and lifelong fitness. The class will also address the musical and cultural aspects of folk dance. The emphasis is on Israeli and Balkan (Macedonian, Greek, Romanian, etc.) folk dance traditions. Folk Dance will also be presented as an activity for interdisciplinary education. The dances are line or circle dances; no partner dancing is involved.

PHED 1211
Aerobics I (1, TBA) Knowledge, safety and fitness development through aerobics.

PHED 1212
Aerobics II (1, TBA) Continuation of PHED 1211.

PHED 1230
First Aid/CPR (1, Fall) This course gives basic instruction in the techniques of first aid and CPR. Students will learn recognition of first-aid emergencies and treatment of injuries along with safety and healthy lifestyle choices for illness and injury prevention. Successful completion of training leads to Red Cross certification in CPR and first aid. Nominal fee is required for certification.

PHED 1290
Weight Training (1, TBA) Basic knowledge, safety, lifting techniques and fitness development through weight training.

The following courses offer college physical education credit to members of Simpson University varsity athletic teams.

PHED 1140/3140 - Varsity Cross-Country I/II [Men and Women] (1, Fall)

PHED 1510/3510 - Varsity Baseball I/II [Men] (1, Spring)

PHED 1520/3520 - Varsity Basketball I/II [Men] (1, Spring)

PHED 1525/3525 - Varsity Basketball I/II [Women] (1, Spring)

PHED 1540/3540 - Varsity Golf I/II [Men and Women] (1, Spring)

PHED 1550/3550 - Varsity Soccer I/II [Men] (1, Fall)

PHED 1555/3555 - Varsity Soccer I/II [Women] (1, Fall)

PHED 1560/3560 - Varsity Softball I/II [Women] (1, Spring)

PHED 1595/3595 - Varsity Volleyball I/II [Women] (1, Fall)

PHED 1660
Special Topics in Physical Education (1, TBA) A course or an activity/topic chosen by the professor.

PHED 2110
Nutrition for Nursing (3, Fall) Nutritional principles and the role of nutrition in health and disease, with an emphasis on the planning and evaluation of diets, and contemporary nutrition-related concerns. (Prerequisite: CHEM 1300)

PHED 3110
Motor Learning and Performance for Elementary Physical Education (2, Spring) An analysis of the factors which influence learning and performance during motor skill acquisition. Mature performance patterns for fundamental motor skills will be examined. Each student will learn the class through an elementary physical education lesson incorporating learning theories and skill formation concepts. (Prerequisite: PSYC 1600)

PHED 3930
Sport Law and Risk Management (3, Fall) This course is designed to develop legal insight for effective management and the avoidance of legal problems as applied in outdoor adventure and recreational environments from the standard of a working professional. The class provides a basic understanding of liability for injuries, investigates personal and corporate responsibilities, as well as ethical practices.
PHIL 3010
Philosophy and Critical Thought (3, Fall and Spring) An investigation into the viewpoints, methods, and terms of philosophy with consideration given to the main problems and types of philosophy, particularly as they relate to the issues of the contemporary world. Applies critical thinking techniques to the inquiry process.

PHIL 3900
Religions of the World (3, Spring) An introduction to the background, teachings, and influence of the world’s living religions, and Christian attitudes toward them. The course provides a first step toward understanding different worldviews in order to minister effectively to their adherents. (Also RELI 3900)

PHYS 2530
Introduction to Physics (4, Fall and Spring) A conceptual introduction designed to give the student an appreciation for the physical laws inherent in God’s creation. Topics include mechanics, conservation laws, electricity, magnetism, and light. This course satisfies the Foundational Studies laboratory science requirement. Three hours of lecture and two hours of laboratory. (Prerequisite: Math 1520 or equivalent). Note: There is a lab fee for this course.

PHYS 3040
Physics for Math Majors (4, Even Spring) Topics to be covered: vectors, kinematics, particle dynamics, friction, work, energy, momentum, dynamics and statistics of rigid bodies, oscillations, gravitation, fluids and electricity and magnetism (time permitting). Calculus will be used in this course. Three hours of lecture and two of laboratory. (Prerequisite: PHYS 3110, 3120 requires PHYS 3110). Note: There are lab fees for these courses.

PHYS 3080
Modern Science and Society (3, Spring) A study of topics in science since 1900 that have significantly affected western culture and thought, such as relativity, quantum mechanics, chaos, evolution, and artificial intelligence. These issues will be placed in historical, philosophical and faith contexts. There will be readings from original authors. This course satisfies the non-lab science requirement in Foundational Studies. (Prerequisite: Junior or senior standing)

PHYS 3090
Introduction to Astronomy (3, Fall) An algebra-based introduction to the science of astronomy and cosmology, designed to give the student an appreciation for the size and complexity of the universe God created. Topics covered include the solar system, the Milky Way galaxy and the large-scale structure of the universe. Particular emphasis will be placed on reconciling the current understanding of cosmology with the biblical account. Evening observing sessions are required. This course satisfies the non-lab science requirement.

PHYS 3110, 3120
Physics for Life Science I & II (4 units each, Fall/Spring sequence) A two-semester sequence, providing a general introduction to physics for biology majors. Covers mechanics, heat and sound, electricity and magnetism, light, and atomic and molecular physics using pre-calculus methods. Each course has three lectures and three hours of lab per week. (Prerequisite: MATH 1830 Precalculus, PHYS 3120 requires PHYS 3110). Note: There are lab fees for these courses.

POLS 2700
Introduction to Political Science (3, Fall) An introduction to the nature of politics and political thinking. Analyzes government patterns, the operation of political processes, and the underlying political values and ideologies in different constitutional forms.

POLS 2720
American Government (3, Spring) This course is an introduction to the structure and workings of American government at the local, state and national level. Emphasis will be placed on the U.S. Constitution, structure of the federal system, American political ideology, and California government. This course satisfies state requirements in Constitution.

POLS 3700
International Relations (3, Spring) An introduction to the analysis of international relations through the examination of the international structures and issues that impact our world. Along with assessment of the international structures of power, nationalism, war, diplomacy, political economy, international organizations, social changes and foreign policy, this course considers issues that generate conflictual and cooperative relationships between individuals, states, and international actors in the global system.

POLS 3720
Political Ethics (3, Even Fall) This course examines ethical issues raised by national and international political policy decisions. Areas of focus will include the moral implications of policy, alternative policy choices, and political philosophies.

POLS 3730
Public Policy (3, Odd Fall) This course surveys American domestic and foreign policy-making processes. Emphasis is on the political actors and agencies, decision-making processes, and implementation and evaluation of policies.

POLS 3740
Comparative Politics (3, Odd Fall) A course designed to compare political structures. Introduces students to the comparative method in political science and competing theories of political development and political change. Emphasis will be on societies and governments of different countries.

POLS 4005
Special Topics in Political Science (3, Even Spring) This course exposes upper-level students to specific areas of study in the field of political science. Students will be exposed to primary sources of information related to the selected topic. (Prerequisites: POLS 2700 and junior or senior standing)

POLS 4200
U.S. Constitutional Law (3, Even Fall) This course provides an in-depth analysis of the U.S. Constitution and a survey of its interpretation. Focus will be placed on the Supreme Court and its rulings, precedents and landmark cases. This course satisfies state requirements in Constitution.

PSYC 1600
Introduction to Psychology (3, Spring) A survey of the discipline of psychology that seeks to describe human behavior through the topics of learning, development, perception, physiology, personality, psychopathology, social and therapeutic psychology.

PSYC 1700
Foundations in Psychology (1, Spring) This one unit, follow-up course to Introduction to Psychology will focus on preparing students for a psychology major and providing an overview of the field of psychology. Highlights from the course include careers in psychology, research and writing skills, and integrating Christianity and psychology. (Prerequisite: PSYC 1600)

PSYC 2040
Psychopathology (3, Spring) A study of abnormal behavior, emphasizing its definition, identification, etiology, treatment and prognosis. Traditional and contemporary models of abnormality will be compared and evaluated. (Prerequisite: PSYC 1600)

PSYC 2050
Social Psychology (3, Spring) An examination of how people think about, influence, and relate to others. Social perception, attitude formation, conformity, persuasion, aggression, altruism,
and interpersonal attraction are among the major concepts that will be discussed. (Prerequisite: PSYC 1600) (Also SOCI 2050)

PSYC 2620
Statistics and Research Methods I (3, Fall) Along with PSYC 2625, this course presents statistical and research design information by integrating the basic analytical tools (descriptive statistics, inferential statistics, non-parametric statistics) with the basic methodology and design knowledge needed to understand and perform research in the behavioral sciences. Topics include, but may not be limited to: scales of measurement, measures of central tendency, measures of dispersion, normal curve, a variety of parametric and non-parametric inferential tests (e.g., t-Test, F Test, Chi-Square Test), basic probability theory, correlational methodology, experimental methodology, quasi-experimental methodology, and single-participant designs. (Prerequisite: PSYC 1600 and MATH 1520 with a grade of C or better or an appropriate score on the math placement examination) PSYC 2620 and 2625 together will satisfy general education math requirement.

PSYC 2625
Statistics and Research Methods II (3, Spring) Continuation of PSYC 2620. (Prerequisite: Grade of 'C' or better in PSYC 2620)

PSYC 2710
Cognitive Psychology (3, TBA) This course focuses on the underlying cognitive processes directing behavior. Topics include, but are not limited to, the neural basis of cognition, perception and attention, perception- and meaning-based knowledge representations (schemas), memory concepts and principles, problem solving, reasoning, language structure and use, cognitive development, and the nature of intelligence. (Prerequisite: PSYC 1600)

PSYC 3015W
Adult Development (3, Spring) A consideration of physical, cognitive, emotional and social development from adolescence through death. A life course perspective will explore the theories and research related to human development. (Prerequisite: PSYC 1600)

PSYC 3025
Child Development (3, Fall and Spring) This course will focus on the physical, cognitive, social, and emotional aspects of child development through adolescence. Theories and research related to development and growth will be surveyed. The parent-child relationship and factors that affect development during the early years of life will be highlighted. (Prerequisite: PSYC 1600)

PSYC 3100
Psychological Testing (3, Spring) An introduction to the theoretical and practical issues of psychological and educational testing. Topics include: ethical issues in testing; basic psychometric concepts such as standard scores, norms, reliability, standard error or measurement, and validity; test development methods; social issues in assessment. (Prerequisite: PSYC 1600)

PSYC 3110
Introduction to Social Work (3, TBA) Introduction to the field and practice of social work, in preparation for employment or graduate education in the field of social work. Includes an overview of the history of social welfare, the practice of social casework, the context for social work practice, specific client populations and legal issues. The interaction of social work as a profession and Christian values and virtues will be examined.

PSYC 3500
Selected Topics in Psychology (3, TBA) This course exposes upper-level students to specific areas of study in the field of psychology. The topic would be selected from areas of interest to the professor and will provide students with an opportunity to gain breadth in the study of psychology and/or psychological practices.

PSYC 3600
Marriage and Family (3, Fall) An introduction to marriage and family relationships from developmental, sociological, historical, cross-cultural and Christian perspectives. Theoretical consideration of how marriage and family life are structured, the crises that may disrupt family life, and effective intervention and prevention is included. Research methods that apply to marriage and family life are also explored. (Prerequisite: PSYC 1600)

PSYC 3620
Counseling Skills (3, Fall and Spring) An overview of the counseling process, emphasizing relationship and communication skills. The course will include practical and theoretical dimensions with an emphasis on skill-building activities.

PSYC 3640
Theories of Personality (3, Fall) A consideration of major traditional and contemporary theories of personality, with a view toward usefulness in accounting for human behavior. Psychological research and assessment of the unique variety of personalities will be studied. (Prerequisite: PSYC 1600)

PSYC 3660
Theories of Learning (3, TBA) This three-credit course will examine research on basic conditioning and learning processes. Major theories of learning will be reviewed with an emphasis on functionalistic, associationistic, and cognitive theories. (Prerequisite: PSYC 1600)

PSYC 3700W
Theories of Counseling (3, Fall) This three-credit course will provide an overview of current theory and practice in psychotherapy. This area of psychology can help inform students of the different ways to help alleviate human suffering, which is often related to social, emotional, cognitive, and behavioral factors. The overall intent of this course is to help students gain a better understanding of how to engage in the redemptive work of promoting growth and healing in the lives of others. This course fulfills the requirement for intensive writing in Psychology. (Prerequisites: PSYC 1600 and passing score on the English Proficiency Exam)

PSYC 4200
History and Systems of Psychology (3, Odd Spring) This course focuses on the various systems of thought which were advanced and developed by groups of theorists throughout the history of psychology. Systems include but are not limited to structuralism, functionalism, behaviorism, gestalt psychology, psychanalysis and humanistic psychology. (Prerequisites: PSYC 1600 and junior standing).

PSYC 4410W
Selected Topics in Psychology (3, TBA) This course exposes upper-level students to specific areas of study in the field of psychology. Students will be exposed to primary sources of information related to the selected topic. Students are expected to make periodic presentations regarding their reading of primary sources. Students are also expected to generate research proposals or term papers on a selected subject pertaining to the topic. This course fulfills the requirement for intensive writing in Psychology. Course may be repeated for varying topics. (Prerequisite: consent of the instructor
PSYC 4680
Physiological Psychology (3, TBA) This course examines the physiological basis of human behavior. The role of sensation, central and peripheral nervous system functions and glandular and muscular responses in the total organization of behavior will be assessed. (Prerequisite: PSYC 1600)

PSYC 4690
Senior Seminar (3, Fall and Spring) A course for advanced psychology students designed to actively pursue integration issues in a seminar setting. Theoretical and practical issues will receive attention on the academic as well as the personal level. (Prerequisites: Two upper-division Psychology courses and senior standing)

PSYC 4922/4923
Field Experience (3-3, Fall and Spring) Experiential learning through placement at a community service or educational site in which the student is actively engaged in observation, assessment, service delivery and outcome evaluation. Seminar course is included which is phenomenological in exploring the student’s development and identity within the realm of a career in a psychology field. Must be taken in sequence beginning with the fall semester. (Prerequisite: Psychology major or minor, second-semester junior standing)

PSYC 4930/4931
Research Experience (3-3, Fall and Spring) An upper-division course designed to prepare students for graduate programs in psychology. Requirements include a full literature review, design of a research project, data collection and analysis, as well as a written summary of the research in APA format. Research performed under the supervision of a full-time psychology faculty member. Can be taken during spring semester of junior year and fall semester of senior year. Includes regular meetings with supervising faculty member at his/her request. May include periodic group meetings with other students conducting research. (Prerequisite: Consent of faculty supervisor)

RELI 3900
Religions of the World (3, Spring) An introduction to the background, teachings, and influence of the world’s living religions, and Christian attitudes toward them. The course provides a first step toward understanding different world-views in order to minister effectively to their adherents. (Also PHIL 3900)

RELI 3910
Introduction to Islam (3, Odd Fall) An overview of Muslim faith and practice. The course focuses upon varieties of Muslim religious expression, comparisons with Christianity, and the implications for Christian witness. (Prerequisites: BIBL 1300, BIBL 1310 and BIBL 2220)

RELI 4010
Popular Islam (3, Even Fall) An examination of the beliefs and practices of ordinary Muslims and the development of a biblical perspective concerning them. The course gives special attention to discerning the felt needs of devotees, using redemptive analogies from their beliefs and practices, and discovering other aspects of their worldview that will help in contextualizing an effective gospel presentation.

RELI 4020
History of Muslim-Christian Encounter (3, Even Spring) An exploration of the dynamic interaction of Muslims and Christians from the beginnings of Islam to the present. The course investigates ways the theologies, religious ideas and self-understandings of these major religions were affected through religious, cultural and political encounters and the legacies of those interactions today. (Also THEO 4020)

SOC 1800
Introduction to Sociology (3, Spring) An introduction to the study of people in societal groups, emphasizing topics such as social structure, organizations, status, and socialization. Special consideration will be given to issues within the urban environment.

SOC 2050
Social Psychology (3, Spring) An examination of how people think about, influence, and relate to others. Social perception, attitude formation, conformity, persuasion, aggression, altruism, and interpersonal attraction are among the major concepts that will be discussed. (Also PSYC 2050) (Prerequisite: PSYC 1600)

SSCI 3000
Political Issues in 21st Century United States (3, Even Fall) Investigation and discussion of current political issues facing the United States.

SSCI 3010
Economic Issues in 21st Century United States (3, Odd Fall) Investigation and discussion of current economic issues facing the United States.

TESL 3000
TESOL Theory (3, Fall) An investigation of historical and current trends in second language acquisition theories and second language teaching approaches. Students will evaluate the strengths and weaknesses of these theories and approaches and integrate this knowledge by developing a personal theory as a foundation for application in their future roles as TESOL professionals. A portion of the course addresses the moral implications of teaching ESL as an adjunct to Christian ministry.

TESL 3020
TESOL Materials and Methods (3, Spring) An exploration of the methods and materials available for instructional use in teaching English as a second language. Activities for teaching various aspects of language acquisition, including vocabulary, pronunciation, grammar, reading, writing, listening, and speaking, will be addressed. Requires students to formulate and present lesson plans that would appeal to ESL learners of a variety of ages, abilities and educational backgrounds. (It is highly recommended that ENGL 3280 and LING 4320 be taken prior to or concurrent with this course.)

TESL 4100
TESOL Curricula and Assessment (3, Odd Spring) An exploration of ESL curricula and the various tools and techniques for assessing the English language ability of ESL students. Students will become familiar with commercial curricula available for teaching ESL and evaluate the usefulness and effectiveness of the available products. The course will present students with the challenges inherent in administrating ESL programs for students with varied ability, literacy levels and goals. Experience will be provided in administering and grading language ability tests and in designing and modifying curricula for specific situations (Prerequisites: TESL 3000, TEL 3020)
TESOL Practicum (3, TBA) This course provides practical teaching experience for the TESOL concentration and minor. Students will have an opportunity to teach in an ESL environment and must demonstrate the ability to plan and execute appropriate lesson plans, as well as to assess ESL students’ response to lessons and to adjust their instruction accordingly. Students will be expected to apply the knowledge gained in previous courses. Practicum settings may vary depending on the interests of the individual student. All practicum arrangements must be approved by the instructor. (Prerequisites: TESL 3000, TESL 3020)

THEO 1100 Engaging Theology (3, Spring) An examination of issues faced in contemporary ministry from a theological perspective. Students will constructively engage selected topics in order to assist the church in its mission in the world.

THEO 2600 Faith and Culture (3, Fall and Spring) A biblical, historical and theological study of the interaction between the Christian faith and culture. The course requires students to examine critically their own engagement with the North American cultural context and develop a response shaped by Christian virtues and beliefs.

THEO 3099 Honors Project I (1, Fall and Spring) Explores an area of student interest, culminating in a 5,000-word research project. The course is taken in conjunction with any upper-division course in the Bible and Theology major, in consultation with a faculty supervisor. (Prerequisite: Bible and Theology Honors Program) (Also BIBL 3099)

THEO 3106 Women in Church and Society (3, Spring) An examination of women’s roles and experiences in select historical contexts, past and present. Anchored in biblical and theological reflection, and encompassing feminine self-understanding, the class assists women in preparation for various Christian ministries to women. (Prerequisite: THEO 3600) (Also MINS 3106)

THEO 3199 Honors Project II (1, Fall and Spring) Explores an area of student interest, culminating in a 5,000-word research project. The course is taken in conjunction with any upper-division course in the Bible and Theology major, in consultation with a faculty supervisor. (Prerequisite: Bible and Theology Honors Program) (Also BIBL 3199)

THEO 3370 History of Early Christianity (3, Even Spring) An overview of the history and inner development of Christianity to AD 1054. Special attention is given to the Roman context, contributions of the church fathers, and the seven Ecumenical Councils. (Also HIST 3370)

THEO 3600 Introduction to Christian Theology (3, Fall and Spring) An introduction to the discipline of theology, including vocabulary and concepts. The course explores the major divisions of systematic theology, historical development of doctrine, and the contributions of important theologians. (Prerequisites: BIBL 1300, 1310, 2220)

THEO 4000 Spiritual Formation (3, Even Spring) An examination of the diverse dynamics of personal and corporate Christian spiritual growth. The course studies and applies key theological issues, insights from spiritual giants, classic spiritual disciplines, and contemporary insights on discipleship.

THEO 4020 History of Muslim-Christian Encounter (3, Even Spring) An exploration of the dynamic interaction of Muslims and Christians from the beginnings of Islam to the present. The course investigates ways the theologies, religious ideas and self-understandings of these major religions were affected through religious, cultural and political encounters and the legacies of those interactions today. (Prerequisite: THEO 3600) (Also RELI 4020)

THEO 4099 Honors Project III (1, Fall and Spring) Exploration of an area of student interest, culminating in a 5,000-word research project. The course is taken in conjunction with any upper-division course in the Bible and Theology major. The course serves as a capstone and is conducted in consultation with a faculty supervisor. (Prerequisite: Bible and Theology Honors Program) (Also BIBL 4099)

THEO 4100 Theological Issues in Ministry (3, Even Fall) An examination of issues faced in contemporary ministry from a theological perspective. Students will constructively engage selected topics in order to assist the church in its mission in the world.

THEO 4400 Selected Topics in Theology (3, TBA) An advanced course on a topic chosen by the professor and of special interest to theological studies. (Prerequisite: junior or senior standing)

THEO 4405W Contemporary Theology (3, Odd Fall) An examination of the issues that Enlightenment rationalism created for the discipline of theology. Beginning with the foundational figures of Schleiermacher, Kant, and Hegel, the course explores their impact on subsequent theologies, such as Protestant Liberal Theology, Dialectical Theology, Liberation Theologies, Evangelical Theology, and Theology of World Religions. (Prerequisites: THEO 3600; passing score on the English Proficiency Exam)

THEO 4610 Christian Theology I: God and Humanity (3, Fall) An in-depth systematic exploration of various theological topics, including method, Scripture and tradition, revelation, the doctrine of God, creation and providence, humanity and sin. The course focuses on honing critical thinking skills and assimilating selected seminal texts in the field of theology. (Prerequisite: THEO 3600)

THEO 4710W Theology of World Mission (3, Spring) A study of the theological foundations for evangelism and mission. The course explores the biblical basis for mission, introduces the understandings of different church traditions, and develops the implications of theology for ministry. (Prerequisites: THEO 3600, junior or senior standing, and passing score on the English Proficiency Exam)

THEO 4720 Theology of Transformation (3, Odd Fall) An exploration of the mission of God as transformation. Students grapple with the implications of such biblical themes as justice, righteousness, mercy, good news, and the kingdom of God as they relate to the transformation of political, economic, religious, and social life. (Prerequisites: BIBL 1300; BIBL 1310; BIBL 2220)

YOUTH 3110 Youth Ministry I (3, Fall) An exploration
of philosophies and models of youth ministry as well as adolescent development from preadolescent through college age. The course examines the fundamental elements for planning and maintaining a balanced youth ministry and highlights working with four key audience groups: teens, parents, senior pastor and boards.

**YUTH 3310**
**Youth Ministry II** (3, Even Spring) A study of methods and strategies for discipling teens. The course examines such methods as social action and mission projects, retreat and outdoor experiences, socials, and group community development and sports ministries. It also surveys leadership recruitment and training and current curricular resources. (Prerequisite: YUTH 3110)

**YUTH 4330**
**Youth Culture and Issues** (3, Spring) An interdisciplinary approach to understanding the values, fashions, norms, influences and issues of the contemporary teen culture. The course emphasizes understanding why teenagers act the way they do and developing ministry responses that meet those needs.

**YUTH 4340**
**Counseling Adolescents** (3, Even Fall) An introduction to counseling strategies and teen problems and issues. The course also considers legal and ethical responsibilities and the use of community resources. (Prerequisite: PSYC 3620)

**YUTH 4430**
**Selected Topics in Youth Ministry** (3, TBA) An advanced course on a topic chosen by the professor and of special interest to youth ministry.
History & Purpose

General Information

Programs of Study
• Business and Human Resources Management
• Christian Ministry Leadership
• Healthcare Management
• Liberal Studies
• Management Information Systems
• Nursing (RN to BSN)
• Organizational Leadership
• Psychology

Policies & Procedures (p. 100)

Course Descriptions (p. 109)
NON-TRADITIONAL UNDERGRADUATE
Adult Degree-Completion Program
(ASPIRE)

The adult degree-completion program, known as ASPIRE (Adult Study Programs Inspiring Renewed Expectations), is an accelerated experience for the non-traditional, older student. The program allows students to complete a degree in 16 months. ASPIRE is available in two delivery formats. The evening format provides for classes in blocks of time on weekday evenings. Students in the weekend format take classes on Saturdays. Courses from the two formats are not interchangeable.

To be eligible for the ASPIRE program, students must have completed at least 60 semester credits from a regionally accredited college with a minimum grade-point average of 2.00 and have at least five years of work experience after graduation from high school. Applicants not meeting the work experience requirements may be considered for admission by the Admissions Committee of the ASPIRE program, provided they have completed all 88 required general education credits.

HISTORY AND PURPOSE

Simpson University has a history of providing non-traditional programming. At one time during the 1970s, there were as many as 14 sites across the West Coast where evening courses were offered for credit. Also at that time, an extended campus in Modesto, CA, offered a baccalaureate degree in Biblical Literature. However, most centers offered individual courses designed for enrichment or for transfer into other local college programs.

When Simpson relocated from the San Francisco area to Redding in 1989, it started a pilot project to serve the community through non-traditional programming. The ASPIRE degree-completion program is designed to allow the working adult who has some previously earned college credits to complete a Bachelor of Arts degree in a concentrated, accelerated program of evening or weekend classes.

The degree-completion program began by offering majors in Business and Human Resources Management, Liberal Arts and Psychology. From 1996-1997, an Accounting major was offered. In the fall of 1999, Simpson University added two new majors to serve adult students, particularly those who live at a distance that makes frequent evening commutes difficult. These majors, Organizational Leadership and Christian Ministry Leadership, are offered on alternate Saturdays on Simpson’s campus.

Weekend format majors have been offered in Siskiyou County on the Weed campus of College of the Siskiyou since fall of 2005. Majors approved for this extension campus include Organizational Leadership, Psychology, and Liberal Studies.

All five majors offered underwent curriculum updates in the fall of 2006. Additionally, the name of the Liberal Arts major was changed to Liberal Studies. In the spring of 2007, a Bachelor of Science in Nursing (BSN), designed as a “step-up” program for students who currently hold an RN license, was added to the major offerings within ASPIRE. Two majors, Management Information Systems (MIS) and Healthcare Management, were launched during the 2007-2008 academic school year.

The ASPIRE Degree-Completion Program is designed for students who have already completed a portion of their collegiate studies. Students who need additional credits to meet general education requirements outside the major may choose to take additional courses at Simpson University through the ASPIRE-Bridge Program or at other regionally accredited schools.

During the 2006-2007 academic school year, Simpson University began offering ASPIRE Bridge courses. These courses are designed to fulfill general education requirements and are not part of the sequence of major courses required for a bachelor’s degree.

Since 1989, approximately 2,300 local adults have completed their Bachelor of Arts degree at Simpson University through the ASPIRE program.

ASPIRE GENERAL INFORMATION

MAJORS

Each major is designed to provide students with knowledge inherent to the discipline within the context of biblical ethics and teachings. Six majors are currently offered through the evening degree-completion program: Business and Human Resources Management, Liberal Studies, Management Information Systems (MIS), Healthcare Management, Nursing (RN to BSN step-up), and Psychology. Each of these six majors requires 36 upper-division credits, all of which must be completed at Simpson University.

Two majors are offered through the weekend degree-completion program: Organizational Leadership and Christian Ministry Leadership. Each major requires 36 upper-division credits, all of which must be completed at Simpson University. Upon approval by the Adult Studies Council and the President’s Cabinet, any of the six evening majors may be converted to be offered in the weekend format.

FORMAT — ASPIRE EVENING

Students begin the degree-completion evening program at the start of the fall, spring or summer semesters and are enrolled in 12 consecutive courses, each of which consists of 5 four-hour (6-10 p.m.) classes, one night each week. Students are enrolled as a member of a cohort that progresses sequentially through courses together.

FORMAT — ASPIRE WEEKEND

Students begin the degree-completion weekend program usually at the start of the fall semester and are enrolled as a member of a cohort that progresses together through 12 consecutive courses. Classes are held every other Saturday from 8 a.m. – 5 p.m. on the Redding campus or at our Siskiyou County extension on the College of the Siskiyou’s Weed campus.

ASPIRE PROGRAM:
GENERAL INFORMATION

SIMPSON UNIVERSITY 2008-2009
BOTH FORMATS

With a break between semesters of approximately two weeks, all programs take about 16 months to complete. All credits earned are semester credits. The program is structured on a calendar similar to trimesters so that the student earns 27 credits within the first 12 months, which is considered full-time for most purposes.

ASPIRE BRIDGE COURSES

Many students entering the ASPIRE Degree-Completion Program are in need of additional course credits to ‘bridge the gap’ between the credits they have already completed and the 88 credits required for the ASPIRE Degree-Completion Programs. To help students complete these requirements, ASPIRE offers courses that fulfill graduation requirements, but are not included as a part of a student’s major coursework. These courses are referred to as “Bridge courses” and are designed to fit into the four categories of specific general education credits required for an ASPIRE student to earn a bachelor’s degree.

These categories are: Category 1 – English and Communication; Category 2 – Science and Math; Category 3 – Humanities; and Category 4 – Social Science. Courses from all four categories will meet ASPIRE requirements for both general education electives and unrestricted electives if the student has already fulfilled the requirements for a specific category. (Please see “General Education Requirements” below for more information on credit requirements.)

ASPIRE Bridge courses are not confined to either evening or weekend formats. Bridge courses may be offered in a 5- or 8-week, one-night-per-week format, a ‘blended’ face-to-face and online format, or a totally online format. Please see the current fee schedule (p. 103) for ASPIRE Bridge tuition rates.

GENERAL ACADEMIC CREDIT REQUIREMENTS

ASPIRE PROGRAM REQUIREMENTS

39 specific general education credits
24 credits from academic disciplines
25 unrestricted general education elective credits
36 major credits (to be completed in ASPIRE Degree-Completion Program at Simpson)

124 total credits required for graduation

SPECIFIC GENERAL EDUCATION REQUIREMENTS

Category I: ENGLISH & COMMUNICATIONS (9 semester credits)
English Composition (required before entrance) plus additional English/Communication courses to total 9 credits

Category II: SCIENCE & MATHEMATICS (9 semester credits)

Category III: HUMANITIES (9 semester credits)

Category IV: SOCIAL SCIENCE (12 semester credits)

GENERAL EDUCATION ELECTIVE REQUIREMENTS

Category V: GENERAL EDUCATION ELECTIVES (24 semester credits)
Intermediate Algebra or higher math course (required before entrance for all majors except Organizational Leadership and Christian Ministry Leadership)

Additional courses from any of the four liberal arts groups:
- English/Communication
- Humanities
- Natural Sciences/Math
- Social Science

Category VI: UNRESTRICTED ELECTIVES (25 semester credits)
Additional Baccalaureate-level courses, not restricted to academic subjects. Most activity-based courses (such as music and/or physical education courses) are considered unrestricted electives.

