SIMPSON UNIVERSITY CATALOG
2009-2010

A complete guide for undergraduate and graduate students

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Simpson University is recognized as an accredited member by the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA 94501 • (510) 748-9001 • www.wascweb.org

Simpson University is approved by the State of California Commission on Teacher Credentialing; the State Department of Education for the education of veterans and their qualified dependents or orphans; and the U.S. Office of Education for participation in the federal educational grant and loan programs and authorized under federal law to enroll non-immigrant alien students.

For a complete list of Simpson University’s memberships, visit www.simpsonu.edu/memberships.

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.

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 Website (www.simpsonu.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.
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 wavering, 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
ACADEMIC DIVISIONAL STRUCTURE
Simpson University 2009-2010

UNDERGRADUATE STUDIES

SCHOOL OF CONTINUING STUDIES (ASPIRE)
Dean: Patty Taylor

Evening Programs: Business and Human Resources Management / Healthcare Management / Liberal Studies / Nursing (RN-to-BSN step-up program) / Psychology

Weekend Programs: Christian Ministry Leadership / Organizational Leadership
Siskiyou Weekend Program: Organizational Leadership

SCHOOL OF EDUCATION
Dean: Glee Brooks
Faculty: Richard Harris, Paul Jones Jr., Ron McGraw, Neita Novo, Carol Wertz

Major: Liberal Studies
Minor: Education
Other Programs: Elementary and Secondary Education

DIVISION OF HUMANITIES AND FINE ARTS
Division Chair: Ann Stamp Miller
Department Chairs: Dan Berger (Communication), Tim Carlisle (English), Jean Kachiga (History), Dan Pinkston (Music)
Faculty: John Ayabe, Don Claspill, Dwayne Corbin, James Grubbs, Kim Huster, Brian Larsen, Lois Nichols, Mardy Philippine Jr., Dayton Phillips, Debora Rager, Alan Rose, Hoffman Urquiza-Pereira

Majors: Communication / English / English for Teachers / History / Music / Music - Liberal Arts Emphasis / Social Science / Social Science for Teachers

Minors: Communication / English / History / Journalism / Mass Communication / Music / Political Science / Spanish / TESOL / Writing

Associate of Arts: General Studies

DIVISION OF SCIENCE AND BUSINESS
Division Chair: Harold Lund

Department Chairs: Pam Havlick (Leadership Studies), Harold Lund (Math), Brandy Liebscher (Psychology), Gary Schmidt (Business), Pamela Van der Werff (Science)

Faculty: Danielle Beck, Michael Huster, Isaiah Lankham, Susan Monteleone, Wayne Norman, Wally Quirk, Larry Siemens, Trent Smith, Gerald Stayton, Gary Strickler, Paul Stonehouse, Kurt Walling

Majors: Accounting / Biology / Business Administration / Mathematics / Mathematics for Teachers / Outdoor Leadership / Psychology

Minors: Business Administration / Mathematics / Military Science / Outdoor Leadership / Psychology

Certificate: Pre-Nursing

DIVISION OF THEOLOGY AND MINISTRY
Division Chair: David Strong

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

Majors: Bible and Theology / Discipleship and Education Ministries / Cross-Cultural Studies / General Ministries / Pastoral Studies / World Missions / Youth Ministries

Minors: Bible and Theology / Discipleship and Education Ministries / Cross-Cultural Studies / Pastoral Studies / Transformational Community Development / World Missions / Youth Ministries

Associate of Arts: Bible and Theology

Certificates: Bible and Theology / TESOL

GRADUATE STUDIES

SCHOOL OF EDUCATION
Dean: Glee Brooks

Teaching Credentials: Single Subject / Multiple Subject

Master of Arts Programs:
• Education (concentrations in Curriculum, Administration or Technology)
• Teaching (National Board Certification preparation)

Other: Preliminary Administrative Services Credential for California

A.W. TOZER THEOLOGICAL SEMINARY
Interim Dean: Leron Heath

Master’s Degree Programs:
• Master of Divinity
• Master of Arts in Christian Leadership

Certificate Programs:
• Spiritual Formation
• Ministry Studies
• Biblical and Theological Studies
• Intercultural Studies
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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

As a Christ-centered learning community, Simpson University develops students in mind, faith, and character to influence the world through leadership, scholarship, and service.

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.

*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, YAKS 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, discussions about topics relevant to students’ spiritual development, and presentations about ministries and missions. Special chapels include Spiritual Focus Week, the J.D. Williams Global Impact Lectureship, and the Dr. James M. and Hazel J. Grant President’s Lectureship.

Worship Teams

Under the guidance of the director of spiritual formation, 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 LEAD 300/310 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 of spiritual formation. 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, an off-campus...
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 campus organizations and activities. For complete information, see the Student Handbook, which is available online at www.simpsonu.edu/docs/Student_Handbook.pdf.

**CLUBS**

Students may join existing clubs such as the Psychology Club, Simpson University Business Association, Social Action Committee, Black Student Union, Asian Fellowship, Vida Fellowship, English Club, Math Club, Outdoor Adventure Club, History Club, Parliamentary Club, Bible and Theology Club, SU Dance Team, Simpson Computer Users Group, SMYLE Ministry Club, Biology 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, men’s and women’s basketball, men’s and women’s 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.

**TITLE IX OFFICER**

The Title IX compliance officer handles any complaints regarding Title IX regulations, including sexual harassment, discrimination, and equity in athletics. Simpson University’s Title IX compliance officer is Heather Brown. Her office is in the Owen Student Services Center, Suite 201. Her phone number is (530) 226-4616.

**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 prayer meetings and plan chapel programs spotlighting world missions. They also help to plan and host the annual Global Impact 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.
Vocal ensemble options include the Chorale, which performs 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 Air Band 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, through Student Senate, decides on the allocation of funds for the activities and supplies of student groups and organizations. Members also create legislation for student life improvements and present items for the President’s Cabinet and Board of Trustees to consider. Leadership skills are developed through participation in Student Government and the various leadership opportunities affiliated with this area of student involvement.

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 22.

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 have documented disabilities and who may receive academic 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

The First-Year Experience course (LEAD 1100) is required for all new students with less than 24 credits transferred in. This one-credit course is designed to help new students experience success in all areas of Simpson University life — academically, socially and spiritually. Students will engage in self-discovery, identify their purpose, and embrace the values of the Simpson community. Students should sign up for a class section (LEAD 1100) as well as a discussion group (LEAD 1100D).
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 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 the Office of Commuter Life with the assistance of a student commuter director and several commuter assistants. The special populations supervisor 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 and a commuter lounge for commuters’ use.

MISSIONARY KIDS (MKs)/THIRD-CULTURE KIDS (TCKs)

Gatehouse Ministry, though not officially associated with Simpson University, is a partner in ministering to MKs/TCKs. Gatehouse is a local ministry to students whose parents are missionaries. It provides help with cultural re-entry, interaction with other MKs and TCKs, and a “safe home” for the MK community of Redding.

Presently, Gatehouse Ministry works with more than 50 MKs, eight of whom live at a house a short distance from campus. The majority of those eight are Simpson students. Each month throughout the school year Gatehouse provides special events for MKs and TCKs.

ETHNIC MINORITIES & INTERNATIONAL STUDENTS

Simpson University is dedicated to celebrating its students’ diversity, while striving for Christlike unity among all. 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.