All excess credits from Categories 1-4 may be carried over into Category 5.

Excess credits from Category 5 may be carried over into Category 6.

NOTE: Students who enter ASPIRE must have earned a minimum of 60 transferable college credits, including courses meeting the Math and English entrance requirements, prior to acceptance for ASPIRE.

PROGRAMS OF STUDY

ASPIRE DEGREE-COMPLETION PROGRAMS

BUSINESS AND HUMAN RESOURCES MANAGEMENT

The Business and Human Resources Management major provides students with the opportunity to study, within the context of a Christian worldview, the interaction between organizations and people. The curriculum is designed to prepare students to make sound management decisions and to successfully lead, motivate, and manage a company’s human resources.

TERM I
MNGT 3120 Introduction to Management and Organizational Behavior
MNGT 3930 Business Ethics and Law
HUMA 3000 Introduction to the Bible

TERM II
MNGT 4900 Human Resource Management
MNGT 3610 Business Statistics
PHIL 3500 Christianity and World Religions
ASPIRE PROGRAM:
PROGRAMS OF STUDY

TERM III
MNGT 3910 Managerial Finance
MNGT 4020 Managerial Economics
MNGT 3005 Managerial Accounting

TERM IV
MNGT 4920 Principles of Marketing
MNGT 4050 Production Operations Management
MNGT 4060 Seminar in Strategy, Policy and Ethics

(Actual course sequence may vary.)

CHRISTIAN MINISTRY LEADERSHIP

The goal of this major is to equip students with biblical and theological knowledge along with missional skills designed to help them succeed as Christian leaders in today's world. Interviews and observations of leaders in ministry will be an essential part of the program experience. A practical focus on spiritual formation and personal transformation will be offered in each course. Emerging leaders as well as individuals with previous Christian ministry experience will benefit from this challenging program. The objective is to prepare not only leaders who can engage in successful leadership themselves, but who can also inspire effective leadership in others.

Note: This major has additional requirements for admission. See “Application Procedure” (p. 104) for details.

TERM I
THEO 3410 Theology and Practices of Spiritual Formation
MINS 4530 Developing People for Leadership
BIBL 3380 Old Testament Survey

TERM II
BIBL 3390 New Testament Survey
BIBL 3220 Bible Study, Interpretation and Application
BIBL 4055 Pentateuch

TERM III
THEO 3600 Introduction to Christian Theology
BIBL 4060 Life of Jesus
MINS 3340 Introduction to Teaching and Preaching the Bible

TERM IV
THEO 3660 Theology and History of the Church
MINS 4000 Principles of Leadership & Management
BIBL 4070 Book of Acts and the Mission of the Church

(Actual course sequence may vary.)

HEALTHCARE MANAGEMENT

One of the most dynamic industries in modern society is healthcare. The need for individuals who understand not only the application of the medical arts, but the business and management principles required to provide successful leadership to their organizations, is greater than ever. The Healthcare Management student will take courses in traditional business fields, such as law, human resources, finance, economics, and accounting as well as courses that apply their business acumen specifically to the healthcare industry.

TERM I
MNGT 3120 Intro to Management and Organizational Behavior
MNGT 3930 Business Ethics and Law
HUMA 3000 Introduction to the Bible

TERM II
MNGT 4900 Human Resource Management
MNGT 3610 Business Statistics
PHIL 3500 Christianity and World Religions

TERM III
MNGT 3910 Managerial Finance
MNGT 4020 Managerial Economics
MNGT 3005 Managerial Accounting

TERM IV
HCMT 4010 History and Economics of Healthcare
HCMT 4020 Integrated Healthcare Delivery Systems
HCMT 4030 Legal & Ethical Aspects of Health Services

(Actual course sequence may vary.)

LIBERAL STUDIES

The Liberal Studies major provides students with a broad knowledge of major fields of learning within the context of a Christian worldview. This major is a strong preparation for multiple subjects teaching (K-8) and is designed to support students in passing the California Subject Examination for Teaching (CSET).

TERM I
COMM 4000 Foundations of Communication
HUMA 3000 Introduction to the Bible
LING 4322 Language Development and Communication

TERM II
HIST 4350 World History
PHIL 3500 Christianity and World Religions
ENGL 3322 American and World Literature

TERM III
HIST 3345 California and US History
MATH 3000 Foundational Math
NSCI 3340 Earth and Physical Science

TERM IV
NSCI 3350 Life Science
PSYC 3630 Human Development
HUMA 3440 Fine Arts in Western Culture

(Actual course sequence may vary.)

MANAGEMENT INFORMATION SYSTEMS (MIS)

Today’s business environment is growing increasingly dependent on computers to manage the health and growth of organizations. The Management Information Systems major is designed to provide graduates with effective business tools and computer skills. The strength of the MIS graduate will be in the graduate’s ability to understand the relationship between business and management principles and system
operation and design. The MIS graduate will have the ability to converse intelligently with both business professionals and systems engineers, while also having the ability to recognize opportunities and pitfalls that business-only and computer-only experts may miss.

Note: This major has additional requirements for admission. See “Application Procedure” (p. 106) for details.

TERM I
BMIS 3030 Database Systems Management
BUSS 3455 Foundations of Management Information Services
HUMA 3000 Introduction to the Bible

TERM II
BMIS 3010 Data Communications and Management
BMIS 3020 Web Design and Management
PHIL 3500 Christianity and World Religions

TERM III
MNGT 3930 Business Ethics and Law
MNGT 4050 Production and Operations Management
BMIS 4010 MIS Analysis and Design

TERM IV
MNGT 3410 Managerial Finance
BMIS 4020 Application Development
BMIS 4040 MIS Project Management

(Actual course sequence may vary.)

NURSING
(RN-to-BSN upgrade program)

The Bachelor of Science in Nursing offers the current Registered Nurse an opportunity to increase his or her ability to incorporate nursing research into nursing practice and demonstrate professional decision-making skills within his or her organization. In addition to classroom coursework and a supervised nursing practicum, each student will gain hands-on experience through relevant curriculum taught in a classroom setting. Combined with a directed focus on contemporary nursing trends, this program will prepare students for the changing roles of nursing in today’s healthcare environment, including:

• Family and community health nursing
• Acting as a patient advocate
• Embedding into community and family
• Serving in holistic environments like hospice and home health care

In addition, students will earn their Public Health Certificate.

TERM I
NURS 3010 Professional Issues in Nursing
HUMA 3000 Introduction to the Bible
NURS 3040 Nursing Practice Theory

TERM II
NURS 3050 Nursing Health Assessment
PHIL 3500 Christianity and World Religions
NURS 4020 Health Teaching

TERM III
NURS 3020 Family/Community Health Nursing
NURS 3030 Family/Community Health Nursing Practicum
NURS 4010 Nursing Research

TERM IV
NURS 4030 Leadership/Management in Nursing
NURS 4040 Economics in Healthcare
NURS 4050 Senior Clinical Seminar

(Actual course sequence may vary.)

ORGANIZATIONAL LEADERSHIP

This program is for students with work experience and/or strong interests in interdisciplinary studies and administrative or supervisory careers. The goal of this major is to enhance individual and organizational effectiveness in leadership positions and to develop leaders who can not only engage in bold acts themselves but who can also inspire effective leadership in others. Students are prepared for careers in profit or non-profit organizations in community or service agencies.

TERM I
COMM 4090 Small Group Communication
HUMA 3000 Introduction to the Bible
HUMA 4940 Ethics in Human Relationships

TERM II
SOCI 3020 Social Psychology
PSYC 3660 Learning & Motivation
PHIL 3500 Christianity and World Religions

TERM III
MNGT 4900 Human Resource Management
NSCI 3510 Environmental Science
COMM 4330 Communicating Cross-Culturally

TERM IV
MNGT 4670 Management of Organizational Behavior
MNGT 4950 Leadership in Organizations
MNGT 4960 Transformative Leadership

(Actual course sequence may vary.)

PSYCHOLOGY

The Psychology major is designed to provide students with a basic understanding of the theoretical and applied aspects of the discipline of psychology. Within the context of a Christian worldview students will be introduced to basic theories and methods of psychology. The program aims to increase students’ understanding of human nature, as well as provide a foundation for further study at the graduate level or preparation for a career in which an understanding of human behavior and social processes is essential.

TERM I
PSYC 3070 Foundations in Psychology
PSYC 3610 Statistics for Behavioral Sciences
PSYC 3690 Research Methods in the Behavioral Sciences

TERM II
HUMA 3000 Introduction to the Bible
ASPIRE PROGRAM:
POLICIES & PROCEDURES

ACADEMIC POLICIES & PROCEDURES
ASPIRE PROGRAM

ACADEMIC ADVISING

Academic advising for all ASPIRE students is done by the ASPIRE Office. The purpose of academic advising for the ASPIRE student is to help the student set a plan to finish all general education and major credit requirements for graduation. It is the student’s responsibility to register for and earn appropriate credits to fulfill graduation requirements. The ASPIRE Office will provide counseling on the type of credits needed and on alternative methods of receiving credits (such as CLEP testing and credit for military training). Academic advisors make every effort to help students complete graduation requirements in time for the student’s scheduled graduation. However, students carry full responsibility for meeting the requirements of their program of study. Advisors cannot be held liable for any student’s failure to meet specified program requirements.

EXPECTED WORK PER CREDIT

Four hours of preparation (work outside of class) are normal for each class hour. Traditionally, one semester credit represents the equivalent of one hour of class per week for approximately 14 weeks (approximately 40 hours of seat-time). In the accelerated format of the ASPIRE program, three semester credits represent the equivalent of four hours per week for five weeks (20 hours of seat-time). The accelerated pace of ASPIRE format classes requires more preparation outside class than a traditional format course.

ACADEMIC GRADING

GRADING SYSTEM

Simpson University uses the following grade-point scale in undergraduate programs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The use of + and – grading is optional at the discretion of the professor. Each course syllabus will indicate the grading system used by the instructor.

Any challenges to grades received must be made in writing to the ASPIRE Office within one month (30 days) of the posting of the grade.

GRADE-POINT AVERAGE CALCULATION

Quality points are the number of credits earned for the class multiplied by the grade points (see “Grading System”) assigned to the grade earned. The GPA is determined by dividing the number of quality points earned by the number of credits completed.

PROGRAMS OF STUDY
ASPIRE BRIDGE PROGRAM

BRIDGE PROGRAM

ASPIRE Bridge courses are designed to fit into the general education requirements for the ASPIRE Degree-Completion Program. As such, ASPIRE Bridge courses are divided by their liberal arts field of study. All four categories of ASPIRE Bridge courses may apply to general education and unrestricted elective requirements in addition to the category the course is listed under. Some courses may apply to more than one category. Students should speak with the ASPIRE Office to ensure that the ASPIRE Bridge course they are planning to take meets their unfulfilled requirements.

Category I: English and Communication

<table>
<thead>
<tr>
<th>Literature</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Category II: Science and Math

<table>
<thead>
<tr>
<th>Life Science</th>
<th>Natural Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Health Science</td>
</tr>
</tbody>
</table>

Category III: Humanities

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>Cross Cultural Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>Religious Studies</td>
</tr>
</tbody>
</table>

Category IV: Social Science

<table>
<thead>
<tr>
<th>Business</th>
<th>Psychology</th>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Economics</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Geography</td>
<td>Political Science</td>
<td></td>
</tr>
</tbody>
</table>

Category V: General Education Electives

All Category I-IV courses may count as elective credits if minimum requirements have already been met for that category.

Intermediate Algebra (will count only as elective credit)

This list of courses is not a comprehensive list of ASPIRE Bridge courses. Not all courses listed will be offered each semester. ASPIRE Bridge courses will be added as they are approved. Please see the ASPIRE Office for the latest schedule of ASPIRE Bridge courses to be offered.
RETURN OF PAPERS FROM PREVIOUS CLASSES

Students wishing to receive papers returned after a course has ended must give the instructor a large manila envelope with the student’s name clearly marked (one student to an envelope). These envelopes are then delivered to the student’s next class for pick-up or are kept in the office for a short period of time if it is the student’s last class. Papers not claimed after 30 days will be shredded.

COURSE WITHDRAWAL

Drop

A request to be removed from a course prior to the course beginning or up to 3 calendar days after the course begins will be considered a ‘drop.’ The student must fill out the appropriate request form in the ASPIRE Office and be sure that the form receives the proper signatures. A student with a dropped course is given a 100 percent refund of tuition charged for that course.

Withdrawal

A request to be removed from a course beyond the published drop date will be considered a ‘withdrawal.’ The course will then be recorded on the student’s transcript with a grade of “W.” A withdrawal is not eligible for a refund of tuition. However, if a student requests to be removed from all courses registered, only the courses for which the drop date has already passed will be considered withdrawals.

If an emergency situation should arise and a student must withdraw from a course, a change of program request should be filled out in the ASPIRE Office. In the event that the refund date has passed and the student is forced to withdraw by an emergency out of his or her control (i.e.: serious illness/hospitalization of the student or an immediate family member, etc), the student may be able to petition for a free re-take. Upon approval of the petition, the student will receive a “W” in that course and may retake it once without additional charge, unless government regulations for financial aid prevent this. The retake without charge must be completed within three semesters following the semester of the withdrawn class. It is recommended that the student retake the course at the earliest possible opportunity even if it requires the student to delay graduation by one or more semesters.

Non-Attendance

If a student is registered for a class and does not attend, or simply stops going to class without submitting the proper drop/withdrawal paperwork, the student will receive an “F” and must pay the regular charges for repeating the class.

INCOMPLETE GRADES

Since each class follows the previous one so quickly, “incompletes” could cause a backup of work that might be impossible to overcome. For this reason, it is not permitted to use this as a way of “catching up” when behind on class work. An “I” for incomplete may be given for a course at the discretion of the instructor with the approval of the Dean of ASPIRE, but is granted only if the student has met the following emergency conditions:

The student:
1. Has been in attendance to within one class session of the end of the course.
2. Has done satisfactory work during the time of enrollment in the course.
3. Has furnished evidence acceptable to the instructor that the work cannot be completed because of circumstances beyond the student’s control.

Incomplete work must be completed by the end of the first week of the next degree-completion class. A student may not continue on into the next course beyond one week without all previous incomplete work submitted to the instructor. An incomplete grade will automatically become an “F” at the end of 12 months if it has not been changed by the instructor.

CLASS ATTENDANCE AND CREDIT

For students who have missed more than 20 percent of a course (4 hours) for any reason, credit may be withheld (i.e., an “F” will be recorded as the grade) at the discretion of the professor and the Dean. The grading system within each course should be clearly stated in the syllabus, describing the consequences of non-attendance at the discretion of each instructor. Students must contact the ASPIRE Office and complete the appropriate paperwork if unable to complete a class for which they have registered. ASPIRE students are not automatically dropped from registration. Appropriate paperwork must be completed to avoid additional charges.

ACADEMIC DIFFICULTIES

A 2.00 ASPIRE program GPA is necessary for graduation. This GPA is calculated using only credits earned in the ASPIRE program. The following applies to ASPIRE students:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>1.99</td>
</tr>
<tr>
<td>Probation</td>
<td>1.89</td>
</tr>
<tr>
<td>Disqualification</td>
<td>1.84</td>
</tr>
</tbody>
</table>

Academic warning, probation and disqualification status are designed to maximize each student’s likelihood of success in the ASPIRE program.

Academic Warning

A student in Academic Warning status is warned that his or her academic performance is currently below the standards required for graduation (2.0 minimum) and needs improvement. Students in Academic Warning are advised to make such changes as needed to improve their grade-point average to at least a 2.0.

Academic Probation

A student on Academic Probation status is cautioned that he or she is in serious danger of not graduating. Students with this status are advised to make drastic changes as needed to improve their grade point average to at least a 2.0. Further, students on academic probation status may not be employed by Simpson University as student workers. Students are removed from probationary status once their ASPIRE GPA moves above probation level.
Academic Disqualification
If a student’s ASPIRE program GPA is below disqualification level, the student may be disqualified from the ASPIRE program for a minimum of one semester. Academically disqualified students may apply for readmission to the ASPIRE program after a lapse of no less than one semester. Any general education credits still needed to fulfill graduation requirements must be completed before a disqualified student may re-enter the ASPIRE program. Students returning to the ASPIRE program after being academically disqualified must meet all current entrance and graduation requirements at the time of their re-entry. The student shall pay the current tuition rate at the time of re-entry. All requests for exceptions, waivers or appeals must be directed in writing to the Adult Studies Council. In addition, the university reserves the right to dismiss a student on the basis of academic dishonesty or serious violation of community policy. Disqualification in such instances may include suspension or dismissal.

GRADUATION
At least one term before graduation, students must complete a preliminary application for degree and turn it in to the ASPIRE Office. It is the student’s responsibility to see that Simpson University receives official transcripts verifying all required general education classes. The ASPIRE Dean then evaluates the entire record with the student to verify completed and remaining requirements and to have the final graduation document signed. Students must complete and have verified all requirements before participating in graduation ceremonies. Graduating students are expected to participate in commencement unless excused by the Dean after a formal request has been submitted.

COMPLETION DEADLINE
Students who have finished the ASPIRE-Degree Completion Program but have not completed all general education and elective credits required for graduation must complete these courses within 12 months of completing their final course at Simpson University. If, due to extenuating circumstances, a student is unable to complete his or her graduation requirements within the allotted time, the student may petition the ASPIRE Dean for an extension of time to complete graduation requirements. The petition must be for a specific time period (i.e., 6 months). The graduation process above must still be followed.

In the event that a student does not complete his or her graduation requirements within 12 months of finishing his or her ASPIRE courses and is not granted an extension of time, the student must meet all current graduation requirements. This may mean that the student must take additional courses in order to be eligible to receive a degree.

HONORS
Recognition for academic excellence in ASPIRE has one designation for honor status upon completion of all Simpson University requirements. Students who have earned an ASPIRE program total GPA of 3.80 or above will have their degree recorded “With Distinction.” Recommendation for membership in the Kappa Eta Chapter of the Alpha Sigma Lambda Honor Society is available for ASPIRE students who graduate with distinction. An induction ceremony into Alpha Sigma Lambda will be held prior to each graduation (usually the Thursday evening before commencement) in order to honor these distinguished graduates. The induction ceremony and payment of appropriate fees is mandatory for membership in Alpha Sigma Lambda. Alpha Sigma Lambda membership is not required in order to graduate with distinction.

BACCALAUREATE SERVICE
A baccalaureate service will be held on the Friday evening prior to April graduation. A baccalaureate service includes scripture readings, student testimonies, and serves as the spiritual focal point of the commencement ceremonies. Graduating students from all programs (ASPIRE, traditional undergraduate, and graduate) are invited, but not required, to attend.

OTHER POLICIES AND PROCEDURES
Other policies concerning student life requirements may be found in the Simpson University Student Handbook. Students should contact the ASPIRE Office if they have questions or comments concerning the program or about procedures for addressing student issues. Appeals to ASPIRE policies may be made by following the procedures outlined below.

ASPIRE STUDENT ACADEMIC APPEALS PROCESS
When a Simpson University ASPIRE student has an academic issue that he or she believes should be addressed, the following procedure should be followed:

1. The student is strongly encouraged to discuss the issue first with any person(s) directly involved and attempt to reach a resolution at that level, in accordance with Matthew 18:15-17. If the student has good cause not to approach the person(s) involved, he or she should proceed to step two.

2. If the student is unable to resolve the situation in the above manner, a written appeal is to be submitted to the Dean of the ASPIRE program. If the issue is an appeal of a grade, it must be submitted within 30 days of the posting of that grade and should include as much documentation as possible showing why the student feels the grade received was in error. The grade appeals will be forwarded to the professor for review. Other appeals or problems will be resolved as much as possible in the manner the Dean feels is most appropriate.

3. In the event the student does not feel that the situation is adequately resolved after completion of step two, the student may appeal in writing to the Adult Studies Council, which will serve as an arbitration hearing panel to discuss and rule on the matter.

4. If no resolution has been reached after the above steps have been followed, the student may appeal in writing to the Provost.

5. After all of the above steps have been completed, a student who still believes some adjustment should be made in the outcome of the situation may write an appeal to the
President of Simpson University, who may, at his discretion, ask the Cabinet for a ruling, or may seek guidance or a ruling from the Board of Trustees. The President’s decision will be final and not subject to further appeal.

ACADEMIC DISHONESTY POLICY

POLICY

Academic integrity is a serious matter. Dishonesty is an affront to the character and law of God; it violates the biblical principles of speaking truthfully, dealing honestly, and not practicing deceit. It is also an insult to the academy because it damages trust, and thereby destroys the basic building block of community within the University.

EXAMPLES OF DISHONEST BEHAVIOR

Note: This section is meant to provide clarity on what kinds of behaviors are dishonest by their nature. This is not an exhaustive list. If there is any uncertainty about whether a non-listed behavior is right or wrong, students are encouraged to seek the counsel (and advanced approval) of their professors.

1. The misattribution or misrepresentation of the intellectual work of another person as one’s own, i.e., plagiarism. This includes using another person’s words, ideas or graphic materials (pictures, charts/tables, etc.) without proper citation. It is plagiarism (a) to not place quotation marks around clauses, sentences, paragraphs that have been lifted verbatim or essentially intact from another source; (b) to use another person’s ideas without specifically identifying the source; and (c) to paraphrase the work of another person without specifically identifying the source.

2. Inventing or falsifying information in an academic exercise (e.g., making up a fictitious source or quote; intentionally giving an incorrect citation).

3. Cheating (e.g., obtaining/attempting to obtain answers from another student for an academic exercise or test; using unauthorized notes or text messages during an exam).

4. Allowing one’s own intellectual work to be dishonestly used by others (e.g., sharing a term paper, examination, or electronic file so that another student may cheat).

5. Misrepresenting or disguising one’s actions in order to deceive the instructor (e.g., fabricating a reason for having missed a class or deadline; turning in a paper for one class that was originally written for another class; buying, finding or receiving a term paper from another source and representing it as one’s own work; unpermitted collaboration on course assignments).

6. Preventing other students from successfully completing an academic assignment (e.g., theft of materials from the library; stealing a textbook, notebook or electronic file from another student; hiding materials in the library to prevent their use by others; ruining another student’s laboratory experiment).

7. Forging a signature on, or unauthorized alteration of, academic documents such as transcripts, registration forms, drop/add forms, class roster sheets, and grade books.

INTENT

We consider motivation or intent to be an important factor in determining how to deal with dishonest academic behavior. Thus we distinguish between blatant dishonesty, which occurs when a person knowingly and intentionally engages in any of the behaviors noted above; and negligent dishonesty, which occurs when a person is unaware that his or her behavior is wrongful.

Academic Warning

A student is placed on academic warning when his/her grade-point average drops below 2.0 but is not at the academic probation level. Additionally, a student may be placed on academic warning as consequences for academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period of time, set by the Academic Council, to provide an opportunity to better understand the definitions and additional consequences of academic dishonesty. While on academic warning, the student may not hold any leadership position, be employed by the university, or represent the university in any way. The student may continue to receive university scholarships, grants, state and federal tuition assistance.

Academic Probation

In addition to issues relating to grades and cumulative grade-point averages, a student may be placed on academic probation for issues related to academic dishonesty for a specified period of time, set by the Academic Council, to provide opportunity for change. While on probation, a student may not hold any leadership position, be employed by the university, or represent the university in any way. In addition, he/she will not be eligible to receive university scholarships or grants. The student remains eligible for state and federal funding.

Suspension

The Academic Council may impose suspension for issues of academic dishonesty, which is a separation from the university for a definite period of time, after which the student is eligible to reapply. Conditions for readmission must be specified at the time of suspension.

Dismissal

After being readmitted following a period of suspension, a student may be dismissed from university because of repeated instances of academic dishonesty or because of an insufficient grade point average.

CONSEQUENCES

For identified offenses of academic dishonesty, the following consequences apply:

Negligent Dishonesty

At the discretion of the professor, may result in an automatic “F” for the assignment and may require that, in order to receive credit for the course, the student repeat the assignment (without credit) using proper documentation.
**Blatant Dishonesty**  
At the discretion of the faculty member, may result in failure in the course.

**Repeated Dishonest Behavior**  
May result in student being placed on academic warning, academic suspension, or dismissal from the university by the Academic Council.

**PROCEDURES**

For the “Procedures” and “Student Appeal” sections, the term “Academic Council” refers to the council or division that has oversight for the class in which the supposed violation occurred. For the ASPIRE program, it is the Adult Studies Council.

1. The faculty member identifies a plagiarism or cheating offense. At the time the offense is identified, notification must be given to both the student and the Academic Office by completing the “Report of Plagiarism and Cheating” form (found in Faculty Handbook - Forms Section or from the Academic Office). A copy of the student document(s) showing the evidence of plagiarism or cheating is filed with the “Report” form.

2. The faculty member is encouraged to provide information to the student regarding the definitions of plagiarism and cheating and the consequences at the time of such notification.

3. The faculty member contacts the Academic Office to determine if a previous offense has occurred for the student in question. If the offense is a second offense, the faculty member must report this directly to the Provost.

4. Reports of plagiarism and cheating are kept in individual student files and are accessible only by the Provost and the Academic Office staff.

5. Upon the third offense for any one student, the Provost will bring a full report to the Academic Council for action. The Academic Council, the highest faculty authority for academic issues, will determine the consequence.

6. At the discretion of the Provost, fewer than three offenses may be taken to the Academic Council for action. The Academic Council will determine the consequence.

7. The Provost calls a meeting of the Academic Council to review the documentation presented by the faculty member and any other documentation from the plagiarism/cheating file in the Academic Office. The Academic Council decides the consequences of each case on its own merits. The chair of the Academic Council communicates the decision in writing to the student and appropriate faculty members with whom the student has a class in the current semester and with faculty members with whom the student has a class in subsequent semesters, as deemed appropriate by the Provost. The Provost will also notify appropriate university personnel of such decisions.

8. The decision of the Academic Council is final except in the case of suspension or dismissal, when the student has the right to make an appeal to an appeals panel. The President’s Cabinet will serve as the appeals panel.

**STUDENT APPEAL**

The student may appeal a suspension or dismissal decision of the Academic Council within 72 hours of the receipt of the decision by making a written statement including the reason for the appeal and the action desired.

**The appeal hearing will have two purposes:**

1. To determine whether the suspension or dismissal decision reached by the Academic Council is based on substantial evidence, and

2. Whether the actions associated with item 1 (above) result in a determination that suspension or dismissal was an appropriate consequence.

**Procedure**

1. The student provides a written statement including the reason for the appeal and the action desired within 72 hours from receipt of the decision of the Academic Council and submits the written statement to the Academic Office.

2. The Provost notifies the Academic Council that such an appeal has been filed and requests that the appeals panel be convened and the student be duly notified of the time and location of the hearing.

3. The appeals panel has five working days to arrange a date for the panel to receive the student’s appeal.

4. The hearing of the appeals panel will be conducted according to the following guidelines:
   - The hearing will be conducted in a private setting.
   - Admission of any person to the hearing shall be at the discretion of the chair of the appeals panel.
   - The student may have an advisor present of his/her choice; however, the advisor is not permitted to participate in the hearing.
   - When the facts of the case are in dispute, all parties may present witnesses, subject to the right of cross-examination by panel members. Witnesses are required to present a short statement outlining their testimony to the chair of the appeals panel. These statements must be received at least 24 hours in advance of the scheduled hearing and will be distributed in advance to the panel members along with other pertinent documentation. No witness will be permitted to attend the hearing who does not submit this statement.
   - All procedural questions during the hearing are subject to the decision of the chair of the panel.
   - After the hearing, the panel shall render its decisions by majority vote.

   - If the facts are in question, they shall determine whether the student has violated the policy as alleged.

   - If the student has objected to the consequences, the panel shall vote to uphold, replace or lift the consequences in question. The panel may not impose consequences more serious than those to which the student has appealed.

5. The decision of the appeals panel is final and binding and will be communicated in writing within three working days by the chair of the panel.
Simpson University believes that all truth is God’s truth. Truth originates with and is sourced in the sovereign Creator-God of the Scriptures. Further, truth reveals Him. The university recognizes that the pursuit of this truth occurs in a fallen world, and students may encounter material incongruous with Christian perspectives in a variety of forms – written documents and publications, and oral and visual media. The university does not claim agreement with these materials; it only acknowledges their existence.

Faculty members are largely the agents of this pursuit of truth. They are employed, in part, because of their mature commitment to God and to the authority of the scriptures. Therefore, the university delegates to them discretionary powers to deal with the pursuit of truth and the discrediting of error in ways they deem appropriate, particularly in the selection of reading materials, lecture content and audio-visual media. The presence of materials used by the university, including textbooks, library resources or audio-visual media, shall not be construed as the university’s endorsement of those materials.

Tuition charges are based upon the four terms of 9 credits each required to complete the program. The first term in which a student enrolls is considered Term I for that student. An ASPIRE “term” is 15 weeks and consists of three-credit courses. Payment for the full term is required before the beginning of each term.

ASPIRE FEE SCHEDULE 2008-2009

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per semester full-time (ASPIRE DCP)</td>
<td>$4,050</td>
</tr>
<tr>
<td>Tuition per credit hour (ASPIRE DCP)</td>
<td>$450</td>
</tr>
<tr>
<td>CEL Portfolio Fee</td>
<td>$680</td>
</tr>
<tr>
<td>Parking permit</td>
<td>$40</td>
</tr>
<tr>
<td>Examination Fee (repeat, late, early)</td>
<td>$35</td>
</tr>
<tr>
<td>Deferred Payment Fee, Late Registration Fee,</td>
<td></td>
</tr>
<tr>
<td>Late Payment Fee, Returned Check Fee</td>
<td>$100 each</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$25</td>
</tr>
<tr>
<td>CLEP Posting Fee (per course)</td>
<td>$10</td>
</tr>
<tr>
<td>Directed Study Fee (per credit)</td>
<td>$150</td>
</tr>
</tbody>
</table>

In the event a student withdraws from all units within a term, federal financial aid and refunds will be calculated on a per diem basis. If this calculates to 60 percent of the term or greater, no adjustments will be made.

For the current refund percentages and policies, students should contact Student Financial Services. The following refund schedule applies to individual ASPIRE courses:

- **Drop**: 100% refund
- **Withdrawal**: 0% refund

(See COURSE WITHDRAWAL on p. 101 for definitions of ‘drop’ and ‘withdrawal’.)

The ASPIRE Office provides CLEP testing services for the university, including test registration and administration.

Students wishing to take the CLEP subject examinations must pay the administration fee to Simpson University and the examination fee to CLEP. If the CLEP test is passed, there may be a recording fee to apply the credits to the Simpson University transcript. It is the student’s responsibility to consult his or her academic advisor in the ASPIRE Office to determine the applicability of CLEP tests for meeting requirements. It is also the student’s responsibility to make sure that CLEP score reports are received by the school and that credits are posted to his or her transcript.

Financial aid is a valuable asset that is available to most ASPIRE students. To receive the benefit of financial aid, applicants should follow these steps:

1. Fill out the Free Application for Federal Student Aid (FAFSA). This must be completed online at www.fafsa.ed.gov and/or postdated by March 2nd in order to be considered for Cal Grant by the California Student Aid Commission and be given priority award status by the university.

2. Complete the Simpson Financial Aid Application and return it to Simpson Central.

3. (Cal Grant applicants) Complete the GPA verification form and have it verified and mailed by officials from the school of last attendance. New Cal Grant recipients will receive awards beginning in the fall and spring semesters.

4. Note: Cal Grants are NOT paid for summer term if a student is beginning their program with a summer term. Students who are Cal Grant-eligible are strongly encouraged to begin the ASPIRE program in the Fall term to maximize their Cal Grant eligibility. New summer Pell Grants are NOT paid during the summer term until the funds are released by the Department of Education after the start of the new federal fiscal year on July 1. Pell Grant-eligible students beginning the ASPIRE program in the summer term must be prepared to pay their university charges prior to the beginning of the summer term in May. This
will require payment in full by the published due date and reimbursement when the Pell Grants are released in July. Students wishing to defer payment of summer charges until the release of their Pell Grant may do so by selecting the Deferred Payment Plan option. There is a $100 fee for this option.

5. Students will receive a Student Aid Report (SAR) from the federal processors four to six weeks after filing the FAFSA. After verifying the information, students should retain the SAR for their records.

Once Student Financial Services receives the Financial Aid Application and the FAFSA information, they will mail the applicant an award notification packet. The applicant should then return the award notification and any supporting documentation to Simpson Central. Students must re-apply for financial aid each academic year.

Any questions concerning financial aid can be directed to a Student Financial Services counselor in Simpson Central.

APPLICATION PROCEDURE

Applicants should do the following:

1. Complete an application online and pay the non-refundable online application fee, or complete and mail a paper application along with the non-refundable paper application fee. The application includes a written purpose statement.

2. Submit a professional reference.

3. Submit official transcripts from all colleges and universities attended.

ADDITIONAL ADMISSION REQUIREMENTS FOR THE CHRISTIAN MINISTRY LEADERSHIP MAJOR


2. Active attendance in a Christian church fellowship whose doctrine is in sympathy with the Simpson University (Christian & Missionary Alliance) statement.

3. A signature acknowledging that the student understands that the underlying biblical stand in all courses will be in agreement with the university statement.

4. A personal reference from a pastor or someone in church leadership who knows the applicant well.

ADDITIONAL ADMISSION REQUIREMENTS FOR THE RN-TO-BSN STEP-UP PROGRAM

1. A current RN license.

2. Completion of an introductory statistics course is required prior to taking NURS 4010, Nursing Research, during the third semester of the ASPIRE RN to BSN major. (NURS 3610, Statistics for Nursing, is offered most semesters through the ASPIRE Bridge program. Contact Enrollment Management or the ASPIRE Office for details on dates, fees, and prerequisites).

3. Proof of current personal malpractice insurance.


ADDITIONAL ADMISSION REQUIREMENTS FOR THE MIS MAJOR

Pre-requisite admission requirements for the Management Information Systems major are available through Enrollment Management and the ASPIRE Office.

ADMISSION REQUIREMENTS

ASPIRE DEGREE-COMPLETION PROGRAMS

Applicants must complete 88 semester credits of general education in addition to the 36 credits of major requirements of the ASPIRE program to receive their degree. In order to be eligible for acceptance into the ASPIRE Degree-Completion Programs, applicants must have completed a minimum of 60 academic credits of the required 88 semester credits. All ASPIRE-DCP applicants must have completed English Composition prior to acceptance. All ASPIRE-DCP applicants (with the exception of students applying for the Organizational Leadership and Christian Ministry Leadership majors) must have completed either Intermediate Algebra or a baccalaureate-level math course prior to acceptance into the ASPIRE program. All credits must have been earned at an accredited college with a minimum grade-point average of 2.00.

Applicants are also required to have worked full-time for at least five years following the completion of high school. Recognition for validated experiences in the military, volunteer service or full-time homemaking may be considered for meeting this requirement.

An applicant who does not meet the work experience entrance requirement must complete all 88 specific general education credits prior to enrolling in the program and be approved by the ASPIRE admissions committee.

ASPIRE BRIDGE PROGRAM

Students eligible for enrollment in ASPIRE Bridge program courses:

1. Students currently accepted to and enrolled in the ASPIRE Degree-Completion Program

2. Students meeting requirements for, but not yet enrolled in the ASPIRE Degree-Completion Program*

*Students who have not yet met the ASPIRE-DCP math requirement may enroll in an appropriate ASPIRE Bridge math course or statistics for nurses course. These students must meet the ASPIRE-DCP math requirement before they may be enrolled in major courses.

TRANSFER CREDIT POLICY

The Registrar’s Office of Simpson University evaluates previous college work to determine which credits may be applied toward a Simpson University degree.
The following criteria are considered in the evaluation of transfer credits:

1. An official transcript must be provided in order for credits to be accepted. In some cases, a student may be asked to provide Simpson University with course information from the previous institution(s).

2. Evaluation may include review of syllabi, faculty credentials, grading standards and learning resources of the sending institution which are applicable to the transfer credits being considered.

3. The Registrar’s Office may consult with a given academic division before a final transfer equivalency decision is made.

4. If a course from another institution does not apply to the general education requirements, the course may be accepted as an unrestricted elective. A student may transfer up to 25 credits of unrestricted elective credit.

5. Only courses in which students have earned a grade of “C-” or above will be eligible for transfer.

6. A student’s transfer GPA is not calculated into a student’s Simpson University GPA.

7. Coursework from a junior or two-year college will only transfer as lower-division credit.

8. Simpson University is on the semester system. Courses from an institution on the quarter system will be transferred as follows:

<table>
<thead>
<tr>
<th>Quarter Credits</th>
<th>Semester Equivalent Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3.35</td>
</tr>
<tr>
<td>4</td>
<td>2.68</td>
</tr>
<tr>
<td>3</td>
<td>2.01</td>
</tr>
<tr>
<td>2</td>
<td>1.34</td>
</tr>
<tr>
<td>1</td>
<td>0.67</td>
</tr>
</tbody>
</table>

In addition to these stipulations, credits earned at institutions which are not accredited by an accrediting body recognized by the Council for Higher Education Accreditation may be evaluated for transfer to Simpson University through one or more of the following procedures:

1. Review of syllabi, faculty credentials, grading standards, and learning resources of the sending institution which are applicable to the transfer credits being considered.

2. Analysis of the success of a number of previous students who have transferred to Simpson University from the sending institution.

3. Successful completion of a minimum of 30 semester credits of more advanced study at Simpson University.

4. Verification of at least five accredited colleges that have accepted credits from the sending institution.

Credits for transfer from foreign institutions are evaluated by criteria recommended by organizations such as the National Association for Foreign Student Affairs (NAFSA).

With regard to the acceptance of transfer credits, the decision of the Registrar is final.

The following methods are used by ASPIRE students to transfer or earn credit:

1. Credits previously earned through accredited colleges/ universities with a minimum grade of C-

2. CLEP tests

3. Military credits (as approved by the American Council on Education)

4. ACE-approved credits for previous informal but organized training, i.e. seminars, business, church, other military training, etc.

**COMMUNITY GUIDELINES**

Simpson University is a community of committed learners, seeking to foster an environment conducive to the spiritual, intellectual, emotional, and physical growth of its members.

It is the concern of the university that all members of the Simpson community practice discretion in all activities. Cheating, plagiarism, class or group disturbance, harassment of any kind, foul language, or other forms of inappropriate behavior are not tolerated at Simpson University, whether it be in day or evening classes. Students who display such actions will be subject to dismissal from the university. Disruptive classroom behavior, such as repeatedly talking out of turn or making negative comments, may be cause for dismissal from the classroom and the loss of any points as deemed necessary by the instructor.

**SECURITY**

For security purposes, the buildings are locked each evening. Library hours vary during the year and are posted. A Campus Safety Handbook is available from the Campus Safety office.

**SOLICITING**

No collections or campaigns for funds are to be made among students for any purpose except by permission of Student Government or the President’s Cabinet. Students and outsiders will not be permitted to sell any kind of merchandise, solicit subscriptions or engage in any kind of commercial activity on the university campus.

**DRESS CODE**

The university expects that appropriate attire will be worn while on campus.

**SMOKE-, ALCOHOL-, DRUG-FREE POLICY**

As of September 1, 1993, the entire campus, including the parking lots and grounds, became a smoke-, drug-, and alcohol-free environment. Simpson University prohibits the illegal possession or use of alcohol, tobacco, and drugs by students.
enrolled at the university, whether on or off campus. Legal use of alcohol and tobacco is prohibited on campus and while participating in Simpson University activities. ASPIRE students are encouraged to recognize and respect the fact that Simpson University traditional undergraduate students have agreed to refrain from alcohol and tobacco at all times while enrolled at Simpson University. Any student found violating these standards is subject to immediate dismissal from the university, as well as criminal prosecution (if applicable).

CAMPUS PARKING

Parking permits for ASPIRE students are provided at registration. All vehicles parked on campus are required to display the proper parking permit, regardless of frequency of class or number of credits registered for. Please see the current ASPIRE Fee Schedule for permit fees. Parking is permitted only in the designated student parking areas. Vehicles parked in other locations will be ticketed. Parking on Simpson streets is prohibited unless specific authorization is given by the Campus Safety office.

STUDENT ID CARDS

Student I.D. cards are issued at enrollment and may be used to check out books from the libraries at Simpson University and Shasta College.

BOOKSTORE

Textbooks, school supplies, and snacks are available in the university bookstore located in the Owen Student Services Center. The bookstore is normally open during evenings and Saturdays when ASPIRE classes are in session. However, bookstore hours may be reduced during the summer semester.

CLASS VISITORS

Permission may be granted to visit ASPIRE classes only to persons considering entrance into the program. The Dean must approve requests for this purpose in advance. No other visitors (including family members) are permitted to attend any ASPIRE classes.

ANTI-DISCRIMINATORY STATEMENT

Simpson University does not discriminate on the basis of gender, age, race, national origin, or disability in admission policy, educational programs, other activities, or employment, as specified by federal laws and regulations. The university’s policies are also in compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA.

RESERVATION OF RIGHTS

The information in this catalog is subject to change at any time at the discretion of Simpson University and should not be relied upon as creating a contract or legally enforceable promise. The administration reserves the right to cancel any course if there is insufficient enrollment for the course. Simpson University reserves the right to change any of its policies and procedures, and any of the other information provided in this catalog, including, but not limited to, tuition, fees, unit value per course, course offerings, curricula, grading policies, graduation and degree requirements, and admission standards at any time and for any reason, without providing advance notice to those affected.

This catalog supersedes and replaces all previous catalogs and other statements covering the topics included herein. The university catalog provides much student help for academics and other areas of college life, as does the Student Handbook. Consult both for a full understanding of Simpson University expectations. Where conflict exists between any of these sources, the most recent rule, regulation or policy will be controlling.
BMIS 3010
Data Communications and Management An introduction to the basics of hardware, software, protocols, channels, modems, local area networks, wide area networks, packet switching and other switching techniques, and various applications.

BMIS 3030
Database Systems Management This course enables students to develop the skills to design a database; from the initial step of creating a data model to the final steps of creating user interfaces. Course topics include: determining the data sources and needs of the organization, creating ER Diagrams, understanding data flows in a business, fields, tables, queries, forms and reports in Microsoft Access, normalizing data, relational versus object-oriented data models, creating and querying data objects. Software applications: Microsoft Access and an Object-orientated database application.

BMIS 3955
Foundations of Management Information Systems An introduction to important aspects of MIS for today’s business environment. The topics covered include: current and emerging technologies, their uses (especially E-commerce), their impact on organizations and the opportunities they present, and an overview of the means, benefits, and challenges of implementing IT in an organization.

BMIS 4010
MIS Analysis and Design The strategies and techniques of structured information systems analysis and design including feasibility studies, modeling techniques, systems, design, reporting and documentation, and implementation strategies.

BMIS 4020
Application Development A course focusing on the issues and technologies inherent in the development of software applications with graphical user interfaces for businesses and other organizations such as: the system development life cycle and other development methodologies, defining project scope and specifications, creating a development environment, team development, change management, user involvement and testing ‘going live.’ The course also addresses management issues like steering committees, changing business needs, business re-engineering, and outsourcing.

BMIS 4040
MIS Project Management Application of project management principles to real-world situations. Evaluation of the causes and effects of common project-management errors. Includes an introduction to techniques, tools, and methodologies for computer project managements, including project planning and budgeting, critical path analysis, resource allocation, scheduling, and cost accounting. Use of web-based MS Project Server required.

BUSS 3020
Web Design and Management A study of the most important aspects of developing and managing Internet-based systems in today’s technological and business environment. Topics include: business models for E-Business and E-Commerce, Website design tools, current and future trends in Web technologies.

CHED 3410
Essentials of Christian Education An overview of the biblical and theological bases of Christian education. Theories, techniques and procedures by which Christian educational programs are designed, implemented and assessed will be covered, and potential opportunities, problems, and solutions will be explored.

CHED 3450
Family Life and Ministry A study of marriage and family as a biblical institution. Examines the family life cycle sequence and develops appropriate ministry responses. Highlights selected contemporary family issues and positive qualities that make marriage and family strong. Selected marriage enrichment and family ministry programs are critiqued.

CMST 4491/4492/4493/4494
Semester & Final Projects The term seminar project courses provide an opportunity for the student to organize their thoughts and research on the subject at hand, while integrating it with the other courses of the semester, and with their concept of leadership. Various ways of communicating the results will be explored and utilized. The emphasis will be on the student’s intrapersonal development as a leader and the effects of what is being learned on their concept of leadership.

COMM 4000
Foundations of Communication This course is designed to examine the communication processes in interpersonal and small group settings. The course focuses on small group dynamics, social and personal development and problem solving.

COMM 4090
Small Group Communication An examination of the communication processes in interpersonal and small group settings. This course emphasizes skills necessary for creative and constructive interaction in self-disclosure, conflict, problem-solving and task-oriented settings. (Also MNGT 4090, PSYC 4090)

COMM 4330
Communicating Cross-Culturally A study of the principles and processes of communicating from one culture or subculture to another. Attention is given to the study of language as well as non-
COMM 4670
Communication, Leadership and Organizations This course focuses on internal organizational communication systems, both formal and informal leader roles, leadership theory, leadership style, and both the organization and the communication process as systems will be examined. (Also MNGT 4670)

LING 4322
Language Development and Communication Concentrates on the components of reading literacy, language development and its use in oral and written expression, non-written and written composition, conventions of language, language structure and linguistics, language acquisition and language literacy.

LING 4330
Communicating Cross-Culturally A study of the principles and processes of communicating from one culture or subculture to another. Attention is given to the study of language as well as non-verbal forms of communication.

MATH 3000
Foundational Math Develops student’s skills in algebra and functions, and reviews number sense, measurement, geometry, statistics, data analysis, and probability. This course has a pre-test that identifies areas for required personal independent study.

MINS 3210
Principles and Practices of Evangelism An investigation of the biblical foundations of the evangelistic activity and motivation. Examines a variety of methods and techniques in view of changing societal patterns. Seeks to equip students to be effective world Christians in terms of a lifestyle of evangelism and discipleship.

MINS 3550
Small Groups in the Church Examines the theology and practice of Christian community, special task force and recovery groups, home Bible studies, outreach cells and discipleship strategies curriculum. Current church programming models will be highlighted. Special focus is given to local church administrative requirements, leadership training, implementation difficulties and factors which enable such ministries to keep going over the long term.

MINS 4501
Principles of Leadership & Management A study of perspectives, attitudes and administrative methods for the pastorate and pastoral staff in relation
to church and community, as informed by Scripture and by appropriately experienced people in church ministries. The goal is to introduce the body of management knowledge as it applies specifically to Christian and voluntary organizations.

MINS 4530 Developing People For Leadership A treatment of the issues and strategies of working with volunteers and staff. A theological basis for and practical application of methods used in assessing and assisting people in the use of their God-given gifts and potential.

MNGT 3005 Managerial Accounting A foundation course designed to provide a basic understanding of the theory and practices of accounting as they relate to the principle concepts of costing, budgeting, and reporting to internal management. Preliminary concepts of job costing, inventory control, cost centers and managerial accounting are examined.

MNGT 3020 Social Psychology An examination of how people think about, influence, and relate to others. Social perception, attitude formation, conformity, persuasion, aggression, altruism, and interpersonal attraction are among the major concepts that will be discussed. (Also PSYC 3020, SOCI 3020)

MNGT 3120 Introduction to Management and Organizational Behavior This course provides a survey of current management theory related to the management of modern corporations and business operations. A review of the interrelationships of the major business disciplines is made within the context of achieving an organization’s goals. The historical evolution of organizational designs and theories and their impact on planning, organizing and controlling modern profit and non profit businesses are also considered.

MNGT 3610 Business Statistics This is an applied course in statistics and their application to business situations. Topics of study include data presentation, types of distribution, probability theory, sampling and hypothesis testing. Parametric and non-parametric statistical tests will be examined including t-tests, correlation tests, Chi-square and ANOVA.

MNGT 3660 Learning and Motivation Analysis of research on basic conditioning and learning processes. Also considered are memory, concept learning, language learning, and theories of motivation which underlie human behavior. (Also PSYC 3660)

MNGT 3910 Managerial Finance This is a study of the conceptual and analytical framework guiding financial decision-making within the business entity. Emphasis is placed on financial analysis, evaluation of investment opportunities and alternative means of financing a firm.

MNGT 3930 Business Ethics and Law An examination of the principles of ethics and law as applied in the business environment from the standpoint of a working professional. Applications and the consequences of different systems of ethics are explored, along with potential problems encountered by managers, accountants and other employees. During this course, students will be encouraged to develop a consistent system of ethics to prepare them for coping with business circumstances. In addition, the course provides a basic understanding of the elements of law, the judicial process, and includes traditional business law, torts, real and personal property, intellectual property, contracts, sales, negotiable instruments, business organizations, and employment relationships. The regulatory environment of business, including employment law, environmental law, consumer protection, antitrust law, and securities protection, is also investigated.

MNGT 4020 Managerial Economics This course explores current management decision making in private or public firms as they compete in a global economy. Topics include: marginality, opportunity costs, product markets, production efficiency, technology, competitive markets, price and non price competition, generic industry environments and competitive strategies.

MNGT 4050 Production Operations Management The production/operations management of both manufacturing and service industries is described in this course. Topics include: analysis and decision techniques in the location, design and layout of facilities and production processes. Work forecasting, scheduling, quality measurement and queuing models are studied as well.

MNGT 4060 Seminar in Strategy, Policy, and Ethics This is the capstone course for the Business & Human Resources Management major and must be taken as the final course of study. The students will study the current issues in managerial strategy and corporate policy that integrate the concepts of organization theory, marketing, finance, human resources, production/operations, accounting, economics and entrepreneurship. The class will emphasize case studies and integrate all previous course materials to decide the best options for local, regional and transglobal businesses.

MNGT 4090 Small Group Communication An examination of the communication processes in interpersonal and small group settings. This course emphasizes skills necessary for creative and constructive interaction in self-disclosure, conflict, problem-solving and task-oriented settings. (Also PSYC 4090, COMM 4090)

MNGT 4670 Management of Organizational Behavior This course focuses on internal organizational communication systems, both formal and informal leader roles, leadership theory, leadership style, and both the organization and the communication process as systems will be examined. (Also COMM 4670)

MNGT 4900 Human Resource Management A study of theoretical, methodological, controversial, and practical behavior. Emphasis is on the application of research findings to diagnosing and solving organizational problems.

MNGT 4920 Principles of Marketing A study of institutions and essential functions in the marketing system. Analysis of the marketing mix: product, place, promotion, and price strategies.

MNGT 4940 Ethics in Human Relationships A study of the basic systems of ethics with a brief summary of each. Application and the consequences of each system are explored. Potential problems encountered by leaders, clients and others are examined. Students are encouraged to develop a consistent system of ethics to prepare them for coping with future circumstances in human relations. (Also HUMA 4940)
MNGT 4950  
Leadership in Organizations  
Exploring the nature of community life, the development of, and the practical techniques for, community organization and leadership. Also addresses the role of conflict management, mediation and negotiation skills.

MNGT 4960  
Transformative Leadership  
Reviews learning style research and effective ways to equip and challenge others for leadership. Exploring ways to empower and enhance the skills of staff, volunteers and others is emphasized.

NSCI 3340  
Earth and Physical Science  
This course focuses on concepts, principles, interrelationships and properties of matter, motion and energy, the solar system (astronomy), composition of the earth (geology), earth’s atmosphere (meteorology) and earth’s water (oceanography). Students develop knowledge in the explanation and application of concepts and process skills (such as interpreting a stimulus, ordering and categorizing material, and relating, inferring, or applying information found in various stimuli). They also learn about designing experiments and investigating information necessary to explain an experiment.

NSCI 3350  
Life Science  
This course focuses on the structure of living organisms and their functions (physiology and cell biology), living and nonliving components in environments (ecology), and life cycles and reproduction (genetics). Students develop knowledge in the explanation and application of concepts and process skills (such as interpreting a stimulus, ordering and categorizing material, and relating, inferring, or applying information found in various stimuli). They also learn about designing experiments and investigating information necessary to explain an experiment.

NSCI 3510  
Environmental Science  
The knowledge and philosophical base necessary to be a good steward of God’s creation. This will be done by (1) discussing the biblical perspective on stewardship of the earth, (2) introducing the student to the workings of the environment, (3) studying the ways in which humans impact the environment, and (4) discussing ways so-society and the individual can lessen their adverse impact on the environment.

NURS 3010  
Professional Issues in Nursing  
The foundations of professional nursing practice from historical, philosophical, ethical, political, and legal perspectives are explored. Significant trends and issues are analyzed and its impact on the professional nursing role. Concepts relevant to delivery of nursing include accountability, ethics and other contextual elements of effective professional nursing. The focus is on the theoretical basis of nursing and explanations of the relationship of scientific thought, theory, development and the research process are explored.

NURS 3020  
Family/Community Health Nursing  
Explores dimensions of community health/home health nursing within the context of the community for health promotion, disease prevention, and risk reduction for individuals and families. Examines epidemiological principles and evidence-based nursing interventions.

NURS 3030  
Family/Community Health Nursing Practicum  
Provides an opportunity for the application of knowledge and the skills of the public health and home health nurse in a community setting. Case management and its relation to managed care are explored. Requires clinical practice with a preceptor in a community health/home health setting.

NURS 3040  
Nursing Practice Theory  
Focuses on the evolution of nursing models and theories and the application of theory to current professional nursing practice. Advanced nursing roles are explored as well as the contribution of nursing informatics to practice.

NURS 3050  
Nursing Health Assessment  
Provides the opportunity to gain knowledge and assessment skills required to perform a complete nursing health assessment of pediatric, adult, and geriatric patients. Examines the theory and practice of assessment and emphasizes the synthesis of subjective and objective data to identify health problems and develop management plans.

NURS 4010  
Nursing Research  
Examines scientific clinical nursing rationale for research utilization and theory-based practice.

NURS 4020  
Health Teaching  
Explores the concepts of health promotion and interrelates them with health teaching process. A variety of client situations and appropriate teaching strategies are considered. Learning needs within health care institutions are investigated and program evaluation is addressed.

NURS 4030  
Leadership/Management in Nursing  
Focuses on theoretical principles to provide nurses with the knowledge base to be effective leaders/managers in today’s healthcare environment. Discusses topics such as strategic planning, power, advocacy, collaboration and resource management. Learning activities include examination of problems that arise in the management role.

NURS 4040  
Economics in Healthcare  
Explores characteristics of the current health care environment as it pertains to policy development, health planning, and economic management at the national, state, and local levels. Nursing is viewed as pivotal in promoting public health policy, advocating for nursing and health care reform and critically evaluating key outcomes of health care programs. Financial models are critically explored.

NURS 4050  
Senior Clinical Seminar  
Provides an opportunity for the registered nurse student to explore a topic of current interest to the nursing profession for research and presentation.

OLST 4491/4492/4493/4494  
Semester & Final Projects  
The term seminar project courses provide an opportunity for the student to organize their thoughts and research on the subject at hand, while integrating it with the other courses of the semester, and with their concept of leadership. Various ways of communicating the results will be explored and utilized. The emphasis will be on the student’s intrapersonal development as a leader and the effects of what is being learned on the student’s concept of leadership.
PHIL 3500  
Christianity and World Religions  
An introduction to the history and central beliefs of Christianity and other world religions with emphases on the ethical implications of each religion for modern society and understanding divergent worldviews.

PSYC 3015  
Lifespan Development  
A consideration of physical, mental, emotional and social growth from infancy through death. The theories and research related to growth will be surveyed. Parent-child relationships and the factors that affect personality during the early years of life will be highlighted.

PSYC 3020  
Social Psychology  
An examination of how people think about, influence, and relate to others. Social perception, attitude formation, conformity, persuasion, aggression, altruism, and interpersonal attraction are among the major concepts that will be discussed. (Also MNGT 3020, SOCI 3020)

PSYC 3026  
Child Development  
A consideration of the physical, cognitive, and socioemotional aspects of child development from conception through adolescence. Major theories and research related to child development will be surveyed.

PSYC 3070  
Foundations in Psychology  
Will focus on preparing students for future courses in psychology. An overview of the field of psychology will be provided including major ideas and theories, subfields of psychology, and various graduate school and career options. In order to promote success in the psychology major, foundational academic skills (e.g., using the library, reading research, writing APA style papers, how to present scholarly information) will be addressed via community building activities.

PSYC 3325  
Adult Development  
A consideration of physical, cognitive, and socioemotional development during adulthood. Major theories and research related to adult development from young adulthood to old age will be surveyed.

PSYC 3610  
Statistics for Behavioral Sciences  
An examination of the fundamentals of statistical theory and practice in the social sciences. Emphasis is on the use and interpretation of elementary descriptive and inferential statistics in psychology.

PSYC 3630  
Human Development  
Examines the physical, cognitive, emotional, spiritual, and social growth and maturation from birth through adolescence. Students examine the psychological and social influences on development, health and physical fitness.

PSYC 3640  
Theories of Personality  
A consideration of major traditional and contemporary theories of personality, with a view toward usefulness in accounting for human behavior. Psychological research and assessment of the variety of personalities will be studied.

PSYC 3660  
Learning and Motivation  
Analysis of research on basic conditioning and learning processes. Also considered are memory, concept learning, language learning, and theories of motivation which underlie human behavior.

PSYC 3690  
Research Methods in the Behavioral Sciences  
An examination of the logic and procedures behind behavioral science research. Major topics include ethical issues in research, techniques in correlational research, various techniques in experimental research (between-groups designs, within-groups designs, complex designs) and applied research.

PSYC 3700  
Therapeutic Psychology  
An overview of current theory and practice in psychotherapy and Christian counseling. Students will be exposed to basic counseling issues, models, techniques and ethical concerns.

PSYC 3800  
Principles of Christian Counseling  
An introduction to the principles and skills of Christian counseling. Attention will be given to the spectrum of biblically based approaches to helping people with their problems as well as a look at specific problems frequently encountered by leaders in ministry.

PSYC 4090  
Small Group Communication  
An examination of the communication processes in interpersonal and small group settings. This course emphasizes skills necessary for creative and constructive interaction in self-disclosure, conflict,
PHILOSOPHY & PURPOSE

PROGRAMS OF STUDY

• M.A. in Education
• M.A. in Teaching
• Preliminary Administrative Services Credential
• California Preliminary Teaching Credential

POLICIES & PROCEDURES (p. 120)

FINANCIAL AID (p. 127)

COURSE DESCRIPTIONS (p. 129)
**GRADUATE STUDIES**  
School of Education

Simpson University offers master’s degree programs through the School of Education and A.W. Tozer Theological Seminary. The School of Education offers California Teaching and Administrative Credentials, a Master of Arts in Education and Master of Arts in Teaching. The California Teaching and Administrative Credentials are accredited by the California Commission on Teacher Credentialing. Simpson University is accredited by the Western Association of Schools and Colleges.

**PHILOSOPHY**

The graduate studies department of the School of Education is committed to the mission of Simpson University and believes that its educational programs equip men and women to extend the church’s mission in elementary and secondary education, both in the United States and throughout the world. The School of Education provides graduate programs that build upon and go significantly beyond the educational requirements for the bachelor’s degree. These programs provide both the theoretical and practical basis for education, and they are integrated with a foundation of biblical truth in order to produce effective teachers and administrators.

Each aspect of this philosophy is interwoven into the curriculum for both the Master of Arts degrees and the credential programs. Accordingly, the faculty and staff of the School of Education seek to reflect and model these foundational components of life and professional pursuit. There is a personal focus on each student.

Courses and programs for the Master of Arts degree in Education and Master of Arts in Teaching embrace a Christian worldview, focus on academic excellence, and develop practical applications in the field of elementary and secondary education.

**PURPOSE**

The graduate degrees and credential programs offered by the graduate studies department of the School of Education are designed to: (1) serve both the professional and personal needs of individuals who seek advanced academic preparation; (2) prepare students for subsequent doctoral programs; and (3) provide certification or credentials and improved professional proficiency for teaching and leading in public and / or Christian schools.