The university’s residences are supervised by professional staff known as residence life coordinators. In addition, each residence is staffed with student leaders: student resident directors (SRDs) and resident assistants (RAs). SRDs and RAs work with students in planning activities that promote student development, camaraderie among residents, and spiritual growth. The Residence Life program is committed to fostering a community that enhances student education through intentional holistic development, supporting a living-learning environment, nurturing of personal relationships, and working alongside each Residence Hall Association.
ADMISSIONS
Simpson University

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).

English Proficiency: If you have been studying in the United States for less than two years and your native language and school language prior to your study in the United States was not English, you must demonstrate English proficiency. You may do so in one of the following ways:

- Achieve a minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL). For more information, visit the TOEFL Website.

- Achieve a minimum score of 5.5 (academic module) on the International English Language Testing System (IELTS). For more information, visit the IELTS Website.

- Achieve a minimum score of 500 on the critical reading section of the SAT. For more information, visit the CollegeBoard Website.

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 (PGS. 22-32).
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. 14.

UNDERGRADUATE FEE SCHEDULE
2009-2010

Tuition per semester full-time ...................................................... $10,200
Tuition per credit hour ........................................................ $850
Tuition per credit hour (summer 2010) ........................................ $425
Tuition per audit credit hour ...................................................... $285
Private Music Instruction (per credit hour/ in addition to regular tuition) ................................................................. $250
Room & Board 21-meal plan ...................................................... $3,450
Room & Board 14-meal plan ....................................................... $3,350
Room & Board (No meal plan -- physician’s written recommendation required) ....................................................... $3,150
Directed Study Fee (per credit hour/ in addition to regular tuition) ................................................................. $150
Science Lab Fee (per course) ...................................................... $75
Ministry Practicum Fee (per course) ........................................ $6
Downhill Skiing/Snowboarding Fee (per course) ..................... $190
Cross Country Skiing/Snowshoeing (per course) ................. $60
Challenge Education (per course) .......................................... $200
Backpacking (per course) ............................................................ $30
Wilderness First Responder (per course) ................................. $600
First Aid/CPR (per course) ......................................................... $30
Wilderness Rescue (per course) ................................................ $80
Parking Permit .............................................................................. $80
Health Insurance (market price/estimate annual cost) .......... $925
Examination Fee (repeat, early, late) .......................................... $40
Deferred Late Payment Fee, Late Registration Fee, Late Payment Fee, Returned Check Fee ........................................ $100 each
Non-Sufficient Funds (returned check) Fee ........................ $25 first occurrence/ ................................................................. $35 subsequent occurrence
Application Fee (paper filing/online filing) ......................... $50/$25
Admissions Deposit (campus security deposit) .................. $150

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. The deposit can also be used by Simpson University to cover unpaid student account charges, including, but not limited to, tuition, library fines and parking fines. 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, spring break and after the end of a semester. 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 that 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

Simpson University is required by the Department of Education (DOE) to return any unused portion of federal financial aid, including loans. The DOE requires students to physically attend class (on campus) or otherwise actively participate in academically related events (online or directed study courses) in order to maintain eligibility for financial aid. Regardless of whether or not a student chooses to officially
withdraw from courses through the Registrar’s Office, if they cease attendance or active participation, for any reason, a return of Title IV funds calculation is required.

In the event a student is considered to have withdrawn, federal financial aid eligibility will be recalculated on a per diem basis. If this calculates to 60 percent of the term or greater, no federal aid will be returned.

**PAYMENT OPTIONS**

Any students receiving outside scholarships must agree to have all outside funds posted to their student account as long as an outstanding balance is due. Scholarship funds payable to the student may be released directly to the student as long as the account is paid in full and Student Financial Services has been notified of the scholarship. The student’s account balance for the semester must be paid in full or the student may be prohibited from participating in finals. In addition, registration for any succeeding semester will be prohibited without satisfactory resolution of any outstanding balances owing from the previous semester.

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. Payment can also be submitted online through a student’s WebAdvisor account.

**DEFERRED PAYMENT PLAN**

The balance due for each semester, after application of any funds 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 Simpson University Website. Acceptable methods of automatic payment are credit card or electronic transfer from a checking account. Students can also submit payment via check or money order by each specified payment due date. The deferred payment plan fee applies with this payment option.

**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 is available after the 5th Friday following the start of the semester.

Note: There are no refunds on directed study and online courses once the semester begins.

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 the semester. If, after completing the federal refund calculation, a return of student financial aid funds is required, such funds will 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. If the student received financial aid from private programs, this financial aid will be adjusted in accordance with the regulations governing the private program. Institutional aid will be adjusted in accordance with the institutional refund policy for tuition and fees. The student is responsible for repayment of any balance due on the student’s account after the necessary financial aid adjustments are made and the institutional refund policy has been applied to the account charges.

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 2 deadline.

Students must resubmit the FAFSA and apply for student financial aid each school year. For priority awarding and to renew institutional grants and scholarships for the upcoming year, returning students should complete the financial aid application process and complete fall course registration by March 2 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 end of the first week of the semester, 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 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 2 for each year. Students who complete the application process 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. 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

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

1. Apply for admission to Simpson University.
2. New Cal Grant applicants only: Before March 2, complete the GPA Verification Form and have it verified and mailed by officials at your school of last attendance.
3. Complete the FAFSA (by March 2 for Cal Grant applicants) 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 and the student has been officially accepted by Simpson University.

Selected for Verification

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 applicants 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.

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. The loan request process and any needed loan documents must be completed before any loans will disburse to the student account.

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.) This is a federally mandated requirement for federal loans, and there are no exceptions. First-time borrowers are subject to a delayed disbursement.

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 in Simpson Central (continuing students).

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 education grant. A student must file the FAFSA before eligibility for federal student financial aid can be determined.

Pell Grant

A federal entitlement program available to undergraduate students who have demonstrated need. Award amounts for 2009-2010 are between $976 and $5,350 per year and are subject to federal revision each new academic year.

Academic Competitiveness Grant, or “ACG”

A federal grant program available to undergraduate students who are Pell Grant-eligible. To qualify, students must have completed a rigorous high school program and be enrolled at least half time in their first or second year of undergraduate study to qualify for this grant. Annual award amounts vary from $750 to $1,300.

Science and Mathematics Access to Retain Talent, or “SMART”

A federal grant program available to undergraduate students who are Pell Grant-eligible. To receive this grant, students must also have a 3.0 or higher GPA, be enrolled at least half
time, be in the third or fourth year of undergraduate study, have the declared major of Mathematics or Biology, and be registered for at least one course required for the given major. Annual awards are $4,000 per year for a qualifying student.

**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 federal loan 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 new loans. Because of limited funds, award amounts vary. Perkins loans have a maximum repayment term of 10 years, a minimum payment of $40 per month, a low interest rate (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. The 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 a low fixed interest rate set by the federal government, and repayment that generally begins six months after the student graduates or ceases to be enrolled at least at half-time status.

Based upon calculated financial need, annual award amounts will be determined based on the following limits:

**Dependent students** may borrow up to the following amounts:
- Freshman.......................................................... $5,500
- Sophomore .......................................................... $6,500
- Junior .............................................................. $7,500
- Senior .............................................................. $7,500

**Independent students** may borrow up to the following amounts:
- Freshman.......................................................... $9,500
- Sophomore .......................................................... $10,500
- Junior .............................................................. $12,500
- Senior .............................................................. $12,500

**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 repayment of the loan begins. Unsubsidized loans are generally available to undergraduate students who have extremely low or no financial need.