**DEGREES AND CREDENTIALS OFFERED**

- California Preliminary Teaching Credential  
  - Multiple Subject  
  - Single Subject

**Master of Arts in Education**

**Master of Arts in Teaching**

**California Preliminary Administrative Services Credential**

**COMBINATION PROGRAMS**

- Master of Arts in Education  
  - With Preliminary Teaching Credential
- Master of Arts in Education  
  - With Preliminary Administrative Services Credential

**PROGRAMS OF STUDY**  
School of Education

**MASTER OF ARTS IN EDUCATION**

The Master of Arts in Education is primarily designed for practicing educators who are interested in assuming increased responsibility within the education profession. It is possible for qualified candidates seeking a teaching credential to combine work on the master’s degree with work on the preliminary teaching credential. **Credential not included.**

The following required courses consist of those that contribute to knowledge in the major concentration in education, as well as those that help form the broader base of the Master of Arts program.

**PREREQUISITE COURSES**

Students who wish to enroll in a master’s degree program will need to satisfy these requirements:

1. Six credits in education (or a current teaching credential) and six credits of Bible (the Bible requirement may be satisfied by taking ED 6020, Instructional Strategies of Christ, as a program elective).
2. Students may be admitted to the program without having met these requirements; however, it is expected the requirements will be met during the first half of the program.

**REQUIRED CORE COURSES (20 credits)**

- ED 6000  Philosophical Foundations of Education (2)
- ED 6010  Psychological Applications in Education (3)
- ED 6100  Tests and Measurement and Assessment Theory (3)
- ED 6113  Foundations and Trends in American Education (3)
- ED 6120  Leadership in Vision and Change (3)
- ED 6130  Advanced School Curriculum (3)
- ED 6050  Research and Writing (3)

**THESIS OR NON-THESIS OPTIONS (2-6 credits)**

Select one of the following options:

- **Option 1**
  - ED 6310  Project Document (2)
**GRADUATE STUDIES: EDUCATION**

**Program of Study**

**Option 2**
- ED 6320 Thesis (2)

**Option 3**
- Elective Courses (6 credits of graduate level classes)

**Concentration (7-10 credits)**

**For a Concentration in Administration:**
- ED 6140 Leadership in Law, Personnel and Fiscal Management (4)
- ED 6150 Leadership in Communication, Public Relations & Management (3)
- ED 6160 Leadership in Organizational Management (3)

**For a Concentration in Educational Technology:**
- ED 6155 Leadership in Technology and School Management (1)
- ED 6156 Leadership in Technology and Research (1)
- ED 6032 Internet Applications for Educators I (1-4)
- ED 6036 Internet Applications for Educators II (3)

**For a Concentration in Curriculum:**
- ED 5400/5410 Language Arts in Elem/Sec School (3)
- ED 5420/5430 Curriculum in Elem/Sec School (3)
- ED 5460/5470 Multicultural Inst in Elem/Sec School (3)

**Total 29-36**

**Continuous Registration for Thesis or Project**

Students who have registered for a thesis or project must register each fall and spring semester for a one-credit “continuation” of registration until the work is fully completed. An extension fee is due at each registration.

**Master of Arts in Education and Preliminary Teaching Credential**

**Combination Program**

This program allows selected candidates to work on the Master of Arts in Education degree while completing coursework on their teaching credential. The minimum amount of coursework is 49 credits, the maximum is 53 credits.

**Prerequisite Courses**

Students who wish to enroll in a master’s degree program will need to satisfy these requirements:

1. Six credits in education (or a current teaching credential) and six credits of Bible (the Bible requirement may be satisfied by taking ED 6020, Instructional Strategies of Christ, as a program elective).
2. Students may be admitted to the program without having met these requirements; however, it is expected the requirements will be met during the first half of the program.

**Required Courses for Credential (32 credits)**
- +ED 5000 Integrating Technology (2)
- +ED 5420 or 5430 Curriculum and Instruction (5)
- +ED 5460 or 5470 Multicultural Instruction (3)
- *ED 5601 Student Teaching Performance Development - A (1)
- *ED 5602 Student Teaching Performance Development - B (1)
- ED 5610 Teaching Performance Assessment 1 (0)
- ED 5620 Teaching Performance Assessment 2 (0)
- ED 5630 Teaching Performance Assessment 3 (0)
- ED 5640 Teaching Performance Assessment 4 (0)
- ++ED 5660 Induction Preparation (1)
- ED 5440/5441 or 5450/5451 Student Teaching (10)
- ++ED 6000 Philosophical Foundations of Education (2)
- +ED 6010 Psychological Applications (3)

++Must be completed before student teaching.

**Other Required Courses (15 credits)**
- ED 6100 Tests and Measurements and Assessment Theory (3)
- ED 6113 Foundations and Trends in American Education (3)
- ED 6120 Leadership in Vision and Change (3)
- ED 6130 Advanced School Curriculum (3)
- ED 6050 Research and Writing (3)

**Electives (2-6 credits)**
- ED 6310 Project Document (2) or ED 6320 Thesis (2) or Six credits of graduate level education courses as approved

**Total 49-53**

**Master of Arts in Teaching**

The Master of Arts in Teaching is primarily designed for currently practicing educators who are pursuing National Board for the Professional Teaching Standards Certification. It emphasizes developing advanced skills for teacher leaders through coursework and practicum. Teachers will increase knowledge and skills in core subjects, instructional strategies, assessment, action research and leadership.

**Prerequisite Courses**

Students who wish to enroll in a master’s degree program will need to satisfy these requirements:

1. Six credits in education (or a current teaching credential) and six credits of Bible (the Bible requirement may be satisfied by taking ED 6020, Instructional Strategies of Christ, as a program elective).
2. Students may be admitted to the program without having met these requirements; however, it is expected the requirements will be met during the first half of the program.

**Required Courses (12 credits)**
- ED 6100 Tests and Measurements and Assessment Theory (3)
- ED 6113 Foundations and Trends in American Education (3)
- ED 6120 Leadership in Vision and Change (3)
- ED 6130 Advanced School Curriculum (3)
- ED 6341 Planning for Accomplished Teaching (6)

**Professional Courses (19 credits)**
- ED 6310 Project Document (2) or ED 6320 Thesis (2) or Six credits of graduate level education courses as approved

**Total 49-53**
ED 6342  Dev of Pedagogy, Assessment, and Reflection (6)
ED 6343  Reflections and Research (6)
ED 6310  Project Document (1)

TOTAL 31

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

This program provides professional preparation for school leadership.

PROGRAM REQUIREMENTS

The program includes 22 credits of coursework.

ED 6120  Leadership in Vision and Change (3)
ED 6135  Leadership in Curriculum, Instruction and Supervision (3)
ED 6140  Leadership in Law, Personnel and Fiscal Management (4)
ED 6150  Leadership in Communication, Public Relations and Management (3)
ED 6155  Leadership in Technology and School Management (1)
ED 6156  Leadership in Technology and Research (1)
ED 6157  Leadership in Technology and Assessment (1)
ED 6160  Leadership in Organizational Management (3)
ED 6700  Leadership in Diversity Issues in the Schools (3)

TOTAL 22

CERTIFICATE OF ELIGIBILITY

Upon completion of the program, students will be issued a certificate of eligibility. When students obtain their first position requiring an Administrative Services Credential, their Preliminary Credential will be issued. That credential is good for five years, after which time it is expected the candidate will earn a Professional Clear Administrative Services Credential (see next column).

MASTER OF ARTS IN EDUCATION AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

COMBINATION PROGRAM

This 31-credit program allows a teacher with at least three years experience to obtain both a master’s degree and a Preliminary Administrative Services Credential. Students in this program must meet the admission requirements for the Preliminary Administrative Services Credential Program as described on p. 118.

Students will complete the 22 credits of the Preliminary Administrative Services Credential plus:

ED 6050  Research and Writing (3)
ED 6100  Tests and Measurement and Assessment Theory (3)
ED 6113  Foundations and Trends in American Education (3)

TOTAL 31

CALIFORNIA PRELIMINARY TEACHING CREDENTIAL

Simpson University’s Preliminary Teaching Credentials for Multiple Subjects and Single Subjects meet the requirements for SB 2042 and are fully accredited by the California Commission on Teacher Credentialing.

The State of California Commission on Teacher Credentialing continually refines and upgrades state requirements for teachers. While the School of Education makes every effort to be accurate, the data listed is current at the time of catalog development only. Please check with faculty in the division for the most recent requirements.

ELEMENTARY (MULTIPLE SUBJECTS) OR SECONDARY (SINGLE SUBJECT)

The multiple and single-subject teaching programs are designed to prepare teachers for public, private, and international schools. These preparation programs are delivered through a Christian worldview, integrated with technology, character education and English Language Learner instruction.

Students applying for admission to the Multiple or Single Subject Preliminary Credential program must meet the following requirements:

1. A bachelor’s degree (from a regionally accredited college or university) must be completed prior to application for a credential from the state of California.

2. Grade-Point Average: A student must have a cumulative grade-point average of 3.0.

3. Successful experience working with children: It is strongly recommended that candidates have documented successful experience working with children and/or adolescents.

4. Demonstration of subject matter proficiency: This state requirement must be met prior to student teaching.
   - All Multiple Subject candidates must pass California Subject Examination Test (CSET) prior to student teaching.
   - Single Subject candidates may demonstrate successful completion of a subject matter preparation program such as the English for Teachers major, or California Subject Examination Test (CSET) for Single Subjects.
   - Candidates using the test option must register for the test as a requirement for admission.

5. Passage of CBEST is required for advancement to student teaching.

6. U.S. Constitution: Knowledge of the U.S. Constitution demonstrated by completion of a two-unit semester college-level course or a college-level examination. This is a state requirement and must be met prior to the issuance of a teaching credential.
7. **Health Clearance**: Tuberculin clearance is required prior to admission.

8. **Proficiency in English Composition**: May be documented by passage of the CBEST essay or coursework in advanced composition with a grade of C or better. This requirement must be met prior to student teaching.

9. **Demonstrated Competence in Oral Language Communication**: May be documented by a grade of C or better in a college speech course, or throughout participation in class work while in the program.

10. **Certificate of Clearance** (fingerprints for credentialing): Students must possess or apply for a valid Certificate of Clearance before admission. Receipt of clearance is required to advance to student teaching.

11. **RICA**: Candidates for a Multiple Subjects Credential must pass the Reading Instruction Competency Assessment (RICA) test before they can receive their credential.

**CALIFORNIA PRELIMINARY CREDENTIAL REQUIREMENTS**

+ ED 5000 Integrating Technology (2)
+ ED 5400 or 5410 Language Arts (4)
+ ED 5420 or 5430 Curriculum and Instruction (5)
+ ED 5460 or 5470 Multicultural Instruction (3)
ED 5601 Student Teaching Performance Development A (1)
ED 5602 Student Teaching Performance Development B (1)
ED 5610 Teaching Performance Assessment 1 (0)
ED 5620 Teaching Performance Assessment 2 (0)
ED 5630 Teaching Performance Assessment 3 (0)
ED 5640 Teaching Performance Assessment 4 (0)
++ED 5660 Induction Preparation (1)
ED 5440/5441 or 5450/5451 Student Teaching (10)
++ED 6000 Philosophical Foundations of Education (2)
+ED 6010 Psychological Applications (3)

++Must be completed before student teaching.

TOTAL 32

**PROBATION/DISQUALIFICATION FOR TEACHING CREDENTIAL STUDENTS**

Credentialing students must achieve a B- or better in all coursework. Courses with grades below B- must be retaken before continuance with the program.
APPLICATION PROCEDURE

ALL APPLICANTS

1. Complete a Graduate School of Education Application for Admission online for a non-refundable $25 fee, or fill out and mail an application along with a non-refundable $40 application fee.

2. Submit your autobiography (teaching credential applicants will submit their autobiography via e-mail to admissions@simpsonuniversity.edu).

3. Sign and distribute the two reference forms as outlined below.

PRELIMINARY TEACHING CREDENTIAL APPLICANTS

1. Give one reference form to someone unrelated to you who can describe your work with children and/or adolescents.

2. Give one reference form to a professor if you have been in school within the past two years. Otherwise, give it to a current supervisor or employer.

3. Submit verification that you have registered for the CBEST and CSET.

4. Request that official transcripts from all colleges or universities you have attended be sent directly to Simpson University, Enrollment Services.

5. After the application file is complete, applicants will have a personal interview with the Education Department as a final part of the application process.

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL APPLICANTS

1. Give one reference form to your current supervisor or employer.

2. Give the second reference form to someone unrelated to you who can attest to your teaching abilities.

3. Submit verification of having passed the CBEST.

4. Submit verification of current valid California Teaching Credential.

MASTER OF ARTS IN EDUCATION APPLICANTS

1. Give the reference forms to professors if you have been in school within the past two years. Otherwise, give one or both reference forms to your current supervisor and someone unrelated to you who can comment on your ability to perform at the graduate level.

2. Submit your typed professional essay to the Office of Enrollment Services.

3. Request that official transcripts from all colleges or universities you have attended be sent directly to Simpson University Enrollment Services. (If your GPA for the last 60 semester credits taken is below 2.50, submit GRE scores as well.)

MASTER OF ARTS IN TEACHING APPLICANTS

1. Submit all materials as outlined above for the Master of Arts in Education.

2. Submit verification of three years’ successful teaching experience (letter from supervisor on official letterhead).

3. Submit verification of current valid California Teaching Credential.

ADMISSION POLICY

PRE-CANDIDACY STATUS

Graduate students are admitted with pre-candidacy standing until 24 semester credits of successful graduate work (at least a 3.0 GPA) have been completed at Simpson University.

ADMISSION AS A NON-DEGREE STUDENT

Persons who begin taking graduate courses at Simpson University in non-degree status, but who later request admission as degree-seekers, must complete at least 24 credits of the master’s degree program after full admission to degree-seeking status.

ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS

Other requirements may be necessary for admission to a given program of study. These requirements are listed in the sections of this catalog containing program descriptions. Applicants for graduate studies are evaluated individually and are accepted on the basis of compatibility with the goals of the particular degree or credential program, previous academic achievement, and aptitude for successful graduate work. Admissions policies do not discriminate because of age, gender, race, national origin, or disability, nor do the university’s other educational programs, other activities, or employment, as specified by federal laws and regulations. The university’s policies are also in compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA.

READMISSION

Students seeking to re-enroll after an absence of one or more semesters must contact the Office of Enrollment Services for a readmission form.

TRANSFER OF CREDITS

A maximum of nine semester credits of transfer graduate work may be applied toward the Master of Arts degrees. The credits must have been granted by an accredited graduate
GENERAL REQUIREMENTS

Full-time graduate study for Education students is nine or more credits within a given semester. Students desiring to take more than 12 credits per semester may do so only with approval of the advisor and the Dean. Students enrolled for fewer than nine credits in a semester are not classified as full-time students. For purposes of qualifying for financial aid, other definitions of full-time graduate study may apply. Please check with the Financial Aid Office.

CLASS ATTENDANCE

Students are expected to attend classes regularly. The School of Education makes no distinction between “excused” and “unexcused” absences. Missing more than 20% (typically 3 class meetings) from any School of Education course may result in a grade of “F” and require a repetition of the course.

DISTANCE LEARNING/ONLINE STUDY COURSES

On occasion, a student may need to complete a graduate studies course that is not scheduled at the needed time. With permission of the instructor and division dean/chair, the student may take courses through learning mediums outside the traditional classroom. Online, independent study, directed study and distance learning courses may account for no more than 49 percent of a master’s degree program.

REPEATING COURSES

Courses for which an F was received may be repeated. The new grade received (if improved) when repeating the course will be counted in the GPA instead of the F. All re-taken courses must be completed before the date of degree conferral.

WITHDRAWING FROM COURSES

Students may withdraw from courses without academic penalty within the first 71 percent of class time. (This is the equivalent of 10 weeks out of a 14-week semester, or three days of a five-day course, or two weeks of a three-week course.) Withdrawal within this time will result in a W notation on the transcript. Withdrawing after this time, or withdrawal at any time without proper processing through the Registrar’s Office, will result in an F grade. Withdrawals or course changes are not official until an “Add/Drop” or “Withdrawal” form is completed and submitted to the Registrar’s Office. Students who can document illness or extenuating circumstances may apply for a change in the F grade to WP or WF (withdrawn passing/withdrawn failing). Appeals should be addressed in writing to the Academic Council.

PROJECT DOCUMENT OR THESIS

Students may elect to prepare a project document or thesis in the Master of Arts in Education program in lieu of six credits of graduate level courses (i.e., courses numbered 6000 and above). In such cases, a committee of three faculty members will supervise the student’s work. A chairperson from the faculty will be assigned to work with the student throughout the project or thesis process. Preparation of a project document requires that the student prepare a manual, which guides practice in an area of teaching or administration. Writing of a thesis requires scholarly investigation of a topic or practice through a formal research study.

LENGTH OF TIME FOR MASTER OF ARTS IN EDUCATION COMPLETION

Although full-time students can complete the Master of Arts in Education program in one year, the most common approach is for students to combine career with coursework; in this latter case, the degree is usually obtained over a period of four semesters and two summer sessions. The program can be completed with 31 to 35 credits. Students are required to complete the degree within five years after matriculation. In the case of a re-matriculating student, the degree must be completed five years from the date of re-matriculation; coursework older than 10 years at the time of graduation will not count toward degree requirements.

LENGTH OF TIME FOR MASTER OF ARTS IN TEACHING COMPLETION

The Master of Arts in Teaching (31 credits) facilitates teachers in the process of earning National Board Certification. The National Board Certification process is one year, and the remaining four courses are completed in two more semesters for a total of two years.

ACADEMIC GRADING

GRADING SYSTEM

The following system of grading is used for graduate studies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

INCOMPLETE COURSES

At the discretion of instructor and with the approval of the Registrar, students may be granted an “incomplete” grade for a particular course. To obtain credit for the course, the incomplete must be converted into a passing grade within the time limits specified for the particular degree program. An incomplete may not, in any case, be converted into a passing grade after a lapse of one year. An “incomplete” not removed within one year will be converted to an F.
PROGRESS TOWARD A DEGREE

Progress toward a Master of Arts degree is assessed at the following points:

12 Credits: Upon completion of 12 graduate credits of Simpson University study, graduate students will be reviewed for satisfactory progress (3.0 GPA) toward the degree. Students admitted on probationary status must have achieved a 3.0 GPA at this point in order to be removed from probation and to qualify for continuation in the program.

Admission to Candidacy: Candidacy status will be granted if the student maintains at least a 3.0 GPA at the completion of 24 credits. If the student’s GPA is below 3.0, the student will be disqualified from the degree program. “Candidacy” denotes that the student has (1) demonstrated satisfactory aptitude for graduate work, and (2) made sufficient progress in the program so that degree attainment is likely.

GRADUATION REQUIREMENTS

APPLICATION FOR GRADUATION

The following requirements must be met for completion of the Master of Arts degrees:

1. At least a 3.0 GPA for all graduate courses taken at Simpson University.
2. Satisfactory completion of all coursework, candidacy requirements, and research document or project as required by the particular degree program.
3. Completion of all requirements for the degree within five years of taking the first non-credentialing course in the Master of Arts degree. For students admitted on probationary status, the five years begin when probation is removed.
4. Filing of a written Application for Graduation form with the Registrar’s Office at least one full semester prior to commencement.
5. Payment of all fees and monies due the university.

APPLICABLE CATALOG FOR GRADUATION

The catalog in effect at the time of a student’s initial enrollment in Simpson or at the time of graduation is the one that determines curricular requirements for graduation. The student may select which of these shall apply. If, however, a student has not been enrolled at Simpson for a period of one year or more, he or she must fulfill the requirements of the catalog in effect at the date of return to the university, or at the date of graduation. Requirements from two or more catalogs may not be combined.

STANDARDS FOR GRADUATE STUDY

The following guidelines have been extracted from the Western Association of Schools and Colleges’ Handbook of Accreditation (1988) and are presented to assist students in understanding graduate course requirements at Simpson University. Graduate-level courses and instruction should be characterized by several unique qualities:

Well-defined and appropriate educational outcomes. Objectives are designed to ensure that students acquire a sophisticated mastery of a complex field of study or a professional area.

Depth of study. Content depth in this course should exceed that of the undergraduate level.

Demands on student intellectual or creative capacity. Students should exercise higher levels of thinking (application, analysis, synthesis) than those that are required for undergraduate education. Assignments calling for critical thinking, analysis and creativity should be part of course expectations.

Foundation of basic theory or science. Students should understand the theoretical bases that serve as foundations for further study and practical application.

Sequential development of professional skills. If the course involves participation in field activity, attention should be given to skill development and readiness to participate successfully in field activities.

Evaluation of students that focuses proportionately on the research and professional emphases of the course. Assessment of students should align itself with course learning outcomes and should be clear to students.

Significant use of primary sources, current periodicals and other literature appropriate to course objectives. Attention to these sources may come in the form of required texts, required readings, supplementary readings, or required research.

Expectation of three hours of student study for each hour in class.

Preparation of students to be critical consumers of research. Students should have opportunity to examine, compare, analyze and critique primary research relevant to the course’s topic.

STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides generally that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without the consent of the student (or former student). With few exceptions, which are provided by law, Simpson University students may see any of their educational records upon written request to the Registrar. For students without online access to their grades, the Registrar’s Office sends grade reports. Current students are notified annually of their FERPA rights.

TRANSCRIPTS

The Registrar keeps a permanent record, or a transcript, of each student’s academic achievement. Transcripts may be
issued to third parties when the student submits a written, signed request and has met all financial obligations to the university. A fee will be charged for transcripts. A minimum of four days’ notice is required for copies of official transcripts. Financial accounts must be current before official transcripts can be released.

ADDRESS/NAME CHANGES

The Registrar’s Office must be informed of student address and name changes in order to ensure accuracy of records and mailing addresses.

REFUND POLICIES

Tuition refund rates for withdrawal from regular semester-length courses:
On or before the second Friday following the start of the semester: ......................................................... 100% refund
On or before the third Friday following the start of the semester: ......................................................... 80% refund
On or before the fourth Friday following the start of the semester: ......................................................... 60% refund
On or before the fifth Friday following the start of the semester: ......................................................... 40% refund
Withdrawal after the fifth Friday of the semester: No refund

Students need to check with Student Financial Services or Student Support regarding refund policies for non-semester-based classes.

Note: Refunds will not be granted for online or directed study courses.

STUDENT GRIEVANCE PROCESS

When a student in the graduate program believes that the University has unfairly treated him/her, and some adjustment in the outcome of the situation is sought, the following procedures should be followed:

1. The student will discuss the issue directly with the person(s) concerned prior to initiating any other action.

2. If the student wishes a further hearing of the matter, a request is to be submitted in writing to the Dean of Education.

After the above steps have been followed, the student may appeal in writing to the President. The President may, at his discretion, ask the Cabinet for a ruling, or may seek guidance or a ruling from the Board of Trustees.

ACADEMIC DISHONESTY POLICY

POLICY

Academic integrity is a serious matter. Dishonesty is an affront to the character and law of God; it violates the biblical principles of speaking truthfully, dealing honestly, and not practicing deceit. It is also an insult to the academy because it damages trust, and thereby destroys the basic building block of community within the University.

EXAMPLES OF DISHONEST BEHAVIOR

Note: This section is meant to provide clarity on what kinds of behaviors are dishonest by their nature. This is not an exhaustive list. If there is any uncertainty about whether a non-listed behavior is right or wrong, students are encouraged to seek the counsel (and advanced approval) of their professors.

1. The misattribution or misrepresentation of the intellectual work of another person as one’s own, i.e., plagiarism. This includes using another person’s words, ideas or graphic materials (pictures, charts/tables, etc.) without proper citation. It is plagiarism (a) to not place quotation marks around clauses, sentences, paragraphs that have been lifted verbatim or essentially intact from another source; (b) to use another person’s ideas without specifically identifying the source; and (c) to paraphrase the work of another person without specifically identifying the source.

2. Inventing or falsifying information in an academic exercise (e.g., making up a fictitious source or quote; intentionally giving an incorrect citation).

3. Cheating (e.g., obtaining / attempting to obtain answers from another student for an academic exercise or test; using unauthorized notes or text messages during an exam).

4. Allowing one’s own intellectual work to be dishonestly used by others (e.g., sharing a term paper, examination, or electronic file so that another student may cheat).

5. Misrepresenting or disguising one’s actions in order to deceive the instructor (e.g., fabricating a reason for having missed a class or deadline; turning in a paper for one class that was originally written for another class; buying, finding or receiving a term paper from another source and representing it as one’s own work; unpermitted collaboration on course assignments).

6. Preventing other students from successfully completing an academic assignment (e.g., theft of materials from the library; stealing a textbook, notebook or electronic file from another student; hiding materials in the library to prevent their use by others; ruining another student’s laboratory experiment).

7. Forging a signature on, or unauthorized alteration of, academic documents such as transcripts, registration forms, drop/add forms, class roster sheets, and grade books.
INTENT
We consider motivation or intent to be an important factor in determining how to deal with dishonest academic behavior. Thus we distinguish between blatant dishonesty, which occurs when a person knowingly and intentionally engages in any of the behaviors noted above; and negligent dishonesty, which occurs when a person is unaware that his or her behavior is wrongful.

Academic Warning
A student is placed on academic warning when his/her grade-point average drops below 2.0 but is not at the academic probation level. Additionally, a student may be placed on academic warning as consequences for academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period of time, set by the Academic Council, to provide an opportunity to better understand the definitions and additional consequences of academic dishonesty. While on academic warning, the student may not hold any leadership position, be employed by the university, or represent the university in any way. The student may continue to receive university scholarships, grants, state and federal tuition assistance.

Academic Probation
In addition to issues relating to grades and cumulative grade-point averages, a student may be placed on academic probation for issues related to academic dishonesty for a specified period of time, set by the Academic Council, to provide opportunity for change. While on probation, a student may not hold any leadership position, be employed by the university, or represent the university in any way. In addition, he/she will not be eligible to receive university scholarships or grants. The student remains eligible for state and federal funding.

Suspension
The Academic Council may impose suspension for issues of academic dishonesty, which is a separation from the university for a definite period of time, after which the student is eligible to reapply. Conditions for readmission must be specified at the time of suspension.

Dismissal
After being readmitted following a period of suspension, a student may be dismissed from university because of repeated instances of academic dishonesty or because of an insufficient grade point average.

CONSEQUENCES
For identified offenses of academic dishonesty, the following consequences apply:

Negligent Dishonesty
At the discretion of the professor, may result in an automatic “F” for the assignment and may require that, in order to receive credit for the course, the student repeat the assignment (without credit) using proper documentation.

Blatant Dishonesty
At the discretion of the faculty member, may result in failure in the course.

Repeated Dishonest Behavior
May result in student being placed on academic warning, academic suspension, or dismissal from the university by the Academic Council.

PROCEDURES
For the “Procedures” and “Student Appeal” sections, the term “Academic Council” refers to the council or division that has oversight for the class in which the supposed violation occurred. For the Graduate Education program, it is the School of Education.

1. The faculty member identifies an offense. At the time the offense is identified, notification must be given to both the student and the Academic Office by completing the “Report of Plagiarism and Cheating” form (found in Faculty Handbook - Forms Section or from the Academic Office). A copy of the student document(s) showing the evidence of academic dishonesty is filed with the “Report” form.

2. The faculty member is encouraged to provide information to the student regarding the definitions of dishonest behavior and the consequences at the time of such notification.

3. The faculty member contacts the Academic Office to determine if a previous offense has occurred for the student in question. If the offense is a second offense, the faculty member must report this directly to the Provost.

4. Reports of dishonest behavior are kept in individual student files and are accessible only by the Provost and the Academic Office staff.

5. Upon the third offense for any one student, the Provost will bring a full report to the Academic Council for action. The Academic Council, the highest faculty authority for academic issues, will determine the consequence.

6. At the discretion of the Provost, fewer than three offenses may be taken to the Academic Council for action. The Academic Council will determine the consequence.

7. The Provost calls a meeting of the Academic Council to review the documentation presented by the faculty member and any other documentation from the incident file in the Academic Office. The Academic Council decides the consequences of each case on its own merits. The Provost, as chair of the Academic Council, communicates the decision in writing to the student and appropriate faculty members with whom the student has a class in the current semester and with faculty members with whom the student has a class in subsequent semesters, as deemed appropriate by the Provost. The Provost will also notify appropriate university personnel of such decisions.

8. The decision of the Academic Council is final except in the case of suspension or dismissal, when the student has the right to make an appeal to an appeals panel. The President’s Cabinet will serve as the appeals panel.

STUDENT APPEAL
The student may appeal a suspension or dismissal decision of the Academic Council within 72 hours of the receipt of the
decision by making a written statement including the reason for the appeal and the action desired.

The appeal hearing will have two purposes:
1. To determine whether the suspension or dismissal decision reached by the Academic Council is based on substantial evidence, and
2. Whether the actions associated with item 1 (above) result in a determination that suspension or dismissal was an appropriate consequence.

Procedure
1. The student provides a written statement including the reason for the appeal and the action desired within 72 hours from receipt of the decision of the Academic Council and submits the written statement to the Academic Office.

2. The Provost notifies the executive vice president that such an appeal has been filed and requests that the appeals panel be convened and the student be duly notified of the time and location of the hearing.

3. The appeals panel has five working days to arrange a date for the panel to receive the student’s appeal.

4. The hearing of the appeals panel will be conducted according to the following guidelines:
   - The hearing will be conducted in a private setting.
   - Admission of any person to the hearing shall be at the discretion of the chair of the appeals panel.
   - The student may have an advisor present of his/her choice; however, the advisor is not permitted to participate in the hearing.
   - When the facts of the case are in dispute, all parties may present witnesses, subject to the right of cross-examination by panel members. Witnesses are required to present a short statement outlining their testimony to the chair of the appeals panel. These statements must be received at least 24 hours in advance of the scheduled hearing and will be distributed in advance to the panel members along with other pertinent documentation. No witness will be permitted to attend the hearing who does not submit this statement.
   - All procedural questions during the hearing are subject to the decision of the chair of the panel.
   - After the hearing, the panel shall render its decisions by majority vote.
     - If the facts are in question, they shall determine whether the student has violated the policy as alleged.
     - If the student has objected to the consequences, the panel shall vote to uphold, replace or lift the consequences in question. The panel may not impose consequences more serious than those to which the student has appealed.

5. The decision of the appeals panel is final and binding and will be communicated in writing within three working days by the chair of the panel.

ANTI-DISCRIMINATORY STATEMENT

Simpson University does not discriminate on the basis of gender, age, race, national origin, or disability in admission policy, educational programs, other activities, or employment, as specified by federal laws and regulations. The university’s policies are also in compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA.

RESERVATION OF RIGHTS

The information in this catalog is subject to change at any time at the discretion of Simpson University and should not be relied upon as creating a contract or legally enforceable promise. Simpson University reserves the right to change any of its policies and procedures, and any of the other information provided in this catalog, including, but not limited to, tuition, fees, unit value per course, course offerings, curricula, grading policies, graduation and degree requirements, and admissions standards at any time and for any reason, without providing advance notice to those affected.