**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 a fixed interest rate set by the federal government 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 2 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 2 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 access grant for undergraduate students. The award is designed for those students who have extreme financial need. Award amounts are currently $1,551 (access) for the first year for new recipients and $1,551 plus $9,708 (tuition and fees) 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 half-time 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 Simpson Central (2nd floor, Owen Student Services Center) by September 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 Financial Services 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 should apply for other forms of grant-based aid available through federal and state programs in order to maximize their eligibility 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 full-time status during the course of the semester will have their federal, state and institutional aid adjusted accordingly.

Institutional aid is for the fall and spring semesters only (no aid is awarded for summer sessions, except when certain conditions are met; please contact Student Financial Services if you are considering summer enrollment). 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 of any type two semesters in a row (Student Development, Spiritual Formation, etc. -- additional information specific to these areas can be found in the Student Handbook);
- Completes the financial aid application process and course registration for the next fall by the March 2 priority deadline; and
- 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 and 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 receive institutional aid for one semester (fall or spring) of international study abroad prior to completion of the bachelor degree and as approved by the Office of Academic Affairs. Institutional aid will be applied at 50 percent of normal award amounts 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 (verbal and math sections only) 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 Department/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.

**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 university 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
match 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 tuition and fees ($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.

**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 will be reviewed at the completion of every semester and is defined as follows:

1. Students must maintain an acceptable GPA according to the following scale:

   **Credits Attempted (incl. transfer credits) / Simpson GPA**
   - 0 to 29 ................................................................. 1.75
   - 30 to 61 ............................................................. 1.80
   - 62 to 91 ............................................................. 1.90
   - 92 or more ......................................................... 2.00

2. Students must complete a minimum of 70 percent of all cumulative credit hours attempted. (Grades A, B, C, D, and P (Pass) count toward the 70 percent requirement and are considered completed credits. W, WP, WF, I, and NP do not count as completed credits, but only as attempted credits.) Audited courses are not included in this calculation.

3. 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.

4. For repeated courses, only the highest grade will be included in the GPA calculation, but the credits for all course attempts will be included in the course completion calculation.

5. Incomplete courses must be completed by the third week of the subsequent semester. If not, the grade will be converted to an F. Prior to completion, the incomplete will negatively impact the student’s completion calculation.

6. Courses that are dropped will be excluded from the completion calculation for credit hours attempted. Any course that is processed as a “W” (withdrawal) will be included in the completion calculation as indicated above.

Undergraduate students pursuing a degree or certificate are eligible to receive student financial aid for up to 150 percent of the program’s length. All attempted credits at Simpson University that apply to your current program and any credits transferred from other colleges or universities that apply to your current program will be included in the calculation. According to federal regulations, if it is determined that a student will not be able to finish the program of study within 150 percent of the program length, the student will no longer be eligible to receive financial aid for the remainder of the program.

**SIMPSON UNIVERSITY PROBATION**

Students will be placed on probation status by Simpson University if the cumulative GPA and/or completion rate for the cumulative credits attempted falls below the standards outlined above. Students on probation are permitted to receive federal, state and institutional 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.

**APPEALS**

Students who fail to meet the above requirements, but wish special consideration in evaluation of satisfactory academic progress, may submit a completed appeal form to Student Financial Services.

**Reestablishing Academic Progress**

A student is considered no longer on probation and eligible for financial aid for the next semester of enrollment:

- Once the cumulative GPA and the percent of cumulative credits completed are raised to meet the minimum standards. This can be achieved if the student successfully completes coursework at Simpson University (to raise the GPA or percentage completed) or transfers credits to Simpson University that apply to the student’s degree program (to raise the percentage completed).

- If a grade change for a previous course raises the cumulative GPA and/or percent of cumulative credits completed to the minimum standards.

- A student cannot reestablish financial aid eligibility simply by not taking any classes for a semester. This will not change the student’s GPA or credit completion rate.
ACADEMICS
2009-2010

• ACADEMIC CALENDAR 2009-2010

• ACADEMIC OVERVIEW

• POLICIES & PROCEDURES

• UNDERGRADUATE PROGRAMS OF STUDY

• UNDERGRADUATE COURSE DESCRIPTIONS
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.simpsonu.edu) for that information.

### MAY AND SUMMER TERMS 2009

**UNDERGRADUATE/ONLINE COURSES**
- April 27 - May 15
- May 18 - June 5
- April 27 - August 9 (online courses)

**GRADUATE/EDUCATION CREDENTIAL CLASSES**
- May 6 - August 13

**ASPIRE EVENING CLASSES**
- May 5 - August 13
- June 23 - August 13 (Bridge)

### FALL SEMESTER 2009

- Aug. 1: Tozer Seminary registration begins
- Aug. 13: Education student teaching orientation
- Aug. 20: ASPIRE orientation
- Aug. 25-27: ASPIRE Evening classes begin
- Aug. 27: Education new student orientation
- Aug. 29: ASPIRE Weekend classes begin
- Sept. 4-7: New student orientation (traditional)
- Sept. 6: Seminary residential student orientation
- Sept. 8: Seminary classes begin
- Sept. 8: Traditional classes begin
- Sept. 10: Last day for registration
- Sept. 14: Last day to add classes
- Sept. 18: Last day to drop classes
- Oct. 9-12: *Columbus Weekend (offices closed Monday)
- Nov. 13: Last day to withdraw from traditional undergraduate classes
- Nov. 25-27: Thanksgiving vacation
- Dec. 1: Seminary registration begins
- Dec. 1-3: ASPIRE Evening classes end
- Dec. 5: ASPIRE Weekend classes end
- Dec. 17: Education new student orientation
- Dec. 17: ASPIRE Evening orientation
- Dec. 19-Jan. 11: Winter Break

*Monday-only classes hold regular sessions.*

### SPRING SEMESTER 2010

- Jan. 4: Education student teaching orientation
- Jan. 5-7: ASPIRE Evening classes begin
- Jan. 9: ASPIRE Weekend classes begin
- Jan. 10-11: New student orientation (traditional)
- Jan. 11: Seminary new student orientation
- Jan. 12: Traditional and seminary classes begin
- Jan. 14: Last day for registration
- Jan. 18: *M.L. King Birthday (offices closed)
- Jan. 19: Last day to add classes
- Jan. 22: Last day to drop classes
- Jan. 22: ASPIRE ASL Induction Ceremony
- Jan. 23: Commencement for summer and fall graduates
- Jan. 23: Education Medallion Ceremony (2 p.m.)
- Feb. 15: *President’s Day (offices closed)
- March 19: Last day to withdraw from traditional undergraduate classes
- March 29-April 2: Spring Break
- April 5: Easter Holiday
- April 5: Seminary registration begins
- April 6: Seminary new student orientation
- April 13-15: ASPIRE Evening classes end
- April 17: ASPIRE Weekend classes end
- April 22: ASPIRE orientation
- April 30: Baccalaureate Service (7 p.m.)
- May 1: Spring Commencement (10 a.m.)

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

Three broad areas make up the overall academic program of Simpson University: the traditional undergraduate program, the adult degree-completion program (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. 33 of this catalog, with undergraduate course descriptions starting on p. 60.

ADULT DEGREE-COMPLETION (ASPIRE) PROGRAM
Through its School of Continuing Studies, Simpson University provides evening and weekend programs where adults can complete a four-year undergraduate degree. More than 2,500 students have graduated from these programs in the last 17 years. The ASPIRE section of the catalog starts on p. 87.

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. 109) provides the California Preliminary Teaching Credential, Preliminary Administrative Credentials, a Master of Arts in Education and Master of Arts in Teaching. A.W. Tozer Theological Seminary (p. 129) offers a Master of Divinity, Master of Arts in Christian Leadership, and four non-degree certificate programs.
ACADEMIC ADVISING

The goal of academic advising is to assist traditional undergraduate students to take responsibility for developing meaningful education plans compatible with their potential and life goals. This is done through the following:

1. Information Giving: Includes advice and consultation about registration, course offerings, degree programs, educational policies and regulations, as well as administrative dates and deadlines.

2. Program Planning: Includes advice and consultation on semester-by-semester program planning, graduation planning, selection of specific courses, the registration process, and schedule adjustments.

3. Student Referral: Recognizes that the academic advisor cannot meet all student needs but that specialized campus services are available for advice and consultation, such as the Academic Success Center, Math Lab, Writing Center, Career Services, and Counseling Center.

Every student enrolled at Simpson University is assigned to an academic advisor. Advising responsibilities are shared between Advising Center staff advisors and faculty advisors. Staff advisors are responsible for advising students with less than 24 college credits, undeclared students, students on academic status and students in need of supplemental advising. Students with 24 or more college credits are assigned to a faculty advisor within their major.

The Advising Center delivers services through in-person advising in the Advising Center, in-class workshops, Web-based communications, and online forms. The Advising Center is located on the second floor of the Owen Student Services Center in the Simpson Central office.

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). Please contact the Registrar’s Office for information regarding how AP and CLEP exams will apply to your degree. 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.

### MATH PROFICIENCY


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**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:

- A+ : 4.3
- A : 4.0
- A- : 3.7
- B+ : 3.3
- B : 3.0
- B- : 2.7
- C+ : 2.3
- C : 2.0
- C- : 1.7
- D+ : 1.3
- D : 1.0
- D- : 0.7
- F : 0.0

For certain performance-type courses, such as physical education, music lessons, etc., a grade of P (pass) or NP (no pass) may be given. 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 University.

**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/GRADUES

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 of 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. However, calculation of honors for diplomas and transcripts is determined upon submission of final semester grades.

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:

Given to a graduating senior who, in the opinion 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>1.99</td>
<td></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. A student placed on academic warning must sign up for academic counseling with an academic advisor, and registration for HUMA 1000, a Practical Academic Skills course, is recommended.

**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. A student placed on academic probation must sign up for academic counseling with an academic advisor and is required to attend a Practical Academic Skills course (HUMA 1000). 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 after the midpoint of the semester if they have a failing grade.

Note: A successful academic appeal does not necessarily result in a reinstatement of financial aid eligibility. A student who has lost aid eligibility due to not maintaining satisfactory academic progress must also submit an appeal to have his or her financial aid reinstated to the Student Financial Services office.

**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. 22.

**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 the 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.

**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

#### FOUNDATIONAL STUDIES COURSES IN MAJOR

A select number of Foundational Studies courses may satisfy the requirements for Foundational Studies as well as the major. See the individual degree programs to determine which courses (if any) apply to the program of your choice. For each course that may be counted in both the Foundational Studies section and the Major Requirements section, an unrestricted elective may be taken. The graduation requirement of 124 credits still applies.

#### BIBLE AND THEOLOGY REQUIREMENT FOR TRANSFER STUDENTS

Students who transfer to Simpson University with 30 or more transferrable college credits quality for a waiver of one or more of their Bible and Theology degree requirements. The graduation requirement of 124 overall credits still applies. Eligibility for this waiver is determined at the time of enrollment and cannot be updated should more credits be transferred. For additional questions regarding eligibility, please contact the Registrar’s Office.

<table>
<thead>
<tr>
<th>Number of Transferrable Credits</th>
<th>Waived Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>None</td>
</tr>
<tr>
<td>30-61</td>
<td>BIBL/THEO Elective</td>
</tr>
<tr>
<td>62-91</td>
<td>BIBL/THEO Elective, THEO 3600 and BIBL 1330</td>
</tr>
<tr>
<td>92 or more</td>
<td>BIBL/THEO Elective, THEO 3600, BIBL 1330, THEO 2600 and BIBL 2220</td>
</tr>
</tbody>
</table>

#### 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 or Registrar’s Office 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 23 undergraduate majors in the traditional program. A complete listing of curricular requirements is found in the catalog under “Undergraduate Studies,” starting on p. 33.

#### 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 contain at least 21 credits, 12 of which are 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.
STUDY ABROAD 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 (see p. 57). Programs include Latin American Studies (Central America), American Studies (Washington, DC), Film Studies (Los Angeles), Middle East Studies (Cairo, Egypt), Russian Studies, China Studies, the Scholars’ Semester in Oxford (England), Contemporary Music (Martha’s Vineyard, Mass.), Journalism (Washington, D.C.), Uganda Studies, and Australian Studies.

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 the Israel Study Tour on p. 59. Additionally, some select program offerings are available through EduVenture, the Immersion Service and Adventure Semester (ISAS) programs, and the Au Sable Institute of Environmental Sciences.

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 WebAdvisor or through the Registrar’s Office.

COURSE CHANGES (DROP/ADD)

Changes in course registration can be made on WebAdvisor 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. 20) 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; exceptions to this policy include BIOL 1310 Human Anatomy, BIOL 1320 Human Physiology, BIOL 2310 Microbiology, and CHEM 1300 Chemistry for Nurses, which may be repeated with a C or lower. 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; a part-time load of 6 credits is required for financial aid eligibility.

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 OR BACHELOR OF SCIENCE DEGREE**

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

1. At least 124 semester credits.
2. At least 36 upper division credits (courses numbered 3000-4999).
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 Math proficiency exam 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 Math proficiency exam 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.

For information on certificate programs, see p. 56.

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.

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
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).

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 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 an 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. They are as follows:

- Traditional Undergraduate: Academic Council

**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.

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.
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.
UNDERGRADUATE PROGRAMS OF STUDY
2009-2010

MAJORS
• ACCOUNTING
• BIBLE AND THEOLOGY
• BIOLOGY
• BUSINESS ADMINISTRATION
• COMMUNICATION
• CROSS-CULTURAL STUDIES
• DISCIPLESHIP & EDUCATION MINISTRIES
• ELEMENTARY EDUCATION PROGRAM
• ENGLISH
• GENERAL MINISTRIES
• HISTORY
• LIBERAL STUDIES
• MATHEMATICS
• MUSIC
• MUSIC - LIBERAL ARTS EMPHASIS
• OUTDOOR LEADERSHIP
• PASTORAL STUDIES
• PSYCHOLOGY
• SECONDARY EDUCATION PROGRAMS
  - ENGLISH FOR TEACHERS
  - MATHEMATICS FOR TEACHERS
  - SOCIAL SCIENCE FOR TEACHERS
• SOCIAL SCIENCE
• WORLD MISSIONS
• YOUTH MINISTRIES

MINORS
• BIBLE AND THEOLOGY
• BUSINESS ADMINISTRATION
• COMMUNICATION
• CROSS-CULTURAL STUDIES
• DISCIPLESHIP & EDUCATION MINISTRIES
• EDUCATION
• ENGLISH
• HISTORY
• JOURNALISM
• MASS COMMUNICATION
• MATHEMATICS
• MILITARY LEADERSHIP
• MUSIC
• OUTDOOR LEADERSHIP
• PASTORAL STUDIES
• POLITICAL SCIENCE
• PSYCHOLOGY
• SPANISH
• TESOL
• TRANSFORMATIONAL COMMUNITY DEVELOPMENT
• WORLD MISSIONS
• WRITING
• YOUTH MINISTRIES