This catalog supersedes and replaces all previous catalogs and other statements covering the topics included herein. This catalog and each subsequent catalog are supplemented by the rules and regulations stated by appropriately posted bulletin board notices or information distributed to each student. Where conflict exists between any of these sources, the most recent rule, regulation or policy will be controlling.
FINANCIAL AID
GRADUATE STUDIES
School of Education

STUDENT FINANCIAL AID

Student financial aid is a valuable asset for almost every student, including those students continuing on toward a graduate degree and/or credential. In many cases, it means that the cost of a private university like Simpson University is no higher than that of a state-supported institution.

Simpson University’s Office of Student Financial Services administers a comprehensive program of student financial aid, including grants and student loans that are generally provided through federal and state sources. At Simpson University, 84 percent of the graduate and credential students receive some form of student financial aid. Most of the student financial aid is in the form of need and non-need-based federal loans and in some cases federal, state or Simpson University grants.

The amount of need-based student financial aid for which a student is eligible is determined through a standard needs-analysis formula developed by the federal government. The needs-analysis is based on information provided by the student and/or parents on a federal student financial aid form called a Free Application for Federal Student Aid (FAFSA).

Applicants must be accepted for admission to Simpson University before they can be considered for any student financial aid. Applicants must complete the FAFSA and list Simpson University as the first choice of colleges they plan to attend if they expect to apply for government student financial aid through Simpson University. Applicants who are California residents and desire to be considered by the California Student Aid Commission for the Cal Grant program must apply before March 2nd when planning to enroll for the fall semester of the same year.

Students must reapply for student financial aid each school year. Continued eligibility for any program is based on continued need and satisfactory academic progress as stated in the satisfactory academic progress section of the financial aid guidelines. Student financial aid is usually awarded to a student via a student financial aid award package consisting of several forms of student financial aid. For example, applicants may receive an award package that includes two forms of student financial aid, such as a grant and a loan totaling the amount of need-based student financial aid for which they qualify.

Simpson University encourages all students to apply for student financial aid. The university admissions or student financial services counselors will be glad to answer any questions about student financial aid and assist applicants through the application process.

HOW TO APPLY

To apply for student financial aid through Simpson University, follow these steps:

1. Apply for admission to Simpson University.
2. Complete the Free Application for Federal Student Aid (FAFSA) and list Simpson University as the first choice of colleges to attend. Simpson’s Title IV institution code is 001291. Complete the applicable portions of the Simpson University Student Financial Aid Application form and return it to the Office of Student Financial Services. Cal Grant applicants only, contact the Registrar’s Office in Simpson Central to complete the GPA verification/enrollment form and have it mailed by the March 2nd deadline. Please note, there are no exceptions to the March 2nd deadline.

Applicants will receive a Student Aid Report (SAR) from the federal processors approximately four to six weeks after filing the FAFSA. They should then verify the information and retain the SAR for their records. If the SAR information is incorrect, they should check with their university admissions or student support counselor to see if corrections may be needed.

Generally, applicants can expect to receive an award package from Simpson University about two weeks after all the necessary information related to the application has been received in the Student Financial Services Office. Students will have 30 days to accept the award package. Accepted student financial aid will be automatically applied to the student account after the semester begins and after completion of the student financial aid file. If a student is selected for verification by the Department of Education, the verification process and all supporting documents must be completed before any financial aid can be disbursed to the student’s account.

Simpson University is dedicated to helping students receive all of the student financial aid for which they may qualify. The university welcomes questions as well as the opportunity to assist all students with any aspect of the student financial aid application process. Contact the coordinator for graduate programs in Simpson Central with any questions regarding financial aid.

FEDERAL STUDENT FINANCIAL AID

Federal student financial aid is available to United States citizens and permanent residents who are not in default of prior student loans or owe a refund on any federal or state education grant.

Pell Grant
A federal entitlement program available to eligible teaching credential students who have demonstrated need. Award amounts currently range between $400 and $4,050 and are subject to change. Graduate students or students enrolled in the dual master’s/teaching credential program are not eligible for Pell Grants.

Stafford Loans
Various federal Stafford loans are available to graduate and credential students who have demonstrated financial need. Based upon calculated financial need, award amounts vary depending on the loan awarded. Stafford loans are long-term, with variable low interest (capped at 8.25 percent), and repayment generally begins six months after the student graduates or ceases to be enrolled at least half-time.

Subsidized:
All accrued interest is paid by the United States government until the student begins repayment of the loan.
Based upon calculated financial need, award amounts vary up to a maximum of $8,500 per year for graduate students and $5,500 per year for credential students.

**Unsubsidized:**
All accrued interest is paid by the student while in school and until the loan is repaid. However, the student may elect to postpone or capitalize the interest until the student begins repayment of the loan. Unsubsidized loans are generally available to graduate and credential students who have extremely low or no financial need. Based upon calculated financial need, award amounts for subsidized and unsubsidized loans vary up to a maximum of $18,500 per year for graduate students and $10,500 per year for credential students, provided the maximum allowable subsidized loan limits per year ($8,500 for graduate and $5,500 for credential) is not exceeded.

**CALIFORNIA STUDENT FINANCIAL AID**
California student financial aid is available to eligible residents of the state of California who are not in default of a prior student loan or owe a refund on any federal or state education grant.

**Cal Grant A Extension**
A California tuition assistance grant for those students who have received a Cal Grant A as an undergraduate student and are continuing into the teaching credential program. Credential students can receive one additional year of Cal Grant A eligibility. Award amounts for the 5th year extension remain at the same level as the student’s initial year of Cal Grant A eligibility.

**Assumption Program for Loans for Education, or “APLE”**
Students with outstanding ability who are pursuing a teaching career, have completed at least 60 units of undergraduate studies, and are enrolled in at least 10 units of undergraduate or credentialing coursework per term are eligible for this program. Award amounts are currently $11,000 in loan assumption benefits, provided the student completes four consecutive years of teaching service in a California K-12 public school in a designated subject matter or teaches in a low-income area. Applications are available by mid-April with a filing deadline of June 30.

Full-time students must also complete a minimum of 24 credit hours per academic year or 12 credits per semester for student financial aid. Part-time students must also complete a minimum of 12 credit hours per academic year or 6 credit hours per semester for student financial aid.

**SIMPSON UNIVERSITY STUDENT FINANCIAL AID**

**Credential Honors**
Simpson University offers a Credential Honors grant funded by the Simpson University Student Scholarship Fund that is awarded to full-time credential students who have graduated from the traditional undergraduate program of Simpson University as an honors student (a cumulative grade point average of 3.50 or higher), are not on probation, and continue immediately into the credentialing program. Credential students pursuing a 5th year teaching credential are eligible to receive student financial aid for a maximum of two successive semesters after completing their bachelor’s degree.

**SCHOOL OF EDUCATION FEE SCHEDULE 2008-2009**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee Amount</th>
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<tr>
<td>Tuition per credit hour</td>
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<tr>
<td>Tuition per credit hour, Master of Arts in Teaching, Tier 1 and Tier II Credential</td>
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<td>Tuition per Audit credit hour</td>
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<td>Parking Permit per semester</td>
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<td>Deferred Payment Fee, Late Registration Fee</td>
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<td>Late Payment Fee, Returned Check Fee</td>
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<td>Directed Study Fee (in addition to course tuition)</td>
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<td>Examination Fee (repeat, late, early)</td>
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<tr>
<td>Other Academic Fees (state-mandated testing)</td>
<td>per course/test</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$25</td>
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</tbody>
</table>

**FEDERAL REFUND POLICY**
In the event a student withdraws from all units within a term, federal financial aid and refunds will be calculated on a per diem basis. If this calculates to 60 percent of the term or greater, no adjustments will be made.

**MAINTENANCE OF ACCEPTABLE GPA**
The cumulative GPA of every student financial aid recipient will be evaluated at the end of each semester to determine the student’s eligibility for the successive semester. Students must maintain satisfactory academic progress to remain eligible for any type of aid.

**Federal and state eligibility**
To maintain federal and state student financial aid eligibility for a successive semester, the student’s (graduate and/or credential) GPA must be 2.5 or higher.

**Financial Aid Guidelines for Satisfactory Academic Progress**
Satisfactory academic progress must be maintained to continue eligibility for student financial aid. Satisfactory academic progress for purposes of federal and state student financial aid is defined as follows:
1. Successful completion of a minimum number of credits within a given academic period.
2. Maintenance of an acceptable grade-point average (GPA).

**Completion of a Minimum Number of Credits**
All students must be pursuing a degree or certificate program to qualify for student financial aid. A student whose enrollment status is non-matriculated, special sessions, or unclassified is not eligible for student financial aid under any federal, state or Simpson University program.

Graduate students pursuing a Master of Arts are eligible to receive student financial aid for up to 2 & 1/2 academic years. Full-time students must also complete a minimum of 18 credit hours per academic year or 9 credit hours per semester for student financial aid. Part-time students must also complete a minimum of 10 credit hours per academic year or 5 credit hours per semester for student financial aid.
\textbf{COURSE DESCRIPTIONS}  
\textbf{GRADUATE STUDIES}  
School of Education

\textbf{Course Numbering System}  
5000-5999  Post-Baccalaureate credits for 5th-year teaching credential courses  
6000-6999  Graduate credit

The 6000 level courses are open only to students approved for graduate studies or to others by permission of the appropriate graduate studies administrator.

* The following 5000 level courses noted with asterisks are prerequisite in nature and do not meet requirements for a graduate degree.

However, in the M.A. in Education degrees, a maximum of 11 credits of 5000 level courses may, with permission of a student's advisor, meet some of the elective requirements.

\textbf{ED 5000}  
\textbf{Integrating Technology}  
(2) Fundamentals of computer literacy: operations, terminology and applications. A brief history of computers and some of the problems resulting from the computer revolution. The laboratory portion of the course focuses on use of word processing, spreadsheets, database applications, and educational applications. This course meets California state requirements for a preliminary teaching credential.

\textbf{*ED 5030}  
\textbf{Education of Exceptional Children}  
(1) Designed to prepare the classroom teacher for understanding and planning for the needs of the exceptional child. Includes knowledge of legislation and preparation of objectives and learning experiences.

\textbf{*ED 5220}  
\textbf{Health and Safety in the Schools}  
(1) The basic principles and concepts of health in children and education of youth in the practices of good health, especially emphasizing appropriate lifelong habits of physical activity and diet. Also includes an inquiry into why youth use harmful drugs and a study of their effects. Addresses issues dealing with school violence.

\textbf{ED 5400}  
\textbf{Language Arts in the Elementary School}  
(4) A study of the components of methodology and a comprehensive balanced reading curriculum as defined by California Commission on Teacher Credentialing’s requirement for preservice reading instruction. Special emphasis will be placed on the skills of beginning reading, phonics, use of quality literature, issues of instruction for English language learners, the writing process, assessment of the language arts, interrelationship of the language arts, and integration of the components of language arts with history/social science, mathematics, science, art and music. Students will further their understanding of the content through 15 hours of field experience in classrooms of exemplary teachers of beginning and middle grade reading. This course meets requirements for English Language Learner Instruction.

\textbf{ED 5410}  
\textbf{Language Arts in the Secondary School}  
(4) A study of the methodology for teaching language arts in the content areas. Special emphasis will be placed on the skills of learning to read, phonics, use of quality literature, issues of instruction for English language learners, the writing process, assessment of the language arts, interrelationship of the language arts, and integration of the components of language arts with history/social science, mathematics, science, art and music. Students will further their understanding of the content through 15 hours of field experience in classrooms of exemplary teachers who can model instruction of language arts in the content areas. This course meets requirements for English Language Learner Instruction.

\textbf{ED 5420}  
\textbf{Curriculum and Instruction in the Elementary School}  
(5) The scope and function of the elementary school, K-8. Role of the teacher in planning, developing, and evaluating learning experiences in language arts, mathematics, science, social studies, art, PE, and music; materials of instruction; use of audiovisual equipment; curriculum and instructional processes; classroom management, teaching strategies, and standards for the content areas. Includes 25 hours of guided experience in elementary schools. This course meets requirements for English Language Learner Instruction.

\textbf{ED 5430}  
\textbf{Curriculum and Instruction in the Secondary School}  
(5) The scope and function of the secondary school, lesson planning, classroom management, unit construction, evaluation techniques, and use of audiovisual equipment. Includes 25 hours of guided experience in secondary schools. This course meets requirements for English Language Learner Instruction.

\textbf{*ED 5440/5441}  
\textbf{Student Teaching: Elementary}  
(A,B) (10-12 total) Teaching experiences in the elementary school under guidance of a university supervisor with the cooperation of master teachers. Includes a multicultural experience, plus seminars to examine practical problems met in student teaching. (Prerequisites: ED 5000, 6010, 5400, 5420, 5460 and approval by Dean of Education)

\textbf{*ED 5450/5451}  
\textbf{Student Teaching: Secondary}  
(A,B) (10-12 total) Teaching experiences in the secondary school under guidance of a university supervisor with the cooperation of master teachers. Includes a multi-cultural experience plus seminars to examine practical problems met in student teaching. (Prerequisites: ED 5000, 6010, 5410, 5430, 5470 and approval by Dean of Education)

\textbf{ED 5460}  
\textbf{Multicultural Instruction for Elementary}  
(3) In-depth study of theory and practice of second language acquisition, English language development, and affective filter, specially designed academic instruction in English (SDAIE), multicultural instruction strategies for the content areas and effects of culture on learning. Includes 13 hours of guided teaching experience in a multicultural elementary school setting.

\textbf{*ED 5461}  
\textbf{EL Instruction for Elementary}  
(1) This course is a composite of all skills, research and practices added to the teacher credentialing program in fall of 2002. Completion of these activities, field experiences, and demonstration of English Learner Instruction skills meets the requirements for SB 1059 EL Authorization (formally CLAD). (Prerequisite: Applies to courses taken before fall 2002: ED 5460/70 and/or 5400/5410; 5420/30; 6010 and ED 5440)

\textbf{ED 5470}  
\textbf{Multicultural Instruction for Secondary}  
(3) In-depth study of theory and practice of second language acquisition, English language development, and affective filter, specially designed academic instruction in English (SDAIE), multicultural instruction strategies for the content areas and effects of culture on learning. Includes 13 hours of guided teaching experience in a multicultural elementary school setting.

\textbf{*ED 5471}  
\textbf{EL Instruction for Secondary}  
(1) This course is a composite of all skills, research and practices added to the teacher credentialing program in fall of 2002. Complete-
tion of these activities, field experiences, and demonstration of English Learner Instruction skills meets the requirements for SB 1059 EL Authorization (formally CLAD). (Prerequisite: Applies to courses taken before fall 2002: ED 5470 and/or 5410; 5430; 6010; and ED 5450)

ED 5500
Technology in the Classroom (1) Level II technology course for California Professional Clear Teaching Credential. The learning outcomes for this course are development of a teacher Web page for lesson enhancement and communication; advanced use of word processing, database, and spreadsheet applications as productivity tools; advanced use of the Internet to access information and enhance personal and professional productivity.

*ED 5601
Student Teaching Performance Development A (1) Concurrently with student teaching, candidates connect theory to practice by integrating their knowledge and skills in working with students from diverse backgrounds, designing lessons for special populations, identifying concerns about health, safety and substance abuse, and applying technology as support to instruction. Candidates complete Teacher Performance Assessment. (Corequisite: ED 5440 or ED 5450)

*ED 5602
Student Teaching Performance Development B (1) Concurrently with students, candidates connect theory to practice through these seminars that explore topics related to the student teaching experience. (Corequisite: ED 5441 or ED 5451)

*ED 5610
Teaching Performance Assessment 1 (0) Candidates demonstrate their knowledge of principles of developmentally appropriate pedagogy and content specific pedagogy.

*ED 5620
Teaching Performance Assessment 2 (0) Candidates demonstrate their ability to learn important details about a small group of learners and to plan instruction that is shaped by those student characteristics. (Corequisite: ED 5440 or ED 5450)

*ED 5630
Teaching Performance Assessment 3 (0) Candidates demonstrate their ability to design standards-based, developmentally appropriate student assessment activities for a group of students. In addition, candidates will demonstrate their ability to assess student learning and diagnose student needs from particular responses to the assessment activity. (Corequisite: ED 5440/5441 or 5450/5451)

*ED 5640
Teaching Performance Assessment 4 (0) Candidates demonstrate their ability to design a standards-based lesson for a particular group of students; implement that lesson making appropriate use of class time and instructional resources; meet the differing needs of individuals within the class; manage instruction and student interaction; assess student learning; and analyze the strengths and weaknesses of the lesson. (Corequisite: ED 5440/5441 or 5450/5451)

*ED 5660
Induction Preparation (1) Candidates reflect on their Teaching Performance Assessment and identify areas of focus for their induction plan. (Prerequisite: student teaching)

ED 6000
Philosophical Foundations of Education (2) Capstone course for teacher credentialing. Investigates the major worldview and philosophical systems which have influenced American education. Includes discussion of worldview components such as metaphysics, epistemology and axiology, and educational philosophy features including goals, nature of learner and learning, role of teacher and method, and curricular structure. Special emphasis is given to understanding a Christian worldview and educational philosophy.

ED 6010
Psychological Applications in Education (3) Designed to provide advanced knowledge and understanding of the forces which affect learning. The student will learn to utilize the facts, ideas, and principles that are fundamental to an understanding of the teaching and learning process and the growth and development of the learner. Students will integrate a Christian perspective of educational psychology in the application of research and principles to administrative and classroom practices. Includes study of factors for success for English learners.

ED 6020
Instructional Strategies of Christ (3) A study of the teaching mission of Jesus of Nazareth against the backdrop of the world community in which he lived and worked. Special attention is given to the way his teaching form and content interfaced in producing a setting where effective learning could take place. The student’s chief task is to evaluate and apply principles gleaned from the study to their individual pedagogical tasks in the school setting.

ED 6032
Internet Applications for Educators I (1-4) This Internet course is designed for educators just beginning to explore the role of the Internet in varied classroom uses. Students must have access to a computer with Internet and e-mail capabilities.

ED 6034
History of American Education (1-4) This Internet course surveys the history of American education from colonial times through the 20th century. Students must have access to a computer with Internet and e-mail capabilities.

ED 6036
Internet Applications for Educators II (3) This Internet course allows students to use their basic knowledge of the Internet to plan, construct and publish a WebQuest project based on California’s Academic Content Standards. (Prerequisite: ED 6032)

ED 6050
Research and Writing (3) A general introduction to the principles and practices governing formal, scholarly investigation. Particular areas of study include research theory, experimental design, the investigative process, and formal report writing. Each student will identify a topic, select procedures, review related literature, and develop a viable research proposal.

ED 6100
Tests and Measurement and Assessment Theory (3) Equips teachers and administrators with theoretical and application knowledge to interpret standardized tests and to construct valid tests and assessment devices. Includes a review of basic statistical procedures and nomenclature pertinent to assessment.

ED 6113
Foundations and Trends in American Education (3) An investigation of the critical issues in education with special reference to the foundational philosophies, ideas and practices which have influenced American education in a uniquely democratic society.

ED 6120
Leadership in Vision and Change (3) A survey of the legal, fiscal and administrative bases for school organization. Topics include leadership theories, governance,
and the relationship of local school districts with county, state and federal agencies. Consideration is given to other political entities and forces, which impinge upon private and public schools.

ED 6130
Advanced School Curriculum (3) An overview of development, implementation and evaluation of curriculum in relationship to elementary, junior and senior high schools. Both public and private curricula will be reviewed with regard to content, methods and materials of instruction. Students are encouraged to visit elementary, junior high and senior high schools, a county office of education, and the State Department of Education to study the processes of development, implementation and evaluation of curriculum in areas of their teaching concentrations.

ED 6135
Leadership in Curriculum, Instruction and Supervision (3) This course presents strategies for curriculum development, including design, implementation and evaluation. It will focus on the role of supervision of curriculum and instruction within the school setting. Application of research on the change process and instructional leadership will be a focus of the course.

ED 6140
Leadership in Law, Personnel and Fiscal Management (4) Provides the basic knowledge and processes in school law and finance which are needed to serve as a public school administrator. Opportunities will be given to review school law and finance issues in specific areas of interest using a case study approach.

ED 6150
Leadership in Communication, Public Relations and Management (3) Presents interactive strategies for developing effective communications and public relations. A variety of communication techniques are explored. The power of the spoken word, the art of listening, nonverbal communication, personality differences, and human relations styles are among the topics covered. A practical approach to utilizing interactive group dialogue, guest speakers and practical materials will be provided. Focus is on public school relations and communications.

ED 6155
Leadership in Technology and School Management (1) Candidates will explore the impacts of technology in personal productivity, teaching, learning, data collection and analysis, solution, and as a problem. Emphasis in communication tools, online sources, software product analysis, and budget analysis. (Prerequisite: ED 5000 or CTAP 100)

ED 6156
Leadership in Technology and Research (1) Candidates will explore the impacts of technology in analysis on assessment of performance data, school technology plan, technology inventory, technology staffing, data decision-making, and analysis of API scores.

ED 6157
Leadership in Technology and Assessment (1) Candidates will explore the use of technology in data collection and analysis, and research of a statistically significant subgroup.

ED 6160
Leadership in Organizational Management (3) Deals with the processes of leadership, influence, power/authority, and decision-making as they relate to school administration. A biblical perspective on organizational functioning is included. Attention is also given to conducting meetings of various constituent groups, team building and strategic planning, the roles and influence of professional organizations, functions and responsibilities of school boards, and the impact of social groups and forces.

ED 6160
Project Document (1-2) Completion of a report on a project designed and implemented by the student. The course requires the application of scholarly research techniques in the design of the project, review of the literature on the topic, and objective reporting of the results. A chairperson will be assigned to assist the student in naming a program faculty committee to approve, supervise and evaluate the project. (Prerequisite: Admission to candidacy for the master’s degree)

ED 6310C
Project Document Continuation (1) Continued registration required for unfinished project document. Fall and spring semesters only.

ED 6320
Thesis (2) Completion of a major research project designed by the student. The course requires the application of scholarly research techniques in selection of a hypothesis, review of the literature, design of the methodology, analysis of the results, and application of the results in forming conclusions. A chairperson will be assigned to assist the student in naming a program faculty committee to approve, supervise, and evaluate the thesis. (Prerequisite: Admission to candidacy for the master’s degree)

ED 6320C
Thesis Continuation (1) Continued registration required for unfinished thesis. Fall and spring semesters only.

ED 6341
Planning for Accomplished Teaching (6) Structured to support teachers in the preparation process for National Board Certification. Topics covered include organization and planning for certification, collection of artifacts, writing strategies, reflective practice, and the core propositions of accomplished teaching: commitment to students and their learning, reflection and research, and collaborating collegially.

ED 6342
Development of Pedagogy, Assessment, and Reflection (6) Structured to support teachers in the preparation process for National Board Certification. Topics covered: assessment process for certification, best practices in teaching pedagogy that demonstrate the standards for individual certificates, managing and monitoring student learning, and working with colleagues, parents and community.

ED 6343
Reflections and Research (6) Structured to support teachers in the preparation process for National Board Certification. Candidates create a portfolio that demonstrates expertise in the five core propositions of accomplished teaching. It includes videos, written essays, student work, lesson plans, assessments, and reflections on practice.

ED 6540
Human and Fiscal Resources (3) Understanding how to assess needs and garner and use appropriate resources will be the main focus of this course. Creating and maintaining budgets at the site and district levels will be shared by the candidates. Personnel issues will be covered in the context of public policy, organizational and cultural environments, strategic issues, and ethical and reflective leadership. Information systems and human and fiscal resources will be discussed as supporting structures of instructional programs at the site level. An emphasis on visionary planning of the use of technology in managing the business of the school and for instructional support will be evident in this course.
ED 6650
Organizational and Cultural Environment (3) This course will focus on the context within which schools operate. Candidates will analyze their own school organization in order to understand and maintain a positive organizational culture. The relationship of public policy, ethical perspectives, and ethical perspectives of current law regulations, policies, and procedures will be examined. They will be able to explain the relationship between policy, public policy, and ethical perspectives of public policy impacts the organizational culture. Strategic issues in the context of organizational culture will be discussed. Human and fiscal resources will be identified, and strategies for their effective use will be discussed. Candidates will be involved in the process of identifying and implementing ethical perspectives of public policy. They will also be involved in the development and implementation of professional development programs designed to foster ethical perspectives of public policy. They will be exposed to the practice of effective leadership in the context of organizational culture.

ED 6660
Leadership in Diversity Issues in the Schools (3) This class is part of the Preliminary Administrative Services sequence and is designed to help administrators understand and address the diverse needs of students in their schools. Candidates will be prepared to administer schools and programs designed to address the diverse needs of students in a variety of community contexts.

ED 6670
Public Policy in Education (3) Candidates will gain an understanding of the complexity of the relationship between public policies and schools. They will also identify ways in which public policy impacts the organizational culture. Strategic issues in the context of organizational culture will be discussed. Human and fiscal resources will be identified, and strategies for their effective use will be discussed. Candidates will be involved in the process of identifying and implementing ethical perspectives of public policy. They will also be involved in the development and implementation of professional development programs designed to foster ethical perspectives of public policy. They will be exposed to the practice of effective leadership in the context of organizational culture.

ED 6695
Organizational and Cultural Environment (3) This course will focus on the context within which schools operate. Candidates will analyze their own school organization in order to understand and maintain a positive organizational culture. Strategic issues in the context of organizational culture will be discussed. Human and fiscal resources will be identified, and strategies for their effective use will be discussed. Candidates will be involved in the process of identifying and implementing ethical perspectives of public policy. They will also be involved in the development and implementation of professional development programs designed to foster ethical perspectives of public policy. They will be exposed to the practice of effective leadership in the context of organizational culture.
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  - Biblical and Theological Studies
  - Intercultural Studies
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COURSE DESCRIPTIONS (p. 154)
GRADUATE STUDIES
A.W. Tozer Theological Seminary

As part of Simpson University, A.W. Tozer Theological Seminary is similarly committed to the mission of equipping men and women for worldwide Christian service. It does so by providing graduate degree and certificate programs in a variety of learning formats that are designed to meet the academic, spiritual and practical ministry needs of pastors, missionaries and other Christian workers, including those anticipating careers in ministry, such as missionary candidates and second-career ministry leaders.

SEMINARY VALUES

Theological and ministry education at A.W. Tozer Theological Seminary reflects several important core values.

SPIRITUAL DEPTH

Effectiveness in ministry leadership begins with character, and as A.W. Tozer succinctly pointed out, “character begins with God.” While knowledge and skills are important outcomes of a theological education, they are best understood as flowing from the character and soul of a leader who is being formed by God through his Word and Spirit. Every aspect of the curriculum and the student’s seminary experience is guided by the call to the deeper life in Christ.

LEARNING IN MINISTRY

Ministry, rather than the classroom, is the primary context of theological education. Theology is more than history and theory; theology is lived in the context of ministry and mission. Tozer Seminary aims to bring the resources of biblical and theological reflection that allow leaders to integrate theology and ministry in their own settings.

LEARNING IN COMMUNITY

“As iron sharpens iron, so one man sharpens another” (Proverbs 27:17, NIV). Learning for ministry happens best in community, where men and women gather with a shared commitment to the educational process and a shared passion for excellence. The Tozer Seminary community is rich, deep, and diverse, gathering leaders from across the country and around the world, from a variety of ministry settings and denominations, ranging from recent college graduates to veteran pastors.

LIFELONG LEARNING

Just as the formation of the soul is a process that continues throughout one’s life, so is theological and ministry education. The goal of Tozer Seminary is not to make scholars or activists, but rather to shape “reflective practitioners,” men and women who think with theological integrity.

BIBLICAL FOUNDATIONS AND THEOLOGICAL INTEGRATION

Firmly rooted in its evangelical heritage, Tozer Seminary is committed to the Bible as the Word of God. This commitment shapes the focus of the curriculum from beginning to end, for the goal is to shape leaders who not only know the scriptures, but think and lead biblically.

PRACTICAL ORIENTATION

Enhancing ministry effectiveness is a key goal of each degree program at Tozer Seminary. The curriculum offers opportunities to focus on best practices, practical skills, and proven ministry strategies. Studying with fellow practitioners, and learning from qualified pastor-scholars and ministry experts, allows students to translate learning into leadership immediately.

CULTURAL ENGAGEMENT

A.W. Tozer was a keen observer of church and culture in the post-World War II era, and his perceptive appraisals earned him the mantle of a modern prophet. Likewise, Tozer Seminary aims to help men and women become more discerning leaders who understand how to be “in the world, but not of world.” Rather than retreat from an increasingly secular and unchurched culture, graduates learn to exegete their changing cultural contexts and to apply the timeless truth of the gospel intelligently and intelligibly.

GLOBAL PERSPECTIVE

Immigration, international travel and the Internet make our world smaller. They make Christ’s commission to “go and make disciples of all nations” both easier and more complicated at the same time. Tozer Seminary is committed to equipping men and women to lead effectively in dynamic and changing cross-cultural settings, utilizing proven missions strategies as well as innovative, creative access.