FOUNDATIONAL STUDIES (P. 34)
TWO-YEAR DEGREES (P. 55)
CERTIFICATE PROGRAMS (P. 56)

STUDY ABROAD PROGRAMS (P. 57)
COURSE DESCRIPTIONS (P. 60)
TRADITIONAL UNDERGRADUATE
Bachelor of Arts or Bachelor of Science
Four-Year Degrees

Simpson University offers 23 majors for traditional students seeking a four-year Bachelor of Arts or Bachelor of Science degree, 23 minors, two Associate of Arts degrees, and two 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 (3)
- ENGL 2250 Intro to Theater (3; F)
- MUSI 1500 Intro to Music (3)
- MUSI 1600 Music in History and Context (3; Sp)
- HUMA 2440 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)
- GEOG 3210 World Regional Geography (3)

Two of the following (6 credits total):
- *ANTH 4110 Cultural Anthropology (3; F)
- CCST/MISS 3740 Peoples of the World (3; F)
*LANG 3025 Hispanic Short Stories (3; OF)
*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)
- Two semesters of the same modern foreign language (6)

SCIENCEs (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 Christian Theology (3)
*BIBL/THEO elective (3)

*Course has prerequisites; check course descriptions on p. 60.

ADDITIONAL GRADUATION REQUIREMENTS:

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. 34.

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)
*BUS 2940  Principles of Management (3; F)
*BUS 2950  Principles of Finance (3; Sp)
*BUS 3930  Business Law I (3; F)
*BUS 2910  Accounting II (3; Sp)
*ACCT 2900  Accounting I (3; F)
*ACCT 2910  Accounting II (3; Sp)
*ACCT 3905  Intermediate Accounting II (3; Sp)
*ACCT 3910  Cost Accounting (3; Sp)
*ACCT 3925  Tax Accounting II (3; ESp)
*ACCT 4900  Auditing (3; E)
*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).

*Course has prerequisites; check course descriptions on p. 60.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Accounting Major 61
Unrestricted Electives 1
TOTAL 124

BIBL/THEO Upper Division Electives (6 credits)

*Course has prerequisites; check course descriptions on p. 60.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Bible and Theology Major 43
Unrestricted Electives 19
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)**
- 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 Christian Theology (3)

**BIBL/THEO UPPER DIVISION ELECTIVES (9 credits)**
*Course has prerequisites; check course descriptions on p. 60.

**TOTAL 27**

**BIOLogy**

The Biology (B.S.) 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 2440 Math for the Life Sciences I: Calculus.**

**FOUNDATIONAL STUDIES (63)**
*See courses on p. 34.

**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)

**MAJOR REQUIREMENTS (59)**

*Course has prerequisites; check course descriptions on p. 60.

**SAMPLE TOTAL PROGRAM**
Foundational Studies 63
Biology Major 59
Electives 2
TOTAL 124

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**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. 34.

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

**MAJOR REQUIREMENTS (56)**

*Course has prerequisites; check course descriptions on p. 60.

**SAMPLE TOTAL PROGRAM**
Foundational Studies 62
Business Administration Major 56
Unrestricted Electives 6
TOTAL 124

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**BUSINESS ADMINISTRATION MINOR**

**REQUIRED (12 credits)**
- *ACCT 2900 Accounting I (3; F)
- *ACCT 2910 Accounting II (3; Sp)

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**ELECTIVES (6 credits)**
Take 6 upper division credits from subjects BUSS and ACCT

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**TOTAL 124**

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**ELECTIVES (14 credits)**
14 upper division units from subject BIOL (must include two lab classes)
ELECTIVES (9-10 credits)
Take 9-10 upper division credits from subject BUSS. Other courses might be substituted with the approval of the department and the Registrar.

*Course has prerequisites; check course descriptions on p. 60.

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

FOUNDATIONAL STUDIES (62-65)
See courses on p. 34.

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; Sp)
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. 60.

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

COMMUNICATION MAJOR:
JOURNALISM SPECIALIZATION

FOUNDATIONAL STUDIES (62-65)
See courses on p. 34.

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; Sp)
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. 60.

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. 34.

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; 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; Sp)
*LANG 2530 Spanish III (3; F)
*LANG 2540 Spanish IV (3; Sp)
*LANG 3100 Advanced Spanish Grammar and Composition (3; Esp)

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 2210 Writing for Mass Media (3; OSp)
*COMM 2230 Fundamentals of Journalism (3)
*COMM 2260 Survey of Mass Media (3; EF)
*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; Sp)
*COMM 4290 Advanced Public Communication (3; F)

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.

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

COMMUNICATION MAJOR:
Public Communication Specialization

FOUNDATIONAL STUDIES (62-65)
See courses on p. 34.

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; Sp)
*COMM 4290 Advanced Public Communication (3; F)
*COMM 4670 Communication, Ldrshp & Organizations (3; Sp)
POLS 2700 Introduction to Political Science (3; F)

ELECTIVES (6 credits)
Choose a pairing of courses:
**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)
*COMM 4920/4922 Field Experience (1-9; TBA)
+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.

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

COMMUNICATION MAJOR:
Mass Communication Specialization

FOUNDATIONAL STUDIES (62-65)
See courses on p. 34.

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 3230 Communication Theory (3; F)
COMM 3240 Communication Ethics (3; OSp)
*COMM 4130 Nonverbal Communication (3; OSp)
*COMM 4220W Seminar in Speech Communication (3; Sp)
*COMM 4670 Communication, Ldrshp & Organizations (3; Sp)

One of the following:
**COMM 1270 Interpersonal Communication (3; OF)
*COMM 3060 Argumentation and Debate (3; ESp)
*COMM 3230 Communication Theory (3; F)
*COMM 3240 Communication Ethics (3; OSp)
*COMM 3250 Interpretive Reading (3)

ELECTIVES (15 credits)
*COMM 3250 Interpretive Reading (3)
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. 60.

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

COMMUNICATION MAJOR:
ORGANIZATIONAL COMMUNICATION / PUBLIC RELATIONS SPECIALIZATION

FOUNDATIONAL STUDIES (62-65)
See courses on p. 34.

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; Sp)
*COMM 4670 Communication, Ldrshp & Organizations (3; Sp)

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. 60.

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

COMMUNICATION MINOR

REQUIRED (12 credits)
COMM 1260 Oral Communication (3) (In Foundational Studies)
COMM 1270 Interpersonal Communication (3; OF)
*COMM 4220W Seminar in Speech Communication (3; Sp)

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

ELECTIVES (9 credits)
Three of the following (two must be upper division):
COMM 2090 Small Group Communication (3; EF)
COMM 2210 Writing for Mass Media (3; OSp)
COMM 2230 Fundamentals of Journalism (3)
COMM 2260 Survey of Mass Media (3; EF)
*COMM 3040 Preaching I (3; F)
*COMM 3050 Preaching II (3; OSp)
*COMM 3060 Argumentation and Debate (3; ESp)
COMM 3240 Communication Ethics (3; ESp)
*COMM 3250 Interpretive Reading (3)
*COMM 4130 Nonverbal Communication (3; OSp)
*COMM 4330 Communicating Cross-Culturally (3)
*COMM 4670 Comm., Ldrshp & Organizations (3; Sp)

*Course has prerequisites; check course descriptions on p. 60.

TOTAL 21

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. 34.