STATEMENT OF FAITH


4. The Old and New Testaments, inerrant as originally given, were verbally inspired by God and are a complete revelation of His will for the salvation of men. They constitute the divine and only rule of Christian faith and practice. (15) (15) 2 Peter 1:20–21, 2 Timothy 3:15–16

5. Man was originally created in the image and likeness of God; (16) he fell through disobedience, incurring thereby both physical and spiritual death. All men are born with a sinful nature; (17) are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ. (18) The portion of the unrepentant and unbelieving is existence forever in conscious torment; (19) and that of the believer, in everlasting joy and bliss. (20) (20) Genesis 1:27, (17) Romans 3:23, (18) 1 Corinthians 15:20–23, (19) Revelation 21:1–4

6. Salvation has been provided through Jesus Christ for all men; and those who repent and believe in Him are born again of the Holy Spirit, receive the gift of eternal life, and become the children of God. (21) (21) Titus 3:4–7

7. It is the will of God that each believer should be filled with the Holy Spirit and be sanctified wholly, (22) being separated from sin and the world and fully dedicated to the will of God, thereby receiving power for holy living and effective service. (23) This is both a crisis and a progressive experience wrought in the life of the believer subsequent to conversion. (24) (22) 1 Thessalonians 5:23, (23) Acts 1:8, (24) Romans 6:1–14

8. Provision is made in the redemptive work of the Lord Jesus Christ for the healing of the mortal body. (25) Prayer for the sick and anointing with oil are taught in the Scriptures and are privileges for the Church in this present age. (26) (25) Matthew 8:16–17, (26) James 5:13–16

9. The Church consists of all those who believe on the Lord Jesus Christ, are redeemed through His blood, and are born again of the Holy Spirit. Christ is the Head of the Body, the Church, which has been commissioned by Him to go into all the world as a witness, preaching the gospel to all nations. (27) The local church is a body of believers in Christ who are joined together for the worship of God, for edification through the Word of God, for prayer, fellowship, the proclamation of the gospel, and observance of the ordinances of Baptism and the Lord’s Supper. (28) (27) Ephesians 1:12–23, (28) Matthew 28:19–20, (29) Acts 2:41–47

10. There shall be a bodily resurrection of the just and of the unjust; for the former, a resurrection unto life; (30) for the latter, a resurrection unto judgment. (31) (30) 1 Corinthians 15:20–23, (31) John 5:28–29

11. The second coming of the Lord Jesus Christ is imminent (32) and will be personal, visible, and premillennial. (33) This is the believer’s blessed hope and is a vital truth which is an incentive to holy living and faithful service. (34) (32) Hebrews 10:37, (33) Luke 21:27, (34) Titus 2:11–14

SEMINARY HISTORY

The roots of Simpson University and A.W. Tozer Theological Seminary go back to the founding of the Simpson Bible Institute in Seattle in 1921. Founded as a training school for missionaries bound for Asia, particularly China and Vietnam, Simpson also became the Bible college for The Christian and Missionary Alliance in the western United States. In 1955, Simpson College relocated to San Francisco. During the 1970s, graduate degrees were introduced. In 1989, the College relocated to Redding, CA. The Simpson Graduate School of Ministry was launched in 1977, offering master’s degrees in ministry studies and intercultural studies (missions). Since the mid-1970s, over 350 students have graduated from Simpson Graduate School of Ministry.

In 2006, Simpson University received permission from the family of A.W. Tozer to use his name, and in May 2007 the Graduate School of Ministry was relaunched as A.W. Tozer Theological Seminary.

ABOUT A.W. TOZER

Aiden Wilson Tozer (1897–1963) is widely regarded as one of the most perceptive Christian leaders of the 20th century. He served as pastor of Christian and Missionary Alliance churches in Chicago and Toronto, was a popular speaker and prolific author, who wrote with biblical and theological insight. In 1950, he became the editor of the Alliance Witness. His best-known books, The Pursuit of God and The Knowledge of the Holy, are perennial best-sellers, and most of his writings are still in print. Widely known for his deep and personal relationship with God, Tozer’s life is a compelling example of spiritual passion, commitment to lifelong learning, and the integration of theological reflection and ministry that sets a high standard for the faculty, students and staff of Tozer Seminary.

ACCREDITATION

Simpson University is accredited by the Western Association of Schools and Colleges (WASC).

CAMPUS AND FACILITIES

Simpson’s 85-acre campus in northeast Redding is ideally situated for convenience, recreation and natural beauty. Within only a few minutes’ drive are the Redding Municipal Airport, downtown Redding, a major shopping mall, and other retailers. Also nearby are numerous recreational opportunities such as swimming, boating, mountain climbing, and snow skiing.

Upon relocating to Redding in 1989, Simpson began the process of constructing new buildings and developing what is becoming one of the most attractive campuses on the West Coast.
Coast. The current facilities consist of the Francis Grubbs Learning Center, which contains classrooms, the Start-Kilgour Memorial Library and offices; LaBaume-Rudat Hall, containing classrooms and faculty offices; six student residences; the Emeriti Dining Center; and the Heritage Student Life Center with a 1,450-seat auditorium/gymnasium, student activity areas, counseling suites, classrooms, and facilities for the music department. The newest building on campus is the three-story, 45,000-square foot Owen Student Services Center, which was completed in the summer of 2004. The Owen Student Services Center houses all of the student services and a majority of the college’s administrative staff. The building also includes a bookstore, the Biltmore coffee shop, mailroom, classrooms and student government offices.

DIRECTIONS

The campus is on College View Drive, about 1.5 miles east of Interstate 5, just off Highway 299 East. College View Drive, a frontage road on the south side of 299 East, is easily found by exiting at either Churn Creek Road or Old Oregon Trail. Simpson can also be reached via its south entrance along Shasta View Drive.

GEOGRAPHIC LOCATION

Considered the hub of the north state, Redding is located about 160 miles north of Sacramento, about 200 miles north of the San Francisco Bay Area, and 150 miles south of the Oregon border. Surrounded by mountains on three sides, Redding is also the center of the spectacular Shasta Recreation Area. From the campus, students enjoy excellent views of Mt. Lassen, an active volcanic area, and Mt. Shasta, the second-tallest peak in the Cascade Range with its elevation of 14,179 feet.

ADMISSIONS INFORMATION

A.W. TOZER THEOLOGICAL SEMINARY

ADMISSIONS REQUIREMENTS

APPLICATION

Applications for degree and certificate programs will be considered for admission when the following items have been received:

1. A completed Tozer Seminary application form. Fill out online for a non-refundable $25 fee.
2. An essay of approximately 750 words describing the student’s Christian experience, God’s call upon his/her life, and the student’s reason for applying to A.W. Tozer Theological Seminary. The statement will also be evaluated as an example of the student’s written communication skills.
3. An official transcript sent directly to The Admissions Office from an accredited institution, showing completion of a bachelor’s degree; or, for applicants who do not have a bachelor’s degree, official transcripts sent directly to The Admissions Office from each educational institution the student has attended after high school.
4. Evidence that the applicant has achieved a 2.5 GPA (on a 4-point scale) for the last 60 semester credits of pre-graduate baccalaureate work.
5. Two references mailed directly to The Admissions Office from persons who know the student well. References include a pastor/elder and an academic reference.*
6. Short Answer Response Form.*
7. A $100 deposit.

* See application for forms and guidelines.

APPLICATION DEADLINES

An application should be completed by the following deadlines to ensure a smooth matriculation into Tozer Seminary:

- Fall semester ...................... August 15
- Spring semester .................... December 15
- Summer semester ................. April 15

INTERNATIONAL STUDENTS

Applicants for whom English is not their first language must take the TOEFL exam as part of their application to Tozer Seminary. The minimum required score is 583 (paper), 240 (computer), or 94 (Internet). For more information about the TOEFL exam, visit the TOEFL website at www.toefl.org.

APPLICANTS WITHOUT A BACHELOR’S DEGREE

A limited number of applicants without a bachelor’s degree may be enrolled in degree programs at Tozer Seminary, based on the following criteria:
1. The applicant must be at least 35 years of age.
2. The applicant must document at least the equivalent of five years of full-time Christian ministry.
3. The applicant must have the complete support of his/her church or place of ministry. This is to be submitted in writing by an appropriate church leader.
4. The applicant must submit a 10-page research paper on a topic related to his/her field of study. The paper must be written following the most recent edition of Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations* (7th ed.). The Dean will grade the paper. The student must earn a minimum score of “B” on the paper. The purpose of the evaluation is to assess the applicant’s ability to do graduate-level work as determined by his/her thinking skills, organizational and writing skills, creativity, discernment, valuing and intuition.
5. The applicant must meet all other non-academic requirements in effect at the time of application.
6. The applicant must submit GRE scores of 500 or better in the analytical writing and verbal reasoning sections.

The number of non-bachelor’s students enrolled at any one time in a degree program may not exceed 10 percent of the total program enrollment. Student acceptance does not constitute permission to enroll. Should a delay in enrollment become necessary due to the above percentage having been reached, priority will be established for accepted students based upon the following criteria:

1. Affiliation with The Christian and Missionary Alliance – candidates and licensed workers in the C&MA will be given priority among all applicants accepted during the same academic year (May – April).
2. Date of acceptance.

Enrolled students must maintain satisfactory progress toward degree completion or be subject to reapplication under the above procedures. Satisfactory progress is defined as:

1. Only one grade less than “B.”
2. Completing at least three courses per year.

GRADUATES OF UNACCREDITED INSTITUTIONS

Applicants who are graduates of unaccredited Bible colleges or post-secondary schools will be considered as non-bachelor’s applicants.

ADVANCED STANDING

**Biblical languages.** Students who have graduated from an accredited Christian college/university or Bible college and have taken Hebrew and/or Greek may receive advanced standing with credit, subject to the successful completion of a Hebrew and/or Greek placement exam. The placement exam is administered by the Dean’s office. Contact the Dean’s office for more information or to schedule a placement exam.

**Biblical studies.** Students who have taken biblical studies courses from an accredited Christian college/university or Bible college may receive advanced standing without credit. In such cases, the Dean may determine that the students may take New Testament Interpretation, Old Testament Interpretation, and Biblical Hermeneutics where noted.

**Theology.** Students who have graduated from an accredited Christian college/university or Bible college and have taken courses in Christian theology may receive advanced standing without credit. In such cases, the Dean may determine that such courses have fulfilled the prerequisites for courses requiring Theology 1 and 2 and could be waived.

M.MIN. AND M.ICS

The M.Min. and M.ICS degree programs are no longer offered by A.W. Tozer Theological Seminary as of fall semester 2007. Students who are enrolled in those programs and on active status may complete their programs and receive the degrees. With a few exceptions, the courses required for those programs will continue to be offered for the new degree programs as well.

**Inactive and expired students.** Students who have enrolled in M.Min. or M.ICS programs but who have not taken courses in at least three semesters and/or whose five-year program time limit has passed may be readmitted to the seminary into the M.Div. program. All successfully completed coursework will transfer to the new program.

TRANSFER OF CREDIT

1. Transfer credit is not given for courses where a grade lower than “B” has been given.
2. Transfer credit may not total more than half of a degree program.
3. Transfer credit must be for courses similar to those offered in degree programs at Tozer Seminary.
4. Transfer credit will only be given to graduate-level courses completed at a properly accredited graduate program.
5. Courses that are more than 10 years old at the time of transfer require approval of the Tozer Seminary Academic Council. The review of the appeal will be based in part on how the student has used the learning from those older courses since those credits were earned, as well as how the student has built upon those credits through personal and professional development. Students may be requested to submit documentation in this regard.
6. To properly evaluate transfer credit, an official transcript and a course description from a catalog or course syllabus are required.
7. Transfer credits from schools on a quarter system transfer as follows:
   - 5 quarter hours = 3.35 semester hours
   - 4 quarter hours = 2.68 semester hours
   - 3 quarter hours = 2.01 semester hours
   - 2 quarter hours = 1.34 semester hour
   - 1 quarter hour = 0.67 semester hour

In all cases, the final decision regarding transfer of credits is determined by the Registrar.
NON-DEGREE-SEEKING STUDENTS

Applications for students wishing to take up to four courses (12 units) for credit, but who do not plan to pursue one of Tozer Seminary’s degree programs, may be enrolled as non-degree-seeking students. Non-degree-seeking students are not eligible for financial aid. An application will be considered for admission when the following items have been received:

1. A completed Non-Degree Application form.*
2. An official college transcript verifying the student’s bachelor’s degree.
3. A reference from a pastor/elder.
4. $20 non-refundable application fee.

* Application forms and guidelines are available at the Tozer Seminary Website, www.simpsonuniversity.edu/tozer.

AUDITING STUDENTS

Applications for students wishing to audit a class for personal growth will be considered for admission when the following has been received:

1. A completed Audit Application form.*
2. $20 application fee.

Auditor status is granted for four courses. Auditing students are not eligible for student financial aid.

* Application forms and guidelines are available at the Tozer Seminary Website, www.simpsonuniversity.edu/tozer.

READMISSION

Students who have been inactive for one calendar year (three semesters) or more may be readmitted to their program. Applications will be considered for readmission when the following have been received:

1. A completed Readmission Form.*
2. $20 application fee.
3. Students must have a zero balance on their account and a minimum cumulative GPA of 2.5 before being readmitted.

* Application forms and guidelines are available at the Tozer Seminary Website, www.simpsonuniversity.edu/tozer.

FINANCIAL AID INFORMATION

A.W. TOZER THEOLOGICAL SEMINARY

GENERAL INFORMATION

Tozer Seminary offers student financial aid equivalent to the graduate and professional level as outlined by the U.S. Department of Education. Students enrolled at half-time status (five or more units per semester) may be eligible for up to $20,500 in federal Stafford loans ($8,500 in subsidized loan funds and $12,500 in unsubsidized loan funds). In all circumstances, in order to qualify for student financial aid, Tozer Seminary students must be enrolled in a minimum of five units of graduate-level coursework per term and the five qualifying units must apply toward an approved graduate degree; students enrolled in certificate programs or as non-degree-seeking students are not eligible for Stafford loans.

FEDERAL STUDENT AID (STAFFORD LOANS)

The Stafford loan program is a federal, need-based program. Students wishing to participate in the Stafford loan program must file the Free Application for Federal Student Aid (FAFSA) in order to establish financial need. Students may complete the application online at www.fafsa.ed.gov. Be sure to include the federal identification number for Simpson University, 001291, as your first choice. Students must also complete the Simpson University Graduate Financial Aid Application at the Tozer Seminary Website.

Application forms and information are available at the Tozer Seminary Website, www.simpsonuniversity.edu/tozer. Once the FAFSA has been filed, the results will be sent to Simpson electronically. The student will receive an award package approximately two weeks after the application packet has been completed. Questions regarding the financial aid application process may be addressed to the admissions counselor for the Tozer program.
Pastors and church leaders who are members of an ethnic group and serve in ethnic ministries, either with The Christian and Missionary Alliance (C&MA) or with a group affiliated with Tozer Seminary, may be eligible for tuition scholarships to Tozer Seminary. The following policies and procedures apply:

1. The Diversity Scholarship is a 50% reduction in tuition for the M.Div. program or an approved M.A. program.

2. The Diversity Scholarship is available to a student who has been admitted to Tozer Seminary as a degree-seeking student.

3. Persons interested in this scholarship may apply in one of the following ways, depending on their ministry affiliation:
   • Obtain a recommendation for a Diversity Scholarship from:
     o The Director of Intercultural Ministries of The Christian and Missionary Alliance;
     o A District Superintendent or Association Director of The Christian and Missionary Alliance;
     o The Vice-President of International Ministries of the C&MA;
     o For non-C&MA applicants: a denominational supervisor.
   • Recommendations should be sent to the Dean of Tozer Seminary.
   • If the applicant is a recent college graduate and has no current place of full-time ministry employment, the applicant must provide a minimum of three letters of recommendation, including one from the pastor/director of the church or parachurch where the applicant is involved as a lay person, indicating and evaluating the level of that person’s involvement.
   • Diversity Scholarship awards are made prior to each semester. Recommendations must be received by the Dean no later than one month before the beginning of the semester, i.e. August 1, December 1, and April 1.

4. The maximum number of students in each Tozer Seminary degree program receiving the Diversity Scholarship at any one time will be no more than 10 percent of the students in that program. Additional students who qualify for the scholarship will be placed on a waiting list.

5. Diversity Scholarship students must proceed through the program at a pace to complete their degree on time (minimum of six courses per year). Failure to do so will cause the student to forfeit the remaining scholarship.

6. Diversity Scholarship students are responsible to adhere to seminary policies pertaining to registration, withdrawal from a course, directed studies, completion of coursework, and any other program policy applicable to all students in the program.

7. Diversity Scholarship students who wait to withdraw from a course until the “no refund” period is in effect will receive a “W” for the course. The course will be counted as one of the 27 or 18 courses awarded to the student as part of the scholarship program.

The Teaching Timothy Fund was initiated by Mrs. Frances P. Owen to encourage the emerging leadership of The Christian and Missionary Alliance to pursue graduate theological education. Initial preference in awards is given to candidates for ordination in the C&MA, with secondary preference going to ordained pastors/missionaries. Award amounts typically cover tuition of two to six courses in one academic year. Further information and application forms can be found at the Tozer Seminary Website, www.simpsonuniversity.edu/tozer.

This scholarship was established in 2007 by the family of Dr. Richard Brown, who served as Director/Dean of the Simpson Graduate School of Ministry from 1986-2005. First preference is given to students with a minimum of two years of full-time ministry experience; an undergraduate grade average of at least 2.5; and intentions of pursuing full-time pastoral ministry. Students who wish to apply for this scholarship should contact the Dean’s Office.

Forrest “Bud” Tozer was the second son of A.W. and Ada Tozer. His children began the scholarship in 2007 to honor their father, who served in the Korean War as a Marine and was wounded. The scholarship is awarded annually, and preference is given to active duty or retired military service-men or -women enrolled in a degree program at Tozer Seminary. Students wishing to apply for The Bud and Rosemary Tozer Scholarship should contact the Dean’s office.

Tuition and Fee Schedule 2008-2009

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$317</td>
</tr>
<tr>
<td>Tuition per course</td>
<td>$950</td>
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<tr>
<td>Tuition for M.Div. program (84 units)</td>
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<tr>
<td>Tuition for M.A. programs (54 units)</td>
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<tr>
<td>Audit fee</td>
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<tr>
<td>Late Payment/Late Registration/Returned Check Fee</td>
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<tr>
<td>Application Fee</td>
<td>$25</td>
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<tr>
<td>Admissions Deposit</td>
<td>$100</td>
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<tr>
<td>Course Fees</td>
<td>Consult course web site</td>
</tr>
</tbody>
</table>

Intensive Courses:

One week (single) and 14 meals ........................................ $70
(spouse add $60)
Summer School (single) and 35 meals ...................................... $160
(spouse add $120)

Residential Students Fall and Spring per semester*
Residence (double) and 21 meals ......................................... $3200
Residence (single) and 21 meals ......................................... $3700
Residence (double) and 14 meals ....................................... $3100
Residence (single) and 14 meals ....................................... $3600
Residence (double) and 0 meals ...................................... $2800
Residence (single) and 0 meals ....................................... $3300

*Rates for summer 2008 have not yet been determined.

POLICIES

FEDERAL REFUND POLICY
In the event a student withdraws from all units within a
term, federal financial aid and refunds will be calculated on
a per diem basis. If this calculates to 60 percent of the term or
greater, no adjustments will be made.

VETERANS’ POLICIES
Students receiving veterans’ benefits are required to meet
certain minimum standards in attendance and academic
progress toward graduation. Recipients should familiarize
themselves with all VA requirements.

ACADEMIC POLICIES & PROCEDURES
A.W. TOZER THEOLOGICAL SEMINARY

REGISTRATION
Students should carefully plan their course selections.
Registration for courses is possible only during designated
registration periods. The Tozer Seminary Website provides
up-to-date information about courses, instructors, locations,
and meeting times. The Dean, Student Service Coordinator,
local Cohort Coordinators, and faculty are available to
provide advising for students.

All students register for courses online through WebAdvisor.
Once a course is selected, the student’s name is added to the
course roster and the student’s account is billed. A link to
WebAdvisor is provided at the Tozer Seminary Website.

Upon admission to Tozer Seminary, new students will
receive an e-mail address, temporary WebAdvisor password,
and information about creating a WebAdvisor account.
Once an account is established, students may then select the
courses they wish to take in the upcoming semester.

The registration period for courses begins in the last month
of the previous semester and closes at the end of the first
week of the new semester. Check the Website (www.simp-
sonuniversity.edu/tozer) for the exact dates to register, add,
drop, and withdraw from courses. Late registrations are sub-
ject to a $100 late registration fee. A deferred payment option
is available for a $100 fee.

Students wishing to audit a course must fill out an Audit
Registration Form, which is available from the Dean’s office.

ENROLLMENT STATUS

COURSE LOAD
A typical course load for in-ministry students is six units
per semester; for residential students a usual load is nine to
12 units. Students may not carry more than 15 units in any
semester without special permission from the Dean.

FULL-TIME STATUS
Recognizing the needs of in-ministry students enrolled in
Tozer Seminary programs, the minimum course load for full-
time status is six units per semester. For purposes of qualify-
ing for financial aid, students must maintain enrollment in a
minimum of five units per semester (two courses). For more
details regarding financial aid eligibility, contact the Office of
Student Financial Services located in Simpson Central (Owen
Student Services Center).

NON-DEGREE-SEEKING STUDENTS
Students who are not decided about a degree program may
enroll in Tozer Seminary as non-degree students and take up
to 12 units (4 courses) before enrolling in a degree program.
Non-degree-seeking students are not eligible for financial aid.
VISITING STUDENTS

Students enrolled in another seminary or graduate school may enroll as visiting students and take up to 12 units (4 courses). Visiting student status expires after four semesters, and visiting students are not eligible for financial aid.

CHANGES IN REGISTRATION

Students may not change from credit to audit after the last day to drop a class, or change from audit to credit after the last day to add a class.

WITHDRAWING FROM COURSES

Students may withdraw from courses without academic penalty before the end of the add/drop period as published by the Registrar’s Office. The only exception to this policy is intensive courses, which may be dropped by the end of the first day of class with no academic penalty. Courses dropped after the add/drop period but before the end of the withdrawal deadline (as published by the Registrar’s Office) will have a ‘W’ notation on the transcript. For courses dropped after the withdrawal deadline, an ‘F’ notation will appear on the transcript. A ‘W’ notation does not impact a student’s GPA, whereas an ‘F’ notation does bear a negative impact upon a student’s academic record and may affect eligibility for program continuance. Information regarding financial ramifications of these notations can be obtained from the Student Financial Services office. All appeals to grade notations must be received by the Registrar’s Office within 60 days from the end of the semester.

CHANGE IN PROGRAM

To change from non-degree status to degree-seeking status, students must apply to the desired program through the Office of Enrollment Management. Requirements for the desired degree program must be completed before admission to the new program is granted.

Students who wish to change from one degree program to another must submit the Change of Degree Program form. The form and further information is available at the student advising Website on Moodle.

GENERAL INFORMATION

NAME AND ADDRESS CHANGES

It is the student’s responsibility to inform the Simpson University Registrar’s Office promptly of address and/or name changes to ensure accuracy of records and mailing addresses. The Name and Address Change Form is available at the student advising Website on Moodle.

ORIENTATION

The course Lifelong Learning for Ministry functions as the orientation to the program for all M.Div. students. All students are expected to take this course in the first year of their program.

At cohort group locations, cohort coordinators will lead a brief orientation during the first course meeting, and seminary staff will lead short orientations on the first day of intensive courses. Distance learning courses usually have a general introduction from the Dean for first-semester students.

TECHNICAL SUPPORT

Tozer Seminary provides student advising information through the student advising Website on Moodle. When needed, personal advising is available from the Dean, the Student Service Coordinator, the local cohort coordinators, and faculty; all are available by appointment, by phone, and by e-mail.

Technical support for WebAdvisor, Moodle and Open Source Portfolio are available from the Information Services Help Desk during business hours. The Student Service Coordinator is also available for limited technical assistance.

CLASS ATTENDANCE

Class attendance is fundamental to good scholarship and is expected of all students. Professors may set a class attendance policy for each course, and any such policy will be described in the course syllabus.

COMPLETION OF COURSEWORK FOR INTENSIVE COURSES

1. For pre-class assignments, students should send their pre-class work to the instructor of the course (refer to the course syllabus for specific instructions).
2. All post-class assignments must be submitted to the instructor by the due dates stated in the course syllabus. For all courses, all work must be completed by the final day of exam week. In every case, the student is obligated to abide by the individual professor’s assignment deadlines as noted in the syllabus.

EXTENSIONS

On rare occasions, students may be unable to complete a course on schedule and may be granted a temporary grade of “Incomplete” if they meet the conditions outlined below. Incompletes are given at the discretion of the instructor and must be approved by the Dean and the Registrar.

1. The student must have attended at least 80% of the course.
2. The student’s coursework must be satisfactory up to that point.
3. The student must submit a request in writing to the instructor (with a copy to the Dean) explaining his/her need for an extension and providing any supporting documentation that is available.
4. The student and the instructor must fill out and sign the Request for Incomplete Grade Form and submit it to the Dean before the end of the semester in which the student is registered for the course. Forms are available at the Tozer Seminary Website.
The “incomplete” must be converted to a letter grade by the end of the first month of the following semester, regardless of whether the student is registered for courses.

If warranted by unusual circumstances, a one-time final extension beyond the standard extension may be granted by the instructor. This final extension may not exceed the end of the semester and must be approved by the Dean and the Registrar.

Any incomplete course not completed by the end of the following semester automatically will be given a grade of F.

GRADE REPORTS AND ADJUSTMENTS

Tozer Seminary student grades are available online at WebAdvisor. In the event a grade is entered incorrectly, students should confer with the instructor and/or the Dean. All grade adjustments must be finalized within 60 days from the end of the semester.

GRADES AND GRADUATION

TRANSCRIPTS

The Registrar at Simpson University keeps a permanent record, or transcript, of each student’s academic achievement in the M.Div. program. Transcripts may be issued to a third party when the student submits a written, signed request and has met all financial obligations to the university. A fee will be charged for the release of transcripts.

REPEATING COURSES

Courses for which an “F” was received may be repeated. The new grade received (if improved) when repeating the course will be counted in the GPA instead of the F. All retaken courses must be completed before the date of degree conferral.

GRADING AND GRADE POINTS

Students in the M.Div. program must maintain a minimum grade-point average of 3.0 in coursework. Grading standards are as follows:

A Indicates exceptional performance that displays a comprehensive knowledge of course content and methodology, skill in communicating that knowledge, and originality and independence in application. The work evidences interaction with scholarly literature that is properly cited, as well as a minimum of mechanical, stylistic or grammatical errors. The student provides a striking individual style that is clear and lively without detracting from the academic nature of the work.

B Indicates capable levels of knowledge, proficiency and expression have been achieved. Work evidences familiarity with the subject area and issues within academic discussion of it; clear and logical expression of ideas; support from relevant literature that is properly documented; reasonable organization and development of ideas; and few mechanical, stylistic or grammatical errors.

B+ Indicates a basic understanding of principles and material treated in the course, but the expression of that understanding is significantly impeded by any of the following: lack of conceptual organization, development of thought, inadequate documentation of sources, glaring or numerous errors in spelling, grammar or style.

C Indicates a poor grasp of the principles and material addressed in the course, with significant gaps of understanding marked by such deficiencies as: poor summary of basic concepts, weak articulation of key principles, partial personal engagement with the material, persistent misspelling, improper usage, and inappropriate formatting.

D Indicates failure to grasp basic principles and material presented in the course. An instance of plagiarism may also result in a grade of “F” for a course.

F Indicates a failure of understanding. The student is unable to meet the minimum of mechanical, stylistic or grammatical errors.

The incremental scale of grade points for Tozer Seminary is:

A ............................ 4.0
A- ............................ 3.7
B+ ............................ 3.3
B ............................ 3.0
B- ............................ 2.7
C+ ............................ 2.3
C ............................. 2.0
C- ............................ 1.7
F ............................. 0.0

The grade of A+ is not awarded at Tozer Seminary.

The scale for evaluation ranges for all seminary courses is as follows:

A ................. 94 and above
A- ..................... 90-93
B+ ...................... 87-89
B ....................... 83-86
B- ..................... 80-82
C+ ...................... 77-79
C ....................... 73-76
C- ..................... 70-72
D+ ..................... 67-69
D ....................... 63-66
D- ..................... 60-62
F ......................... 59 and lower

STUDENT PROGRESS REVIEW

A student’s progress is monitored by a regular review of his/her transcripts and portfolio. The portfolio includes selected course assignments and other learning activities. See the Student Handbook for a list and schedule of portfolio items. Students compile their portfolios at Open Source Portfolio. Access is limited to the student, the Dean, the Academic Council, and seminary staff.

First Transcript Review at One-Third Program Completion

Upon completion of the first third of the student’s program (M.Div. = 27 units) the Dean will review his/her transcript to determine satisfactory academic progress toward the degree. Students admitted on probationary status must have achieved a 3.0 GPA in order to be removed from probation and to qualify for continuation in the program.
First Student Portfolio Review at 1/2 Program Completion
Upon completion of half of the student’s program (M.Div. = 45 units) the Dean will review the student’s Portfolio to determine satisfactory progress toward achievement of the program learning outcomes of the degree. Students maintain their own Portfolios on the Open Space Portfolio Website. See the current Student Handbook for the list of items which should be in the Portfolio for the first review.

Second Transcript Review at Two-Thirds Program Completion
Upon completion of 2/3 of the student’s program (M.Div. = 63 units) the Dean will review his/her transcript (and Student Portfolio, if requested by the Academic Council) to determine satisfactory academic progress toward the degree. Students who successfully complete the review are advanced to degree candidacy.

Final Student Portfolio Review at End-of-Program
In the final semester of the student’s program, the Dean will review the Student Portfolio to determine satisfactory progress toward achievement of the program learning outcomes of the degree. The Student Handbook will list the items which should be in the Portfolio for the End-of-Program review.

Reviews may take place at other points in a student’s program at the request of the Dean and/or Academic Council, or the student.

Transcript Review Actions
Students who do not have a GPA of 3.0 at any review point in the program will be placed on academic warning. Progress will be reviewed by the Academic Council for action, which in some cases may include dismissal from the program.

Portfolio Review Actions
A student whose portfolio is not approved at either the one-half or end-of-program review may receive conditional approval to continue in the program or delay in graduation subject to appropriate resolution of any difficulties identified by the Academic Council. Students with significant evidence of difficulties in the Portfolio may be dismissed from the program.

TIME LIMIT
Students have a maximum of eight years to complete the M.Div. program.

APPLICABLE CATALOG FOR GRADUATION
The catalog in effect at the time of a student’s enrollment in a Tozer Seminary degree program, or at the time of a change of degree, is the one that determines curricular requirements for graduation. If a student has not been enrolled at Tozer Seminary/Simpson Graduate School of Ministry for a period of one year (three semesters) or more, he or she must be readmitted to his/her degree program and fulfill the requirements of the new catalog in effect at the date of readmission. Requirements from two or more catalogs may not be combined.

COMMENCEMENT
The university recognizes three dates of degree conferral: January, May and September. Two commencement ceremonies are scheduled annually, in January and April. Graduates are expected to attend graduation ceremonies unless travel distance is prohibitive. Students must have completed all graduation requirements in order to participate in commencement. Students who have outstanding financial obligations will not receive a diploma until their account balance is cleared. Students planning to graduate must complete an Application for Degree at least one full semester prior to their anticipated graduation date. Forms are available in the Dean’s office.

STUDENT ACADEMIC GRIEVANCE AND APPEALS PROCESS
Students have the right to file an academic grievance against a Tozer Seminary instructor or staff member, or to appeal an academic decision made by an instructor, the Dean, or the Tozer Seminary Academic Council.

Academic policies and procedures are the responsibility of the faculty and administration of the seminary. The Dean is charged with implementing the process of academic grievance and appeal as needed. The Dean will investigate any problems that may arise, and conduct interviews to determine the nature of the problem and possible courses of action. The Tozer Seminary Academic Council will function as the adjudicating body in cases in which the student appeals the decision of the Dean.

TERMS
An academic grievance is a complaint against an instructor or staff member regarding any or all of the following:

1. The instructor’s performance in a course, including but not limited to: failure to abide by Tozer Seminary academic policies and procedures, failure to abide by the course syllabus, and inability to properly direct the class.
2. Views stated in the course context that oppose the Statement of Faith of Tozer Seminary.

An academic appeal is a request to change or set aside an academic decision made by an instructor, the Dean or the University staff member regarding either of the following:

1. A course grade that is deemed unfair or unwarranted.
2. An academic penalty or status that is deemed unwarranted.

INFORMAL RESOLUTION
The student should attempt to discuss and resolve the issue directly with the instructor and/or staff member before initiating a formal grievance or appeal.

INVESTIGATION
All matters that may become grievances or appeals shall be referred to the Dean, who will make a preliminary inquiry.
A. Involve an outside expert, such as an independent auditor, to conduct a detailed review of the case.
B. Use the services of a legal advisor or a professional mediator to facilitate a fair and impartial process.
C. Seek guidance from an ethics committee or a regulatory body to ensure compliance with professional standards.
D. Conduct a thorough analysis of the relevant documentation and evidence to ensure a comprehensive understanding of the situation.

UNIVERSITY STATEMENTS

ACADEMIC DISHONESTY POLICY

Academic integrity is a serious matter. Dishonesty is an affront to the character and law of God; it violates the biblical principles of speaking truthfully, dealing honestly, and not practicing deceit. It is also an insult to the academy because it damages trust, and thereby destroys the basic building block of community within the University.

EXAMPLES OF Dishonest Behavior

Note: This section is meant to provide clarity on what kinds of behaviors are dishonest by their nature. This is not an exhaustive list. If there is any uncertainty about whether a non-listed behavior is right or wrong, students are encouraged to seek the counsel (and advanced approval) of their professors.

1. The misattribution or misrepresentation of the intellectual work of another person as one’s own, i.e., plagiarism. This includes using another person’s words, ideas or graphic materials (pictures, charts/tables, etc.) without proper citation. It is plagiarism (a) to not place quotation marks around clauses, sentences, paragraphs that have been lifted verbatim or essentially intact from another source; (b) to use another person’s ideas without specifically identifying the source; and (c) to paraphrase the work of another person without specifically identifying the source.

2. Inventing or falsifying information in an academic exercise (e.g., making up a fictitious source or quote; intentionally giving an incorrect citation).

3. Cheating (e.g., obtaining/attempting to obtain answers from another student for an academic exercise or test; using unauthorized notes or text messages during an exam).

4. Allowing one’s own intellectual work to be dishonestly used by others (e.g., sharing a term paper, examination, or electronic file so that another student may cheat).

5. Misrepresenting or disguising one’s actions in order to deceive the instructor (e.g., fabricating a reason for having missed a class or deadline; turning in a paper for one class that was originally written for another class; buying, finding or receiving a term paper from another source and representing it as one’s own work; unpermitted collaboration on course assignments).
6. Preventing other students from successfully completing an academic assignment (e.g., theft of materials from the library; stealing a textbook, notebook or electronic file from another student; hiding materials in the library to prevent their use by others; ruining another student’s laboratory experiment).

7. Forging a signature on, or unauthorized alteration of, academic documents such as transcripts, registration forms, drop/add forms, class roster sheets, and grade books.

**INTENT**

We consider motivation or intent to be an important factor in determining how to deal with dishonest academic behavior. Thus we distinguish between **blatant dishonesty**, which occurs when a person knowingly and intentionally engages in any of the behaviors noted above; and **negligent dishonesty**, which occurs when a person is unaware that his or her behavior is wrongful.

**Academic Warning**

A student is placed on academic warning when his/her grade-point average drops below 2.0 but is not at the academic probation level. Additionally, a student may be placed on academic warning as consequences for academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period of time, set by the Academic Council, to provide an opportunity to better understand the definitions and additional consequences of academic dishonesty. While on academic warning, the student may not hold any leadership position, be employed by the university, or represent the university in any way. The student may continue to receive university scholarships, grants, state and federal tuition assistance.

**Academic Probation**

In addition to issues relating to grades and cumulative grade-point averages, a student may be placed on academic probation for issues related to academic dishonesty for a specified period of time, set by the Academic Council, to provide opportunity for change. While on probation, a student may not hold any leadership position, be employed by the university, or represent the university in any way. In addition, he/she will not be eligible to receive university scholarships or grants. The student remains eligible for state and federal funding.

**Suspension**

The Academic Council may impose suspension for issues of academic dishonesty, which is a separation from the university for a definite period of time, after which the student is eligible to reapply. Conditions for readmission must be specified at the time of suspension.

**Dismissal**

After being readmitted following a period of suspension, a student may be dismissed from university because of repeated instances of academic dishonesty or because of an insufficient grade point average.

**CONSEQUENCES**

For identified offenses of academic dishonesty, the following consequences apply:

**Negligent Dishonesty**

At the discretion of the professor, may result in an automatic “I” for the assignment and may require that, in order to receive credit for the course, the student repeat the assignment (without credit) using proper documentation.

**Blatant Dishonesty**

At the discretion of the faculty member, may result in failure in the course.

**Repeated Dishonest Behavior**

May result in student being placed on academic warning, academic suspension, or dismissal from the university by the Academic Council.

**PROCEDURES**

For the “Procedures” and “Student Appeal” sections, the term “Academic Council” refers to the council or division that has oversight for the class in which the supposed violation occurred. For Tozer Seminary, it is the Tozer Seminary Academic Council.

1. The faculty member identifies an offense. At the time the offense is identified, notification must be given to both the student and the Academic Office by completing the “Report of Plagiarism and Cheating” form (found in Faculty Handbook - Forms Section or from the Academic Office). A copy of the student document(s) showing the evidence of academic dishonesty is filed with the “Report” form.

2. The faculty member is encouraged to provide information to the student regarding the definitions of dishonest behavior and the consequences at the time of such notification.

3. The faculty member contacts the Academic Office to determine if a previous offense has occurred for the student in question. If the offense is a second offense, the faculty member must report this directly to the Provost.

4. Reports of dishonest behavior are kept in individual student files and are accessible only by the Provost and the Academic Office staff.

5. Upon the third offense for any one student, the Provost will bring a full report to the Academic Council for action. The Academic Council, the highest faculty authority for academic issues, will determine the consequence.

6. At the discretion of the Provost, fewer than three offenses may be taken to the Academic Council for action. The Academic Council will determine the consequence.

7. The Provost calls a meeting of the Academic Council to review the documentation presented by the faculty member and any other documentation from the incident file in the Academic Office. The Academic Council decides the consequences of each case on its own merits. The Provost, as chair of the Academic Council, communicates the decision in writing to the student and appropriate faculty members with whom the student has a class in the current semester and with faculty members with whom the student has a class in subsequent semesters, as deemed appropriate by the Provost. The Provost will also notify appropriate university personnel of such decisions.
8. The decision of the Academic Council is final except in the case of suspension or dismissal, when the student has the right to make an appeal to an appeals panel. The President’s Cabinet will serve as the appeals panel.

STUDENT APPEAL

The student may appeal a suspension or dismissal decision of the Academic Council within 72 hours of the receipt of the decision by making a written statement including the reason for the appeal and the action desired.

The appeal hearing will have two purposes:
1. To determine whether the suspension or dismissal decision reached by the Academic Council is based on substantial evidence, and
2. Whether the actions associated with item 1 (above) result in a determination that suspension or dismissal was an appropriate consequence.

Procedure
1. The student provides a written statement including the reason for the appeal and the action desired within 72 hours from receipt of the decision of the Academic Council and submits the written statement to the Academic Office.

2. The Provost notifies the executive vice president that such an appeal has been filed and requests that the appeals panel be convened and the student be duly notified of the time and location of the hearing.

3. The appeals panel has five working days to arrange a date for the panel to receive the student’s appeal.

4. The hearing of the appeals panel will be conducted according to the following guidelines:
   - The hearing will be conducted in a private setting.
   - Admission of any person to the hearing shall be at the discretion of the chair of the appeals panel.
   - The student may have an advisor present of his/her choice; however, the advisor is not permitted to participate in the hearing.
   - When the facts of the case are in dispute, all parties may present witnesses, subject to the right of cross-examination by panel members. Witnesses are required to present a short statement outlining their testimony to the chair of the appeals panel. These statements must be received at least 24 hours in advance of the scheduled hearing and will be distributed in advance to the panel members along with other pertinent documentation. No witness will be permitted to attend the hearing who does not submit this statement.
   - All procedural questions during the hearing are subject to the decision of the chair of the panel.
   - After the hearing, the panel shall render its decisions by majority vote.
     - If the facts are in question, they shall determine whether the student has violated the policy as alleged.
     - If the student has objected to the consequences, the panel shall vote to uphold, replace or lift the consequences in question. The panel may not impose consequences more serious than those to which the student has appealed.

5. The decision of the appeals panel is final and binding and will be communicated in writing within three working days by the chair of the panel.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (1974) (FERPA)

In accordance with federal law, students are hereby notified that they have the following rights with respect to their education records:

1. The right to inspect and review their own education records within 45 days of the date the university receives a request for access.

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

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

4. The right to file a complaint with the United States Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. Complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Ave. SW, Washington, DC 20202-4605.

The university designates certain categories of student information as public or “directory information” which may be disclosed by the institution at its discretion, without prior written consent of the student. Such categories may include: name, address, e-mail address, telephone number, photograph, date and place of birth, major, class year, full-time/part-time status, participation in student activities, dates of attendance, degree and awards, most recent institution, intended career, height and weight of athletic teams members. Currently enrolled students may withhold disclosure of the above directory information. To withhold disclosure, students must complete the Non-Disclosure Form in the Registrar’s office by 5 p.m. on Monday of the first class of the semester. Withholding of disclosure will remain in effect for the rest of that academic year. A new form for non-disclosure must be completed each academic year.

ANTI-DISCRIMINATION STATEMENT

Simpson University does not discriminate on the basis of gender, age, race, national origin, or disability in admission policy, educational programs, other activities, or employment, as specified by federal laws and regulations. The university’s policies are also in compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA.

RESERVATION OF RIGHTS

Simpson University and A.W. Tozer Theological Seminary reserve the right to change any of its policies and procedures, and any of the other information provided in this catalog.
including, but not limited to, tuition, fees, unit value per course, course offerings, curricula, grading policies, graduation and degree requirements, and admission standards at any time and for any reason, without providing advance notice to those affected. This catalog supersedes and replaces all previous catalogs and other statements covering the topics included herein. This catalog and each subsequent catalog are supplemented by the rules and regulations stated by appropriately posted bulletin board notices or information distributed to each student. Where conflict exists between any of these sources, the most recent rule, regulation or policy will be controlling.

STUDENT LIFE
A.W. TOZER THEOLOGICAL SEMINARY

INTRODUCTION

Learning in community lies at the heart of the Tozer Seminary experience. Rather than focusing on bricks and mortar and programs, Tozer Seminary builds learning communities of students and teachers connected by innovative learning formats and Internet technology. These communities form in several ways:

- In cohort groups that bring together students from the surrounding area;
- In online courses through web-based instruction;
- In the summer school sessions each June;
- In Ministry Skill “cohorts” made up of students with similar interests taking several Ministry Skill intensive courses together;
- In the residential setting at the Simpson University campus.

These different levels of community are designed to enhance, rather than replace, the community of the local church and ministries where Tozer Seminary students already live and serve.

COMPUTER REQUIREMENTS

Tozer Seminary is committed to quality evangelical theological education that is accessible, achievable, and affordable for ministry leaders already serving in their posts. New learning technologies make these goals attainable. However, students will need to have appropriate computer hardware, software, and skills.

Hardware. Students should have a laptop computer with a wireless Internet connection. PCs running Windows XP or higher or Macs with OS X should have adequate storage and processor capacity.

Software. Word processing, presentation, e-mail (Microsoft Office or comparable), Web browser (e.g., Internet Explorer, Netscape, Firefox, or Safari), MP3 audio file playback, DVD and streaming video playback (Flash, QuickTime, or Windows Media) are all necessary.

Internet Connection. Video and even audio files can be large, so students should have access to broadband Internet connection. A wireless Internet capability will be needed to connect at off-campus course locations.

Skills. In order to function effectively in the Tozer Seminary online learning environment, students will need to have basic computer skills, such as word processing, email, Internet browsing and file downloading/uploading, and presentation software.

IN-MINISTRY STUDENT COMMUNITY

The Tozer Seminary degree programs have been developed with the needs of ministry leaders in mind. As an “in-ministry” program, the M.Div. degree is designed to work hand-in-hand with the demands of work and family.

COHORT GROUP COURSES

Cohort group courses are held in major metropolitan areas and taught by qualified local faculty. Among the objectives of the cohort course format are the following:

- Make a graduate degree program more accessible to students already in ministry.
- Make greater use of the wisdom and experience of qualified pastors and ministry leaders in each area.
- Build community among ministry leaders in their own area.
- Make graduate theological education available in underserved areas.

In 2008-2009, cohort groups have been formed in the following locations:
- Redding
- Sacramento
- Sunnyvale/South Bay Area
- Reno/Carson City

Schedule. Eight of the nine Leadership Core courses are normally offered at the host churches in the fall and spring semesters. Course meetings are usually held on two Saturdays per month (8-9 a.m. to 2-3 p.m.) throughout the semester.

Open groups. Cohort groups are “open” groups, rather than “closed” groups, meaning new students may join the group at the beginning of each semester, and that some students will not take all courses in the sequence. New students and students who have to skip a cohort course may make up courses they have missed when the sequence repeats, or take them with a subsequent group if new groups are formed lat-
er. With permission of the Dean, they may also take courses in their intensive version (enrollment in intensive versions of Leadership Core courses is normally limited to students who live out of range of a cohort group).

Student Service. Tozer Seminary employs cohort coordinators in each cohort group location to assist Seminary staff, host church staff, and faculty with logistical matters. They also are available as a first line of advising to assist students with curriculum, program structure, and course logistics. The Dean, faculty, and student service coordinator are also available by phone and e-mail. Simpson University maintains a help desk available during business hours.

Library. As with all Tozer Seminary students, students in cohort locations will have full access to the Start-Kilgour Library at Simpson University. In addition, Tozer Seminary has arranged with university and seminary libraries in the cohort group locations for students to use those resources on a limited basis as community patrons. The Tozer Seminary Website provides up-to-date information about library services available in cohort group areas.

Online component. All cohort courses will have an online component utilizing the Moodle course management software program. Students should access the course Website immediately after registering for the course to consult the complete course syllabus. Students use Moodle to access course resources, submit assignments, take tests, and participate in threaded discussions with students in their group and students in other sections of the course, as well as other activities.

Community. A key goal of the cohort group format is the development of a learning community among ministry leaders in each location. The courses of the Leadership Core sequence benefit from a strong network of relationships among students over time. Community-building activities include:

- Retreats
- Field trips
- Ministry and service projects
- Social activities for families

DISTANCE LEARNING COURSES

Tozer Seminary considers distance learning, or Web-based instruction, to be a vital part of its seminary experience. Besides adding accessibility and convenience to the curriculum, Web-based instruction will be particularly useful to those for whom the classroom experience can be difficult, including non-native English speakers. Alongside cohort and intensive courses, distance learning courses offer a unique opportunity to create a learning community unconstrained by time or distance. Distance learning courses are typically scheduled during fall and spring semesters.

Moodle. The course management software for distance learning courses is Moodle, an open source Web-based program. There is no fee for using Moodle. Students registering for a distance learning course should immediately access the course Website to consult the official version of the course syllabus.

Other media. Some distance learning courses utilize other media, such as CD-ROMs or DVDs, as part of the course.

Students should check the official syllabus at the course Website immediately after registering to determine which resources will be need for the course. In such cases, students will be responsible for any fees or costs.

Student Service. For assistance with course registration and Moodle, contact the student service coordinator by phone or e-mail during business hours Monday - Friday. For technical assistance with your connection to Moodle, call the Information Services Help Desk during business hours.

INTENSIVE COURSES

Simpson University has offered graduate theological and ministry education in intensive, or modular, format since 1984. Intensive courses allow students to interact with leading scholars and ministry experts in a convenient and effective setting.

Fall and Spring Semesters. One-week intensive courses are held during the fall and spring semesters; most are held at the Simpson University campus in Redding, California. A few are held at other off-site locations.

Summer School. Tozer Seminary hosts an annual summer school that offers all intensive courses for the summer semester. Courses meet for two weeks, some in the morning and others in the afternoon.

Future Summer School Dates
2009: June 8-19
2010: June 7-18
2001: June 13-24

Off-Site Intensives. Students are responsible for the costs of attending off-site intensives, including travel, lodging and meals. The Dean’s office will make information available about the best options for students.

Intensive Versions of Leadership Core Courses. With the exception of Global Issues in Evangelism (IM 6000), all intensive versions of Leadership Core courses are available to students who do not live near a cohort group. Students who live near a cohort group and wish to take an intensive version must have the permission of the Dean.

Online component. All intensive courses have an online component that allows instructors to spread out coursework throughout the semester. As soon as students register for an intensive course, they should access the course Website and consult the official syllabus to begin pre-seminar assignments.

Housing and Meals. Students attending intensive courses during the fall and spring semesters may stay in campus housing and purchase a one-week meal plan for the Emeriti Dining Center. More information and housing reservation forms are available at the student advising Website.

Registration. Students must register for intensive courses via WebAdvisor during the registration period (typically the last month of the previous semester), even if the course meeting occurs toward the end of the semester.
SPRITUAL FORMATION

The faculty, staff and administration of Simpson University are committed to providing an educational environment that focuses on holistic development inside and outside the classroom. This includes intentional emphasis on the intellectual, social, emotional and spiritual development of the students. The spiritual formation programs are an essential aspect of Simpson’s mission as the university grows together “in knowledge, in wisdom, and in favor with God and people.” These activities are meant to complement the classroom and community aspects of university life, and are geared to aid the students in their spiritual development in relationship to God, themselves and others.

Chapel. Campus chapel is central to the goals of Tozer Seminary and is distinctive in its contribution to the student’s educational and spiritual experience. Residential students are expected to attend at least two chapels per week during the fall and spring semesters, including the seminary chapel. Seminary chapel is held on Thursdays, from 11 a.m. to noon. Students attending one-week intensive courses during the fall and spring semesters will attend at least one chapel. Special chapel services are also held during the summer school.

Retreat. A spiritual formation retreat will be held as part of the Christian Spiritual Formation class. All students are required to attend this retreat (fee information can be obtained from the seminary office).

Prayer Path. Located near the large cross on campus, the Prayer Path goes back in Christian tradition to around 350 A.D. Originally, the path served many purposes and was often used as a representative of the pilgrimage to Jerusalem. The path today is symbolic of one’s journey with Christ and the transformation that occurs through growth as disciples. A booklet of published topics for the Prayer Path is available in the Spiritual Formation office.

HOUSING AND DINING

On-Campus Housing. Campus (dormitory) housing is available for Tozer Seminary students on a first-come, first-served basis. Housing applications are available at the Tozer Seminary Website, www.simpsonuniversity.edu/tozer.

Married Student Housing. Simpson University maintains a limited number of apartments for married students. These are available on a first-come, first-served basis. Applications for married student housing are available at the Tozer Seminary Website.
A.W. TOZER THEOLOGICAL SEMINARY


MASTER OF DIVINITY (M.DIV.)

GENERAL INFORMATION

The M.Div. degree is a comprehensive graduate program designed for pastors and ministry leaders seeking a thorough grounding in the key components of ministry leadership, including spiritual and personal formation; biblical and theological foundations; and general and selected ministry skills.

LEARNING OUTCOMES

Upon completion of the Tozer Seminary Master of Divinity program, students will be able to:

1. Cultivate the habits and practices of Christian spiritual formation, character development, emotional/relational maturity, and moral integrity in their personal lives and public ministries; and develop the ability to lead and guide others into a new or deeper personal relationship with God through Jesus Christ.

2. Exhibit a broad understanding of the primary themes in biblical theology and the components of responsible biblical interpretation; and exhibit a deep and growing love for the Bible as the revealed Word of God.

3. Articulate the primary issues in theology from historical, systematic, cultural, ecumenical, and practical perspectives; and demonstrate an ability to think and converse theologically about the practice of ministry.

4. Engage constructively with contemporary culture; exhibit an understanding of the global context of Christianity; and demonstrate a capacity for cross-cultural ministry.

5. Utilize essential and selected ministry skills in their ministry settings; and describe and evaluate best practices of ministry leadership.

6. Cultivate the habits and practices of lifelong learning; and develop skills of effective communication, particularly writing.

ADMISSIONS REQUIREMENTS

Successful applicants to the M.Div. program will have a completed bachelor’s degree from a regionally accredited academic institution with a cumulative GPA of 2.5 or higher. Those who have a GPA of 2.0 to 2.49 may be admitted on probation for the first 27 units (see Student Progress Review on p. 142.)

MINISTRY SKILL TRACKS

The Tozer Seminary M.Div. program offers elective courses in several areas or “tracks” that allow students to focus on the development of their ministry leadership skills. These include:

- Biblical and Theological Studies
- Christian Counseling
- Christian Spiritual Formation
- Church Multiplication and Development
- Communication and Preaching
- Discipleship Ministries, including
  - Children’s Ministries
  - Youth Ministries
  - Adult Ministries
- Intercultural Studies
- Ministry Leadership and Administration
- Pastoral Ministry
- Worship Ministry

Each track has at least three to four specific courses, and courses in other tracks may also be taken to create a customized program based on current and future ministry leadership needs. While the tracks are not formal concentrations, students are encouraged to make use of these tracks to plan their degree programs.

GRADUATION REQUIREMENTS

The following are required to receive the M.Div. degree:

- Completion of 84 semester credits with a GPA of 3.0 or higher.
- Completion of the required courses in the M.Div. curriculum.
- Completion of at least 42 units at Tozer Seminary.
- Completion of at least 30 units (10 courses) in residence at the Simpson University campus in Redding, CA.
- Completion of satisfactory Portfolio Reviews after 42 units and the end of the program.
- Mentor Consultation. Portfolio should include end-of-semester Mentor Consultation Reports.
- Completion of an internship. Students who are not able to document 20 or more hours per week of ministry leadership activity are required to take an internship (3 units).
- Students have a maximum of eight years to complete the program.

CURRICULUM

PROGRAM OVERVIEW

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touchstone Course</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Leadership Core</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Biblical and Theological Foundations</td>
<td>10-12</td>
<td>30-36</td>
</tr>
<tr>
<td>Ministry Skill Electives</td>
<td>6-8</td>
<td>18-24</td>
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<tr>
<td>Total</td>
<td>28</td>
<td>84</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS

Touchstone Course (3 units)
GS 6030  Lifelong Learning for Ministry (3)
Leadership Core (27 units)
CS 6000 Christian Spiritual Formation (3)
CO 6010 Christian Communication (3)
IM 6000 Global Issues in Evangelism (3)
ML 6050 Practicing Effective Leadership (3)
CN 6010 Personal Health and Growth in Ministry (3)
ML 6020 Equipping People for Ministry (3)
DM 6000 Small Groups and Discipleship (3)
CO 6020 Christian Perspectives on Contemporary Culture (3)
CN 6005 Principles of Counseling (3)

Biblical and Theological Foundations (30–36 units)

Biblical Studies
6050 New Testament Studies (3)
NT 6211/12/13 NT Interpretation
or NT 6010 New Testament Greek 1 and
NT 6202 New Testament Greek 2 (3)
NT 6400 New Testament Book Study/Greek Text
or NT 6410 NT Book Study/English Text (3)
OT 6050 Old Testament Studies (3)
OT 6211/12/13 OT Interpretation A/B/C*
or OT 6000 Biblical Hebrew 1 and
OT 6200 Biblical Hebrew 2 (3)
OT 6411/12 Old Testament Book Study /Hebrew Text
or OT 6412 Old Testament Book Study /English Text (3)

*Advanced standing required.

Theology (12 units)
TH 1: TH 6040 God, Revelation and Humanity (3)
TH 2: TH 6205 Christ, the Spirit, and the Church (3)
TH 3: TH Elective (3)
TH 4: TH Elective (3)

Ministry Skills (18–24 units)
Electives (24)

CO-CURRICULAR REQUIREMENTS

Student Portfolio. Students in the M.Div. program maintain a portfolio of coursework and other assessment pieces at Open Source Portfolio (OSP), which is reviewed at the halfway point and the end of the program to assess progress toward the learning outcomes of the program. The contents of the Portfolio are listed in the current issue of the Student Handbook.

Mentor Consultation. Each student in the M.Div. program selects a ministry mentor who will provide feedback to the student and the seminary about the student’s progress toward the learning outcomes of the program. Students meet with mentors on a regular basis (ca. monthly), and mentors provide reports to the seminary at the end of each semester.

Internship. As an “in-ministry” program, the M.Div. is designed to integrate coursework with the student’s current ministry setting, thus fulfilling the intention of an internship. M.Div. students who are unable to document at least 20 hours per week of ministry leadership activity will be required to take the internship course. This course includes a part-time ministry assignment during the fall and spring semesters, or a full-time assignment during the summer.

RESIDENCY REQUIREMENTS

Students fulfill the residency requirement by taking at least 10 intensive courses at the Simpson University campus in Redding, CA.

CERTIFICATE PROGRAMS

GENERAL INFORMATION

Tozer Seminary offers five certificate programs in Spiritual Formation, Ministry Studies, Biblical and Theological Studies, Intercultural Studies, and Vietnamese Ministry Studies. These programs consist of 10 courses (30 units) each, and are designed for those who wish some graduate-level study without enrolling in a longer degree program. Since students in the certificate programs register and pay full tuition for courses, the credit earned may be applied later to a Tozer Seminary degree, if they are eligible for admission to that program; or transferred to another seminary or graduate school (subject to that school’s policy concerning transfer of credit).

ADMISSIONS REQUIREMENTS

Successful applicants to a certificate program will have a completed bachelor’s degree from a regionally accredited academic institution with a GPA of 2.6 or higher. Those who have a GPA of 2.0 to 2.5 may be admitted on probation for the first 27 units (see Student Progress Review on p. 140). Graduates from unaccredited institutions may be admitted on probation for the first 27 units.

A limited number of students without a bachelor’s degree may be admitted on a non-bachelor’s exemption. In general, applicants must be at least 35 years of age with significant ministry leadership experience. In such cases, applicants are required to write a 10-page essay on a topic selected by the Dean as demonstration of the capacity for graduate level studies.

Applicants whose first language is not English must pass the TOEFL with a score of 550 or higher.

CERTIFICATE IN SPIRITUAL FORMATION

The Certificate in Spiritual Formation is a 30-unit (10 courses) program for those who wish some graduate-level study focusing on spiritual formation.

CURRICULUM

CS 6000 Christian Spiritual Formation (3)
NT 6050 New Testament Studies
or NT 6211/12/13 NT Interpretation A/B/C* (3)
OT 6050 Old Testament Studies
or OT 6211/12/13 OT Interpretation A/B/C* (3)
TH 6040 God, Revelation and Humanity (3)
TH 6205 Christ, the Spirit and the Church (3)
CS 6200 A Life of Prayer (3)
CS or Ministry Skill Elective (3)
CS or Ministry Skill Elective (3)
CS or Ministry Skill Elective (3)
CS or Ministry Skill Elective (3)

*Advanced standing required.

CERTIFICATE IN MINISTRY STUDIES

The Certificate in Ministry Studies is a 30-unit (10 courses) program for those who desire some graduate-level study focusing on ministry leadership. This program fulfills the educational requirements for ordination/consecration in The Christian and Missionary Alliance.

CURRICULUM
CS 6000 Christian Spiritual Formation (3)
NT 6050 New Testament Studies
  or NT 6211/12/13 NT Interpretation A/B/C* (3)
OT 6050 Old Testament Studies
  or OT 6211/12/13 OT Interpretation A/B/C* (3)
BI 6220 Biblical Hermeneutics (3)
NT 6410/NT 6410 OT/NT Book Study (3)
TH 6040 God, Revelation and Humanity (3)
TH 6205 Christ, the Spirit and the Church
  or TH 6215 Alliance Theology (3)
ML 6050 Practicing Effective Leadership (3)
Leadership Core course
  or Ministry Skill elective
  or PM 6210 Alliance Ministry (3)
Leadership Core course
  or Ministry Skill elective (3)

*Advanced standing required.

CERTIFICATE IN BIBLICAL AND THEOLOGICAL STUDIES

The Certificate in Biblical and Theological Studies is a 30-unit (10 courses) program for those seeking a basic introduction to the Bible and Christian doctrine.

CURRICULUM
CS 6000 Christian Spiritual Formation (3)
NT 6050 New Testament Studies
  or NT 6211/12/13 NT Interpretation A/B/C* (3)
OT 6050 Old Testament Studies
  or OT 6211/12/13 OT Interpretation A/B/C* (3)
BI 6220 Biblical Hermeneutics (3)
NT 6410 NT Book Study /English (3)
OT 6412 OT Book Study /English (3)
TH 6040 God, Revelation and Humanity (3)
TH 6205 Christ, the Spirit and the Church
  or TH 6215 Alliance Theology (3)
TH Elective (3)
TH Elective
  or PM 6210 Alliance Ministry (3)

*Advanced standing required.

CERTIFICATE IN INTERCULTURAL STUDIES

The Certificate in Intercultural Studies is a 30-unit (10 courses) program for those seeking a basic introduction to cross-cultural issues and ministry. This program fulfills the basic educational requirements for missions candidates in The Christian and Missionary Alliance.

CURRICULUM
CS 6000 Christian Spiritual Formation (3)
IM 6000 Global Issues in Evangelism (3)
NT 6050 New Testament Studies
  or NT 6211/12/13 NT Interpretation A/B/C* (3)
OT 6050 Old Testament Studies
  or OT 6211/12/13 OT Interpretation A/B/C* (3)
TH 6215 Alliance Theology (3)
TH 6415 Theology of Missions (3)
IM 6200 Communication in the Global Village (3)
IM 6210 World Religions (3)
IM 6220 Anthropology for Ministry (3)
IM 6400 Mission Strategies and Methods (3)

*Advanced standing required.