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

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

MAJOR REQUIREMENTS (45-48)

CORE COURSES (18-21 credits)
*ANTH 4110 Cultural Anthropology (3; F)
*ANTH 4200 Anthropological Methods (3; OSp)
*LING 4330 Communicating Cross-Culturally (3)
*CCST 4020 Contemporary Issues in World Mission (3; F)

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

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)

- CCST 4022 Issues of Missionary Life (3; ESp)
- MINS 3210 Principles and Practices of Evangelism (3; F)
- *MINS 3510W Simpson in Historical Perspective (3; F)
- *MINS 3040 Preaching I (3; F)

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

Two of the following:
- BUSS 3200 Business as Mission (3; ESp)
- CCST 3050 Introduction to Community Development (3; OF)
- CCST 3740 Peoples of the World (3; F)
- RELI 4010 Popular Islam (3; E)
- 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)
- *BUSS 3980 Principles of Marketing (3; F)
- 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 Curricula 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
- *TESL 4500 TESOL Practicum (3; TBA) for TESOL Specialization
- *THEO 4710W Theology of World Mission (3; Sp)

*Course has prerequisites; check course descriptions on p. 60.

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 Anthropological Methods (3; OSp)
- *CCST 4020 Contemporary Issues in World Mission (3; F)
- *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. 60.

Total 21-24

Discipleship and Education Ministries Major

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. 34.

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 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; F)

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; ESp)
*PSYC 3025W Child Development (3; Sp)

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)

*Course has prerequisites; check course descriptions on p. 60.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Discipleship and Education Ministries Major 49
Unrestricted Electives 13
TOTAL 124

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. 109) 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 (5)
*ED 5602 Student Teaching Performance Development - B (5)
*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)
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. 34.

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)
REQUIRED
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. 60.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
English Writing Specialization 44
Unrestricted Electives 18
TOTAL 124

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.

**GENERAL MINISTRIES MAJOR**

The General Ministries Major allows students to explore a variety of ministries in church or parachurch settings and provides the background for entrance into graduate programs in ministry. It includes introduction to important aspects of ministry and allows freedom to investigate a wide array of ministries or to specialize in a particular ministry. It requires an internship experience in a ministry of the student’s interest.

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

**FOUNDATIONAL STUDIES (62)**

*See courses on p. 34.*

**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 3530 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)
*CCST 4020 Contemporary Issues in World Mission (3; F)
CHED 3450 Family Life and Ministry (3; Sp)
CHED 4420 Ministry to Adults (3; OF)
*MINS 3050 Preaching II (3; OSp)
MINS 3106 Women in Church and Society (3; Sp)
MINS 4520 Pastoral Skills (3; ESp)
MINS 4770 Church Planting (3; OSp)
*MISS 4010 History of World Mission (3; OF)
*PSYC 3015W Adult Development (3; ESp)
or *PSYC 3025W Child Development (3; Sp)
PSYC 3620 Counseling Skills (3; F)
THEO 4000 Spiritual Formation (3; ESp)
THEO 4100 Theological Issues in Ministry (3; EF)
*THEO 4710W Theology of World Mission (3; Sp)
YUTH 3110 Youth Ministry I (3; F)
YUTH 4330 Youth Culture and Issues (3; Sp)
*YUTH 4340 Counseling Adolescents (3; EF)

*Course has prerequisites; check course descriptions on p. 60.*

**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.

**FOUNDATIONAL STUDIES (62)**

*See courses on p. 34.*

**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)
*MINS 3340 History of California (3; Sp)
*MINS 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)

*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)

**Three of the following (9):**

(Four for a European concentration - 12)

*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)

**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. 60.*
UNIVERSITY STUDIES:
PROGRAMS OF STUDY

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. 60.

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), a test required by the state of California.

FOUNDATIONAL STUDIES (62)
See courses on p. 34.

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:

Two semesters of the same modern foreign language (6)

Students who have met the criterion need to take:
*ANTH 4110 Cultural Anthropology (3; F)
and one of the following:
CCST/MISS 3740 Peoples of the World (3; F)

MAJOR REQUIREMENTS (53)

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 2440 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 3025W Child Development (3; Sp)

*Course has prerequisites; check course descriptions on p. 60.

SAMPLE TOTAL PROGRAM
Foundational Studies 62
Liberal Studies Major 53
Unrestrictive Electives 9
TOTAL 124

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. 60.

TOTAL 24
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. 34.

Exception:
Take the following course under SCIENCES to satisfy the lab requirement for Foundational Studies:
*MATH 3110 General Physics I (4; F)

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; EF)
*MATH 2930 Math Modeling (3; TBA)
*MATH 3530 Math Statistics with Probability (3; ESp)
*MATH 3330 Number Theory (3; EF)
*MATH 3630W Math History (3; OF)
*MATH 3930 Differential Equations (3; OSp)
*MATH 4020 Practicum (2; Sp)
*MATH 4120 Senior Seminar (2; F)
*MATH 4220 Field Experience (2; TBA)
*MATH 4240 Real Analysis (3; EF)

ELECTIVES (9 credits)
Choose from the following:
*MATH 3330 Number Theory (3; EF)
*MATH 3530 Math Statistics with Probability (3; ESp)
*MATH 4030 Modern Algebra (3; OF)
*MATH 4250 Complex Analysis (3; ESp)
*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. 60.

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. 51.

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 either 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 achievement 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. Students 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)
  - 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: worship leading, music education, performance, private studio teaching, 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.

**FOUNDATION STUDIES (62-65)**

See courses on p. 34.

**Exceptions:**

1. 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)**

1. *MUAP 3710 Conducting I (2; F)
2. MUAP xxxx Performance Ensemble (8)
3. MUAP xxxx Chamber Ensemble (2)
4. MUSI 1620 Music Theory I (3; F)
5. *MUSI 1630 Music Theory II (3; Sp)
6. MUSI 1720 Music Theory Lab I (2; F)
7. *MUSI 1730 Music Theory Lab II (2; Sp)
8. MUSI 2620 Music Theory III (3; F)
9. *MUSI 2630 Music Theory IV (3; Sp)
10. *MUSI 2720 Music Theory Lab III (2; F)
11. *MUSI 2730 Music Theory Lab IV (2; Sp)
12. MUSI 3640 Music History I (3; OF)
13. MUSI 3650W Music History II (3; EF)
14. MUSI 4620 Philosophy and History of Music in the Church (3; F)

**SELECT ONE AREA OF SPECIALIZATION:**

**APPLIED PIANO (24 credits)**

1. MUAP 17P4-47P4 Private Instruction (14; TBA)
2. MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
3. MUAP 3760 Piano Pedagogy (2; OS)
4. MUAP 37JR Junior Recital (1)
5. MUAP 37PA Accompanying (2; ES)
6. MUAP 47SR Senior Recital (1)
7. MUSIC Electives (4)

**APPLIED VOICE (24 credits)**

1. MUAP 17V4-47V4 Private Instruction (14; TBA)
2. MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
3. MUAP 3761 Vocal Pedagogy (2; EF)
4. MUAP 37JR Junior Recital (1)
5. MUAP 2790 Vocal Diction and Lit I (2; E)
6. MUAP 3790 Vocal Diction and Lit II (2; T)
7. MUAP 47SR Senior Recital (1)

**APPLIED INSTRUMENT (24 credits)**

1. MUAP xxxx Private Instruction (14; TBA)
2. MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
3. MUAP 3762 Instrumental Pedagogy (2; OF)
4. MUAP 37JR Junior Recital (1)
5. MUAP 47SR Senior Recital (1)
6. MUSIC Electives (6)

**WORSHIP (24 credits)**

1. MUAP xxxx Private Instruction (8; TBA)
2. MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
3. MUAP 3870 Choral Pedagogy / Resources (1; OF)
4. *MUAP 4020 Worship Service Project (1)
5. *MUAP 4720 Conducting II (2; E)
6. MUSI 3500 Practice of Music Ministry (3; O)
7. MUSI 3620 Contemporary Songwriting (3; E)
8. *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 (25 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)*
- MUAP 47SR Senior Recital (1)

*Course has prerequisites; check course descriptions on p. 60.

**Note:** Students whose emphasis is Worship satisfy the LEAD 3000/3100 requirement by taking MUSI 4500.

**SAMPLE TOTAL PROGRAM**
Foundational Studies 62-65
Music Major 65
TOTAL 127-130

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**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 and History 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 4720 Conducting II (2; E Sp)*
  +MUSI 3640 Music History I (3; OF)
  +MUSI 3650W Music History II (3; ESp)
- MUSI 3680 Congregational Song (3; ESp)
- MUSI 3690 Music in World Cultures (3; F)
- MUSI 3700 Computer Music Technology (3; ESp)
  +MUSI 3640 Music History I (3; OF)
  +MUSI 3650W Music History II (3; ESp)
- MUAP 47SR Senior Recital (1)

*Course has prerequisites; check course descriptions on p. 60.

*If not used under “Two of the following” section.

TOTAL 31

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**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. 34.

**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 3640 Music History I (3; OF)
- MUSI 3650W Music History II (3; ESp)

**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)
  +MUSI 4720 Conducting II (2; ESp)
  +MUSI 3100 Jazz Improvisation (2; TBA)
  MUAP 37PA Accompanying (2; ESp)
  MUAP 37JR/47SR Jr 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; 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)
  +MUSI 4690 20th Century Theory (2; TBA)

**CONTEXTUAL STUDIES ELECTIVES (6)**

**Six credits from the following:**
- MUSI 3680 Congregational Song (3; ESp)
- MUSI 4620 Philosophy and History of Music in Church (3; F)

**UPPER DIVISION MUAP AND/OR MUSI ELECTIVES (4)**
(minimum of 4 credits)
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. 34.

MAJOR REQUIREMENTS (42)

ODLE 1000  Introduction to Outdoor Leadership (3; F)
ODLE 2000  Experiential Outdoor Education (3; Sp)
*ODLE 3000  Outdoor Leadership Internship (3)
ODLE 3010  Instructional Techniques (3; OF)
*ODLE 4000W  Administration and Management of Outdoor Leadership Programs (3; F)
*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)
ODLE 1950  Special Topics (1; TBA)

Five of the following:
*BUSS 4950  Entrepreneurship (3; Sp)
*COMM 4670  Communication, Leadership and Organization (3; Sp)
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)
ODLE 3990  Special Topics (3; TBA)
PHED 3930  Sport Law and Risk Management (3; F)

*Course has prerequisites; check course descriptions on p. 60.

TOTAL 22
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 4520 Pastoral Skills (3; ESp)
PSYC 3620 Counseling Skills (3; F)
THEO 4100 Theological Issues in Ministry (3; EF)
*MINS 4340 Ministry Seminar (3; Sp)

One 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)
*MINS 3600 Ministry Internship I (2)
*MINS 3601 Ministry Internship II (2)
MINS 4500 Leadership in Ministry (3; F)
THEO 1100 Engaging Theology (3; Sp)

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. 34.

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; OF)
*PSYC 3015W Adult Development (3; ESp)
*PSYC 3025W Child Development (3; Sp)
*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; TBA)
PSYC 3620 Counseling Skills (3; F)
*PSYC 3640 Theories of Personality (3; F)
*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; F)
*PSYC 4922/4923 Field Experience (3, 3; Year)
*PSYC 4930/4931 Research Experience (3, 3; Year)

TOTAL 21-22

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)

TOTAL 21-22
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; ESp)
*PSYC 3025W Child Development (3; Sp)

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

*Course has prerequisites; check course descriptions on p. 60.

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 3.0 cumulative GPA is required for these majors to apply as subject-matter preparation programs for the teaching credential program.

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. 109) 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 4430 Curriculum and Instruction (5)
*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. 60.
+Must be completed before student teaching.

SECONDARY EDUCATION PROGRAMS: ENGLISH FOR TEACHERS

The English for Teachers (English Single Subject) major is for students desiring a single-subject California Teaching Credential in English.

FOUNDATION STUDIES (62-65)
See courses on p. 34.

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 3210 Western Literature (3; OSp)
*ENGL 3220 World Literature (3)
ENGL 3270 History of English (3; OF)
ENGL 3280 Seminar English Grammar (3)
*EDUC 4000 Integrating Technology (2)
*EDUC 4410 Language Arts in Secondary Schools (4)
*EDUC 4470 Multicultural Instruction for Secondary (3)
LING 4320 Language Learning (3)

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; Sp)
*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 3360 Technical Writing (3; Sp)
ENGL 3362 Fiction Writing (3; OF)
ENGL 3364 Poetry Writing (3; EF)
ENGL 3366 Essay Writing (3; ESp)
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)
One of the following:
*ENGL 3400 American Literature Special Topics (3; F)
*ENGL 4400 British Literature Special Topics (3; Sp)

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. 60.

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 seventh grade through high school.

FOUNDATION STUDIES (62)
See courses on p. 34.

Exception:
Take the following course under SCIENCES:
*PHYS 3110 General Physics I (4; F)

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; F)
*MATH 2830 Computer Programming (3; EF)
*MATH 3330 Number Theory (3; EF)
*MATH 3530 Math Statistics with Probability (3; ESp)
*MATH 3630W Math History (3; OF)
*MATH 4030 Modern Algebra (3; OF)
*MATH 4630 Geometry (3; OSp)

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

UNRESTRICTED ELECTIVES (10)
(If not pursuing an Education Minor)

*Course has prerequisites; check course descriptions on p. 60.

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

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.

FOUNDATION STUDIES (62)
See courses on p. 34.

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

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 Subsaharan Africa (3; OF)
*HIST 3385 History of the Islamic World (3; ESp)
SIMPSON UNIVERSITY 2009-2010

UNDERGRADUATE STUDIES:
PROGRAMS OF STUDY

*HIST 4510 Selected Topics 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. 60.

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. 34.

Exceptions:
Take the following courses under HUMANITIES and SCIENCES:
GEOG 3210 World Regional Geography (3)
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. 60.

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. 51.

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. 60.

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. 60.

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. 60.

**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.*

**FOUNDATION STUDIES (62)**

See courses on p. 34.

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

**MAJOR REQUIREMENTS (45-48)**

*ANTH 4110 Cultural Anthropology (3; F)*
*ANTH 4200 Anthropological Methods (3; OSp)*
*CCST 4020 Contemporary Issues in World Mission (3; F)*
CCST 4022 Issues of Missionary Life (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 3430 Ministry Seminar (3; Sp)*
*MINS 3040 Preaching 1 (3; F)*

*One of the following:*
  *HIST 4010 History of World Mission (3; OF)*
  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:**
- BUSS 3200 Business as Mission (3; ESp)
- CCST 3050 Introduction to Community Development (3; OF)
- 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. 60.

**SAMPLE TOTAL PROGRAM**

- Foundational Studies 62
- World Missions Major 45-48
- Unrestricted Electives 14-17

**TOTAL 124**

**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:*
  *HIST 4010 History of World Mission (3; OF)*
  RELI 4020 History of Muslim-Christian Encounter (3; ESp)

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

*Course has prerequisites; check course descriptions on p. 60.