M.MIN. AND M.ICS. DEGREES

The Master of Ministry and Master of Intercultural Studies degrees were previously offered by the Simpson Graduate School of Ministry. As of fall semester 2007, Tozer Seminary no longer enrolls or readmit students in these programs. Students currently enrolled and active may complete...
their programs and receive their degrees as long as they complete the program within the five-year time limit.

Since the curriculum of the M.Div. program builds on the courses previously offered for the M.Min. and M.ICS. degrees, it should be easy for students to complete their degrees at Tozer Seminary. In most cases, courses required for the older degrees will continue to be offered in the new programs. The required courses no longer be offered, or not offered regularly, include: TH 6020 Christian Theology, TH 6240 Biblical Theology, and TH 6250 Issues in the History of Christianity.

Students who need these courses to complete their degree may substitute for these courses as follows:

- For TH 6020 Christian Theology: any Theology 1 or 2 course.
- For TH 6240 Biblical Theology: Biblical Hermeneutics.
- For TH 6250 Issues in the History of Christianity: any Theology course.

Any course in the M.Div. curriculum may also serve as a Ministry Skill elective for the M.Min. and M.ICS. programs, subject to approval of the Dean and the Registrar.

**SPECIAL PROGRAMS**

**DIRECTED STUDY COURSES**

Certain Tozer Seminary courses are designated as directed study courses. These are catalog courses that are taken outside the regular class schedule. Special approval is not needed to take these designated courses by directed study. Syllabi for Directed Study Courses and Directed Study Application forms are available at the Tozer Seminary Website.

**PERSONALIZED LEARNING EXPERIENCES**

A unique feature of the degree programs of Tozer Seminary is the opportunity to earn credit toward a degree through Personalized Learning Experiences. A Personalized Learning Experience (PLE) is a learning experience mutually designed by the student and a faculty member or mentor, and approved by the Dean, to address a desired skill or area of knowledge in the student’s preparation for ministry. A PLE may consist of a conference, workshop, seminar or other experience to which is added pre-work and post-work assignments related to the area under study. Each PLE is worth either one, two or three units, depending on the work load. A student may earn up to six PLE credits as part of their Ministry Track electives. More PLE information and forms are available at the Tozer Seminary Website.

**INDEPENDENT STUDIES**

Students may choose to pursue a subject as an independent study with a faculty member. These are guided, advanced research courses that are not in the regular curriculum. A student may register for only one independent study. Further information is available at the Tozer Seminary Website.

**THESIS**

Students in the M.Div. program may elect to complete a thesis. A thesis constitutes one course (3 units) and is supervised by a faculty member.

**MENTOR CONSULTATION**

Each student in the M.Div. program will select a mentor in the first semester of study. This relationship will assist students in attaining a greater balance in personal growth, intellectual development and ministry preparation during their Simpson program. Students will also benefit from spiritual and practical input from a mentor of the student’s choice, including setting goals for their spiritual and ministry life. While the mentoring experience is a zero-credit pass/fail component of the curriculum, it is a requirement for graduation. Students will not be considered qualified for graduation until they have met at least 80 percent of the required times with their mentor, as reported in the mentor consultation semester reports due at the end of each semester.

**CANDIDATES FOR ORDINATION OR CONSECRATION IN THE CHRISTIAN AND MISSIONARY ALLIANCE**

As a seminary of The Christian and Missionary Alliance, Tozer Seminary designed its degree and certificate programs to accommodate candidates seeking to fulfill the educational requirements for ordination or consecration. In particular, the courses on Alliance Theology (TH 6215) and Alliance Ministry (PM 6210) are placed in the first two years of the M.Div. program to allow students to prepare drafts of all six position papers during the usual time allotted for the ordination process.

Candidates who are not ready to enroll in a degree program, but who need to fulfill the educational requirements, should consider the Certificate in Biblical and Theological Studies or the Certificate in Intercultural Studies. Candidates who would like to take Alliance Theology and Alliance Ministry alone may enroll as non-degree-seeking students or visiting students (if enrolled at another seminary) and register for those courses.
GRADUATE STUDIES

COURSE DESCRIPTIONS
A.W. Tozer Theological Seminary

BI  Biblical Studies
CM  Church Multiplication and Development
CN  Christian Counseling
CO  Communication and Preaching
CS  Christian Spiritual Formation
DM  Discipleship Ministries
GS  General Studies
IM  Intercultural Studies and Missions
ML  Ministry Administration and Leadership
NT  New Testament Studies
OT  Old Testament Studies
PM  Pastoral Ministry
TH  Theological and Historical Studies
WM  Worship Ministry

Number: a 4-digit code identifying the course’s level of complexity.

6000 – 6199: Introductory-level courses, some of which are prerequisites to higher level courses.

6200 – 6399: Intermediate or building-level courses that generally assume the completion of introductory courses.

6400 – 6599: Advance or mastery-level courses usually requiring two or more prerequisite courses are generally taken by students who are in the second half of their programs.

6600 – 6799: Specific and highly advanced courses or thesis projects requiring three or more prerequisite courses are usually taken by students at the completion of their programs.

PREREQUISITES

Prerequisite courses are ones that must be completed before others which build on them can be taken. Prerequisites may be waived by the Dean through advanced standing based on previous coursework at the undergraduate level. In some cases, ministry experience may be considered in waiving prerequisites. Instructors of Ministry Skills courses may waive prerequisites for their courses upon a request from a student.

MINISTRY SKILL ELECTIVES

Unless otherwise noted, Ministry Skill courses fulfill elective course requirements in all degree and certificate programs.

GS
GENERAL STUDIES

GS 6030
Lifelong Learning for Ministry (3) This touchstone course is the starting point for all students in the M.Div. and M.A. programs. It provides an orientation and introduction to the process of ministry education and lifelong learning, including reading, library and on-line research, writing, and participation in different learning formats (cohort groups, distance learning, and intensive courses). Attention will also be given to the place of biblical studies and theological reflection in spiritual formation and ministry. Required for all degree programs.

GS 6295
Internship (3) Students who are not involved in full- or part-time ministry leadership (at least 20 hours per week) are required to take at least one internship. Fulfills Ministry Skill elective.

GS 6266
Personalized Learning Experience (1-3) A learning experience mutually designed by the student and a faculty member or mentor and approved by the Dean to address a desired skill or area of knowledge in the student’s preparation for ministry. A PLE may consist of a conference, a workshop, seminar or other learning experience to which is added pre- and post-event activities related to the area of study. Students may not register for more than two PLEs. Fulfills Ministry Skill elective.

GS 6090
Mentor Consultation (0) Assists students in attaining a greater balance in personal growth, intellectual development and ministry preparation during their degree programs. Students will benefit from spiritual and practical input from a mentor of the student’s choice including setting goals for their spiritual and ministry life. Eight semesters of mentor consultation are required.

BI
BIBLICAL STUDIES

BI 6220
Biblical Hermeneutics (3) A consideration of the theory and practice of interpreting the Bible. Students will learn to work with the tools of interpreting the Bible. Fulfills Ministry Skill elective. (Prerequisite: NT 1 or 2 and OT 1 or 2)

BI 6620
Biblical Theology (3) A study of the theological themes within the Old and New Testaments, and the development of Old Testament themes in the New Testament. Historical and contemporary approaches to constructing a biblical theology will be considered. Fulfills Ministry Skill elective. (Prerequisites: OT 1, 2 and 3; NT 1, 2 and 3; TH 1 and 2)

CM
CHURCH MULTIPLICATION AND DEVELOPMENT

CM 6220
Urban Ministry (3) An application of the biblical mission of church multiplication in an urban culture and an analysis of the theological and sociological issues affecting that mission. This course studies the unique challenges of developing a ministry of evangelism and discipleship in an urban setting, including the development of holistic ministries and compassion ministries that address a concern for the welfare of the city. Some time will be given to examining models that are proving to be effective in urban settings. Fulfills Ministry Skill elective.

CM 6240
Church Growth in the 21st Century (3) An overview of biblical and contemporary principles and procedures of church growth. Included in the study will be a look at appropriate marketing strategies, the role of ministry gifts and application of both short-term and long-term planning. Fulfills Ministry Skill elective.
**CN 6005**
Principles of Counseling (3) An overview of the theory, models and practice of Christian counseling including a study of the counseling process with its structure and skills. Fulfills Leadership Core requirement.

**CN 6100**
Personal Health and Growth in Ministry (3) This course covers the psychological, personal, and relational aspects of ministry leaders, including the danger zones that frequently lead to burnout or moral failure. Strategies for maintaining health and growth in ministry will be considered. Fulfills Leadership Core requirement.

**CN 6200**
Marriage and Family Counseling (3) An over-view of the roles of the family of origin as a cause of dysfunctionality and a resource in dealing with adolescents. Fulfills Ministry Skill elective. (Prerequisite: CN 6005 Principles of Counseling or permission of the instructor)

**CN 6205**
Marriage and Family Counseling (3) A consideration of the concerns in premarital, marital and re-marital counseling. Topics include domestic abuse, divorce, blended families, family dysfunctions, co-dependency, children, and tools for working with couples and families. Fulfills Ministry Skill elective. (Prerequisite: CN 6005 Principles of Counseling or permission of the instructor)

**CN 6210**
Counseling the Addicted (3) A study in the development of addictive behavior and the various addictions, including alcohol, drugs and sex. Consideration is given to the role of the church and pastoral counselor in intervention and assistance, including ministry to the family, use of community resources, and the ministry of recovery. Fulfills Ministry Skill elective. (Prerequisite: CN 6005 Principles of Counseling or permission of the instructor)

**CN 6280**
Counseling Adolescents and Their Families (3) A developmental-behavioral approach to guiding youth through the teenage years. Integrates Christian perspectives on the human person with clinical strategies and processes, and pastoral care responsibilities. Attention is given to the role of the family of origin as a cause of dysfunctionality and a resource in dealing with adolescents. Fulfills Ministry Skill elective. (Prerequisite: CN 6005 Principles of Counseling)

**CO 6000**
Basic Preaching (3) A practical study in the art and science of sermon preparation, giving specific attention to sermon components, sermon delivery, and multiple sermon structures, including deductive and inductive variations. Students will observe and develop sermon skills that will serve as a basis for ministry in today’s culture. Fulfills Ministry Skill elective.

**CO 6100**
Christian Communication (3) This course explores communication from biblical, theoretical, and practical points of view. Attention will be given to effective written, oral, and electronic media communication. Fulfills Leadership Core requirement.

**CO 6200**
Christian Perspectives on Contemporary Culture (3) This course offers a practical and theological examination of contemporary culture from a variety of perspectives, including philosophy, entertainment, lifestyle, as well as social and economic descriptions. Consideration will also be given to alternative Christian approaches to culture, including fundamentalism and liberalism, as well as different evangelical approaches. Fulfills Leadership Core requirement.

**CO 6200**
Contemporary Preaching (3) A study of various methods and approaches for biblical preaching in a changing world. Emphasis will be on the theology and disciplines needed for sermon preparation and presentation in a postmodern world. Fulfills Ministry Skill elective. (Prerequisite: CO 6000 Basic Preaching or permission of the instructor)

**CO 6400**
Theology Through Film (3) A study of the moving image as a conduit of ideology and theology. Includes a survey of American film history with an emphasis on principles of critical viewing as well as study of important thematic genres, stylistic movements, and technological developments. Fulfills Ministry Skill elective. (Prerequisites: CO 6020 Christian Perspectives on Contemporary Culture or permission of the instructor)

**CS 6000**
Christian Spiritual Formation (3) Addresses some of the central issues of personal and corporate Christian spirituality such as stages of faith development, discipleship, community, spiritual disciplines and ministering intentionally. Participants will be encouraged to address the topics formationally, not just informationally. Practical guidelines for personal spiritual growth, as well as for engaging in an intentional ministry for spiritual formation will be offered. Includes an off-campus retreat. Fulfills Leadership Core requirement.

**CS 6200**
A Life of Prayer (3) The course develops a biblical and theological foundation for personal and corporate prayer, explores the practice of prayer in the history of Christian spirituality, and considers forms of prayer for individual and corporate use. Fulfills Ministry Skill elective. (Prerequisite: CS 6000 Christian Spiritual Formation)

**DM 6000**
Small Groups and Discipleship (3) Examines both the theory and practice of small groups. Develops a biblical and sociological rationale for working with people in groups. Special focus on using groups for evangelism, inductive Bible studies, adult laity care ministries, recovery/healing groups, and discipleship. Current models of groups and leadership training components are examined, along with implementation issues and the administration of small groups within local church or parachurch settings. Fulfills Leadership Core requirement.

**DM 6010**
Teaching and Leading in the Church (3) Studies the biblical/theological foundation of church educational ministry. Examines contemporary approaches to Christian education. Includes an analysis and evaluation of the role of the pastoral leaders and the practice of administration in church education. Explores curricular options and models of teaching with
their application to faith development. Fulfills Ministry Skill elective.

DM 6200
Youth Culture and Issues (3) An interdisciplinary approach focusing on the values, fashions, norms, influences and issues of the contemporary adolescent culture. Emphasis is on understanding why teenagers act the way they do and on developing ministry responses which meet those needs. Special emphasis will be given to understanding and reaching at-risk teens. Fulfills Ministry Skill elective.

DM 6210
Youth Ministry Leadership (3) A survey of the basic issues of leading an effective transformative youth ministry for practitioners, including connecting with students and their parents, working as part of a staff team, recruiting and training volunteers, planning and organizing events and activities. Fulfills Ministry Skill elective.

DM 6220
Ministry with Adults Fifty-Five Plus (3) Develops a theology of aging. Reviews the physical, social, emotional, intellectual, and spiritual needs of persons over 55. Explores models of ministry and programming options. Current issues such as teaching older adults, seniors as volunteers, adjustments to losses, Christian death and dying, active engagement, elder abuse, senior evangelism, and reminiscence are highlighted. Fulfills Ministry Skill elective.

IM 6200
Global Issues in Evangelism (3) Overview of multiculturalism, urbanization, understanding various worldview types and perspectives, missions education globalization and other topics as they relate to evangelization and ministry with the intent of equipping students to provide leadership in evangelism in their ministry setting. Fulfills Leadership Core requirement.

IM 6200
Communication in the Global Village (3) Principles and processes of communication from one culture to another. Emphasis is on what contextual adjustments are necessary to effectively and accurately communicate biblical truth in a culturally sensitive manner. How to plant the gospel and the Christian life in the indigenous soil. Fulfills Ministry Skill elective.

IM 6210
World Religions (3) An introduction to those religious traditions that have exercised an important influence on world affairs and which constitute some of the greatest challenges to the Church. The course examines in turn an overview of Christianity, Judaism, Islam, Hinduism, Buddhism and East Asian religions and provides an opportunity to concentrate on two of the non-Christian traditions. The course also touches on the impact of religious diversity on an ever-shrinking world, the nature, role and meaning of religion in the personal, cultural and universal aspects of human life, and the ways that spirituality is expressed in a variety of cultural contexts. Fulfills Ministry Skill elective.

IM 6220
Anthropology for Ministry (3) An exploration of anthropological concepts and their contributions to intercultural ministry. Students will not only examine key anthropological ideas, but will use these ideas to understand both their own cultural heritage as well as that of another people. They will apply this new understanding to their personal ministry. Fulfills Ministry Skill elective.

IM 6400
Mission Strategies and Methods (3) An introduction to strategic missionary outreach. Drawing from a wide variety of disciplines, including theology, anthropology, history, communications and management theory, students will investigate a people group/nation of personal interest. The student’s research will contain an area study of such factors as the geography, culture, religion and worldview of the people group/nation. The student will then suggest a strategy for effective ministry to that people group/nation. Fulfills Ministry Skill elective.

ML 6200
Practicing Effective Leadership (3) Explores situational leadership, organizational climate and maturity, planning models, and development of multiple staff ministry. Addresses conflict management, mediation, and negotiation skills. Examines the role of leader as direction setter, change agent, spokesperson and coach. Fulfills Leadership Core requirement.

ML 6200
Ministry Administration (3) An introduction to the basic theology, theory and practices of leading and managing ministry organizations, including mobilizing volunteers, organizing staff, stewardship and finances, marketing, and property. Fulfills Ministry Skill elective.

NT 6010

NT 6020
New Testament Greek 2 (3) A continuation of New Testament Greek 2, this course develops language skills of translation of a passage or group of passages in the New Testament. Attention is also given to hermeneutical method in New Testament interpretation. Fulfills NT 2. (Prerequisite: NT 1 and NT 6010 New Testament Greek 1 or advanced standing)

NT 6050

NT 6211
New Testament Interpretation A: Gospels (3) A comprehensive survey of the
literature, history, culture, chronology, geography, and theological themes of the Gospels. The course also addresses the life of Jesus and the development of gospel literature. Fulfills NT 2. (Prerequisite: NT 1 or advanced standing)

NT 6212
New Testament Interpretation B: Letters of Paul (3) Surveys the letters of Paul, focusing on theological themes as well as historical and literary background. Fulfills NT 2. (Prerequisite: NT 1 or advanced standing)

NT 6213
New Testament Interpretation C: The Later New Testament (3) A comprehensive survey of the letters of Hebrews, James, 1 and 2 Peter, 1,2,3 John, Jude, and Revelation. Attention will also be given to the historical and cultural background of these books, as well as guidelines for responsible interpretation. Fulfills NT 2. (Prerequisite: NT 1 or advanced standing)

NT 6400
New Testament Book Study/Greek (3) An exegetical study of a book or group of books using the Greek text. Focus will be given to exegetical method and interpretive options in the light of the history of exegesis. Fulfills NT 3. (Prerequisites: NT 1 and NT 6010 New Testament Greek 1 and NT 6202 New Testament Greek 2)

NT 6410
New Testament Book Study/English (3) An exegetical study of a book or group of books using the English text. Focus will be given to exegetical method and interpretive options in the light of the history of exegesis. Fulfills NT 3. (Prerequisites: NT 1 and 2)

OT OLD TESTAMENT STUDIES

OT 6000
Biblical Hebrew 1 (3) An introduction to Hebrew language for ministry leaders. Consideration is also given to literature, history, and theological themes of the Old Testament. Fulfills OT 2.

OT 6200
Biblical Hebrew 2 (3) A continuation of Biblical Hebrew 1, this course develops language skills for translation in a book or group of Old Testament books. Attention is also given to responsible interpretive options in the light of the history of exegesis. Fulfills OT 3. (Prerequisites: OT 1 and OT 6000 Biblical Hebrew 1 or advanced standing)

OT 6050
Old Testament Studies (3) The course offers a basic introduction to the literature, history, culture, chronology, geography and theological themes of the Old Testament. Special attention will be given to the role of the Old Testament in personal spiritual formation and public ministry. Fulfills OT 1.

OT 6211
Old Testament Interpretation A: Pentateuch (3) An overview of the literature, history, culture, chronology, geography, and theological themes of the first five books of the Old Testament. Special attention will be given to the role of the Pentateuch in personal spiritual formation and public ministry. Fulfills OT 2. (Prerequisite: OT 1 or advanced standing)

OT 6212
Old Testament Interpretation B: Writings (3) An intermediate-level overview of the historical and poetic books of the Old Testament, focusing on literary genres, history, culture, chronology, geography, and theological themes. Special attention will be given to the role of the writings in personal spiritual formation and public ministry. Fulfills OT 2. (Prerequisite: OT 1 or advanced standing)

OT 6213
Old Testament Interpretation C: Prophets (3) Surveys the major and minor prophets, focusing on theological themes, as well as historical and literary background. Consideration will be given to the role of prophetic literature in spiritual formation and ministry. Fulfills OT 2. (Prerequisite: OT 1 or advanced standing)

OT 6411
Old Testament Book Study/Hebrew (3) An exegetical study of an Old Testament book or collection of books using the Hebrew text. Focus will be given to exegetical method and interpretive options in the light of the history of exegesis. Fulfills OT 3. (Prerequisites: OT 1 and OT 6000 Biblical Hebrew 1 and OT 6200 Biblical Hebrew 2)

OT 6412
Old Testament Book Study/English (3) An exegetical study of an Old Testament book or collection of books using the English text. Focus will be given to exegetical method and interpretive options in the light of the history of exegesis. Fulfills OT 3. (Prerequisites: OT 1 and 2)
and missional perspectives. Attention will also be given to the nature and process of theological reflection. Students will become familiar with leading terms, concepts and persons representing evangelical points of view, and be able to articulate their own theological position. Fulfills TH 1.

**TH 6205**  
Christ, the Spirit, and the Church (3)  
This course surveys the Christian doctrines of the person of Jesus Christ, salvation, the Holy Spirit, and the Church from biblical, historical, spiritual and missional perspectives. A variety of related issues will be considered. Fulfills TH 2. (Prerequisite: TH 1 or permission of the instructor)

**TH 6215**  
Alliance Theology (3) A study of the historical and theological backgrounds of The Christian and Missionary Alliance and the missionary leadership of A.B. Simpson, Robert Jaffray, A.W. Tozer and others. Examination will be made of the fourfold gospel emphasis of The Christian and Missionary Alliance, in particular the distinctive development of sanctification, healing, the Christian life, and eschatology. Fulfills TH 2. (Prerequisite: TH 1 or permission of the instructor)

**TH 6410**  
Christian Apologetics (3) A survey of the apologetic methods and approaches. Particular attention will be given to the role of apologetics in preaching and personal evangelism. Fulfills TH 3. (Prerequisites: TH 1 and 2 or permission of the instructor)

**TH 6415**  
Theology of Missions (3) This course develops a biblical and theological approach to missions as rooted in the nature and character of God. Fulfills TH 3. (Prerequisites: TH 1 and 2 or permission of the instructor)

**TH 6420**  
Dietrich Bonhoeffer: Life and Thought (3) A study of the life and thought of Bonhoeffer, focusing on his writings. Special attention will be given to the legacy of Bonhoeffer in the post-WW II era. Fulfills TH 4. (Prerequisites: TH 1 and 2 or permission of the instructor)
Note: The following lists were accurate as of spring 2008.

EXECUTIVE ADMINISTRATION

Larry J. McKinney, Ed.D., President
Stanley A. Clark, Ph.D., Provost
Bradley E. Williams, M.B.A., Executive Vice President
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Gordon B. Flinn, M.B.A., Vice President for Marketing and Development

James M. Grant, Ph.D., Chancellor

OTHER ADMINISTRATIVE PERSONNEL

Aaron J. Beadner, M.Ed., Director for Student Programs
M. Karen Capfer, Director of Accounting
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Brett J. Faulknor, M.Ed., Director of Alumni and Parent Relations
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Lorene R. Holley, M.A., Director for Student Outreach
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Michael C. Schill, Psy.D., Director of Growth and Development
E.D. Schneider, M.A., Director of Auxiliary Services
Joe Slavens, M.A., Director of Student Life
Elizabeth A. Spencer, B.A., Director of Advancement Services
Merlin D. Weber, M.A./M.Div., Director of Human Resources
Mark J. Wood, B.S., Director of Marketing

EMERITI FACULTY

Barth L. Campbell, Ph.D., 1996-2005
Jack Davidson, D.Miss., 1986-2002
Al M. Rocca, Ph.D., 1992-2008
Glenn Schaefer, Ph.D., 1974-2007 / Frances P. Owen
Distinguished Professor Emeritus
David E. Tarr, Ph.D., 1985-2000
Leonard S. Wallmark, D.Min., 1966-2002 / Frances P. Owen
Distinguished Professor Emeritus

ACADEMIC ADMINISTRATION

Glee R. Brooks, Ed.D., Dean, School of Education
Robin K. Dummer, M.A., M.Div., Associate Vice President for Academic Affairs
Larry L. Haight, M.A., Director of Library Services
Brian W. Larsen, Ph.D., Chair, Division of Humanities and Fine Arts
Harold E. Lund, M.A., Chair, Division of Science and Business

Robert R. Redman, Th.D., Dean, A.W. Tozer Theological Seminary
Wendy A. Riddle, B.A., Registrar
David K. Strong, Ph.D., Chair, Division of Theology and Ministry
Patty A. Taylor, M.A., Dean, School of Continuing Studies

FULL-TIME FACULTY

Danielle Beck, Ph.D. candidate, Assistant Professor of Psychology. 2008. B.A., Pacific Lutheran University; Ph.D. candidate, University of Washington in Seattle.

Daniel R. Berger, Ph.D., Associate Professor of Communication. 2004. B.S., Western Baptist College; M.Div., North American Baptist Seminary; Ph.D., University of Oregon.

Timothy Carlisle, Ph.D., Associate Professor of English. 1994. B.A., Westmont College; M.A., Niagara University; Ph.D., Washington State University.

Dwayne Corbin, D.M.A., Assistant Professor of Music. 2006. B.M.E., Wheaton College; M.M., Central Washington University; D.M.A., University of Cincinnati.

David A. Coy, Ph.D., Associate Professor of Music Education and Jazz Studies. 1997. B.A., California State University, Stanislaus; M.M., University of Southern California; Ph.D., University of Oregon.

William Griffin, Ph.D., Assistant Professor of Ministry and Bible. 2004. B.A., University of California, Davis; M.Div., Pacific Lutheran Theological Seminary; Ph.D., Graduate Theological Union, Berkeley.

James T. Grubbs, M.A., Assistant Professor of Communications. 1989. B.S., University of California, Berkeley; M.A., California State University, San Jose; M.A., University of San Francisco.

Larry L. Haight, M.A., Director of Library Services / Assistant Professor of Library Sciences. 1993. B.A., Central Bible College; M.A., Assemblies of God Theological Seminary; M.A., University of Missouri; M.A., Baylor University.

Richard K. Harris, Ed.D., Professor of Education. 2002. B.A., Seattle Pacific University; M.A., University of Redlands; Ed.D., Nova Southeastern University.

Pam Havlick, M.A., Assistant Professor of Outdoor Leadership / Physical Education. 2005. B.S., Pepperdine University; M.A., California State at Northridge; M.A., Fuller Theological Seminary.

Michael E. Huster, Ph.D., Associate Professor of Physics. 2000. B.A., University of California, Santa Barbara; M.S., Ph.D., University of Pennsylvania.

Jean Kachiga, Ph.D., Assistant Professor of Political Science / International Relations. 2005. B.A., M.A., Ph.D., University of Frankfurt.

Isiah Lankham, Ph.D., Assistant Professor of Mathematics. 2007. B.S., California State University, Chico; M.A., Ph.D., University of California, Davis.
Brian Larsen, Ph.D., Associate Professor of English. 2002. B.A., Whitworth College; M.Div, Trinity Evangelical Divinity School; Ph.D., University of St. Andrews, Scotland.


Harold Lund, M.A., Assistant Professor of Mathematics. 1996. B.S., Taylor University; M.A., Ball State University.

Michael A. Lyons, Ph.D., Assistant Professor of Old Testament. 2007. B.S., Multnomah College; M.A., Trinity Evangelical Divinity School; M.A. and Ph.D., University of Wisconsin, Madison.


Ann Stamp Miller, Ph.D., Associate Professor of History. 2007. B.A., College of Wooster; M.A., Ph.D., University of Hawaii.


Neita Novo, Ed.D., Associate Professor of Education. 1998. B.A., California State University, Chico; M.A., Simpson College; Ed.D., St. Mary’s College.


Mardy Philippian, Jr., Ph.D. candidate, Assistant Professor of English. 2003. B.A., Ouachita Baptist University; M.A., Ph.D. candidate, Purdue University.


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Trenton Smith, Ph.D., Associate Professor of Biology. 2007. B.S., Western Kentucky University; Ph.D., University of South Carolina.

Michelle A. Stinson, Ph.D. candidate, Assistant Professor of Old Testament. 2007. B.A., University of Texas; M.A., Denver Seminary; Ph.D. candidate, Wheaton College.

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PART-TIME FACULTY

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Michael Schill, Psy.D., Adjunct Instructor/Tozer. B.A., Wichita State University; M.A., Emporia State University; Psy.D., Southern California University for Professional Studies.

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Mark A. Vegh, J.D., Adjunct Instructor/ASPIRE. 2000. B.S., Oregon State University; J.D., Northwestern School of Law.


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Jeff Williams, M.A., Adjunct Instructor/Theology and Ministry. 2008. B.A., Simpson College; M.A., Alliance Graduate School, Manila.

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Dr. Thomas J. Perry, Vice Chair
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Mrs. Frances P. Owen
Dr. Russell R. Reynolds
Mr. Jay W. Stanwood
Dr. Warren J. Thompson
FOR YOUR INFORMATION

PHONE NUMBERS

Campus Switchboard ................................. (530) 224-5600
President’s Office ...................................... (530) 226-4131

Academic Affairs
Academic Office Secretary ...............(530) 226-4133
Registrar’s Reception Desk ...............(530) 226-4111
School of Education .........................(530) 226-4113
A.W. Tozer Theological Seminary .......... (530) 226-4132
ASPIRE Office ........................................... (530) 226-4515
Music Department ..............................(530) 226-4507

Business Services
Bookstore .................................................. (530) 226-4760
Campus Safety .......................................... (530) 941-7592
Coffee Shop ............................................. (530) 226-4161
Auxiliary Services .................................(530) 226-4971
(Conference Services, University Services and Campus Safety)
Facilities .................................................... (530) 226-4732
Human Resources .................................(530) 226-4511
Information Services .........................(530) 226-4940
Business Services (General) .............. (530) 226-4500

Enrollment Management
Admissions ............................................. (530) 226-4600
Enrollment Reception Desk .............. 1-800-598-2493

Financial Services
Financial Aid .............................................. (530) 226-4111
Student Accounts .............................(530) 226-4111

Foundation Office
Alumni Relations .................................(530) 226-4935
Development ......................................1-800-598-2239
Marketing .............................................. (530) 226-4607

Library
Circulation Desk ...............................(530) 226-4117

Student Development
Administrative Assistant ....................(530) 226-4177
Nurse .................................................... (530) 226-4178
Athletic Office .....................................(530) 226-4703

CAMPUSS MAIL

The mailing address of Simpson University is 2211 College View Drive, Redding, CA 96003. Mail to students should include their College Post Office (CPO) box number.

WEB SITE
www.simpsonuniversity.edu

OFFICE HOURS AND VISITS

University offices are open on weekdays from 8 a.m. to 5 p.m. and are closed on Saturdays, Sundays and national holidays. Visitors are welcome, and tours may be arranged through The Admissions Office.

Please call (530) 226-4606 or 1-888-9-SIMPSON to arrange for a campus visit.
### CATALOG INDEX

The index includes listings from all sections of the catalog. For quick reference, pages 1-94 refer to traditional undergraduate material; pages 95-113 refer to material in the ASPIRE section; pages 115-132 refer to Graduate Studies: School of Education; and pages 133-154 refer to A.W. Tozer Theological Seminary.

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