**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)
**UNDERGRADUATE STUDIES: PROGRAMS OF STUDY**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>COMM 3270</td>
<td>Desktop Publishing (3; OF)</td>
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<tr>
<td>ENGL 2230</td>
<td>Fundamentals of Journalism (3)</td>
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<tr>
<td>+ENGL 2231/3231</td>
<td>Newspaper Practicum (2)</td>
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<tr>
<td>+ENGL 2240/3241</td>
<td>Yearbook Practicum (2)</td>
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<td>*ENGL 3245</td>
<td>Communication Ethics (3; OSp)</td>
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<td>*ENGL 3295</td>
<td>Drama Writing (3; OSp)</td>
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<td>*ENGL 3360</td>
<td>Technical Writing (3; Sp)</td>
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<td>*ENGL 3362</td>
<td>Fiction Writing (3; OF)</td>
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<td>*ENGL 3364</td>
<td>Poetry Writing (3; EF)</td>
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<td>*ENGL 3366</td>
<td>Essay Writing (3; Esp)</td>
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<td>*ENGL 3700</td>
<td>Writing Center Internship (1-3)</td>
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<tr>
<td>*ENGL 4110</td>
<td>Technical Editing (3; Esp)</td>
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+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. 60.

**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.

**FOUNDATIONAL STUDIES (62)**

*See courses on p. 34.*

**Exception:**

*Take the following course under HUMANITIES:*

*LING 4330 Communicating Cross-Culturally (3)*

**MAJOR REQUIREMENTS (49)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CHED 2410</td>
<td>Spiritual Formation in the Church (3; F)</td>
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<tr>
<td>CHED 3550</td>
<td>Small Group Ministries (3; Sp)</td>
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<tr>
<td>*MINS 3040</td>
<td>Preaching I (3; F)</td>
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<tr>
<td>MINS 3210</td>
<td>Principles and Practice of Evangelism (3; F)</td>
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<tr>
<td>*MINS 3510W</td>
<td>Simpson in Historical Perspective (3; F)</td>
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<td>*MINS 3600</td>
<td>Ministry Internship I (2)</td>
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<tr>
<td>*MINS 3601</td>
<td>Ministry Internship II (2)</td>
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<tr>
<td>*MINS 4340</td>
<td>Ministry Seminar (3; Sp)</td>
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<tr>
<td>MINS 4500</td>
<td>Leadership in Ministry (3; F)</td>
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<tr>
<td>THEO 1100</td>
<td>Engaging Theology (3; Sp)</td>
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<tr>
<td>YUTH 3110</td>
<td>Youth Ministry I (3; F)</td>
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<td>*YUTH 3310</td>
<td>Youth Ministry II (3; ESp)</td>
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<tr>
<td>YUTH 4330</td>
<td>Youth Culture and Issues (3; Sp)</td>
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<tr>
<td>*YUTH 4340</td>
<td>Counseling Adolescents (3; EF)</td>
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</tbody>
</table>

*Course has prerequisites; check course descriptions on p. 60.*

**SAMPLE TOTAL PROGRAM**

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

### YOUTH MINISTRIES MINOR

**REQUIRED (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>CHED 3550</td>
<td>Small Group Ministries (3; Sp)</td>
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<tr>
<td>YUTH 3110</td>
<td>Youth Ministry I (3; F)</td>
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<tr>
<td>*YUTH 3310</td>
<td>Youth Ministry II (3; ESp)</td>
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<tr>
<td>YUTH 4330</td>
<td>Youth Culture and Issues (3; Sp)</td>
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</table>

**ELECTIVES (9 credits)**

*Choose from the following:*

<table>
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<tr>
<th>Course Code</th>
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<th>Notes</th>
</tr>
</thead>
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<tr>
<td>CHED 2410</td>
<td>Spiritual Formation in the Church (3; F)</td>
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<tr>
<td>CHED 3450</td>
<td>Family Life and Ministry (3; Sp)</td>
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<tr>
<td>MINS 4500</td>
<td>Leadership in Ministry (3; F)</td>
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<tr>
<td>*MINS 3040</td>
<td>Preaching I (3; F)</td>
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</tbody>
</table>

*Course has prerequisites; check course descriptions on p. 60.*

**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)

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 Christian Theology (3)
*BIBL/THEO Electives (12)

ELECTIVES (15)
*Course has prerequisites; check course descriptions on p. 60.

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 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)

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 2440 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
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. 60.

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  Christian Theology (3)
*BIBL/THEO  Electives (12)

*Course has prerequisites; check course descriptions on p. 60.

TOTAL 30

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 2110  Nutrition for Nursing (3; F)
*BIOL 2310  Microbiology (4; F)
CHEM 1300  Chemistry for Nurses (4; F)
*MATH 2610  Statistics (3)
*PSYC 3016  Lifespan Development (3; ESp)

*Course has prerequisites; check course descriptions on p. 60.

SAMPLE TOTAL PROGRAM

Human Expression 12
Global Understanding 9
Biblical Studies/Theology 9
Science 7
Core 25
TOTAL 62
STUDY ABROAD 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 associate registrar in the Simpson University Registrar’s Office or the CCCU.

AMERICAN STUDIES PROGRAM

Founded in 1976, the American Studies Program (ASP) 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.

AUSTRALIA STUDIES CENTRE

The Australia Studies Centre (ASC) is a cultural studies program with an arts focus, based in Sydney, Australia. Designed to provide undergraduates of all majors and career interests with the opportunity to study the arts and theology in Sydney, the program also emphasizes indigenous studies and faithful, global involvement.

Cultural interaction is a large factor of the ASC semester. Students participate in service projects and live in homestays with local families to help them encounter the Australia that tourists never see. From art and ministry to drama and dance, students attending ASC have every opportunity to pursue their passions and interests with other Christians from around North America and the world even as they compare and contrast the Australia of myths and movies with the realities of everyday life. Throughout the semester, ASC students engage the history of Australia’s indigenous peoples and discover their modern identities and present realities.

CHINA STUDIES PROGRAM

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation.

In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or helping in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business concentration that includes a three-week, full-time internship.

The program introduces students to the diversity of China, including Beijing, Shanghai, Xi’an, Xiamen and Hong Kong. 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 16-17 semester hours of credit.

CONTEMPORARY MUSIC CENTER

The Contemporary Music Center provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: the Artist, Executive and Technical tracks.

The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The Executive Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs.

The Technical Track prepares students for careers in live sound, concert lighting and studio recording. Students within each of the tracks receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study and a practicum. Students earn 16 semester hours of credit.

LATIN AMERICAN STUDIES PROGRAM

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region.

Living with a Costa Rican family, students experience and
become a part of the day-to-day lives of Latin Americans. Students also take part in an internship/practicum and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.

LOS ANGELES FILM STUDIES CENTER

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, Hollywood Production Workshop and Theology in Hollywood, focusing on the role of film in culture and the relationship of faith to work in this very influential industry.

In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

MIDDLE EAST STUDIES PROGRAM

The Middle East Studies Program (MESP), based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples.

Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner. Students earn 16 semester hours of credit.

OXFORD SUMMER PROGRAMME

The Oxford Summer Programme (OSP) is a program designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the British Isles and give more focused attention to topics of particular interest through the seminars, which emphasize student learning and research under expert guidance. Seminars (and their attached tutorials) are given on specialized topics under the direction of expert Oxford academics in the areas of history, religious studies, philosophy, English literature, the history of art, and history of science. The program is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.

RUSSIAN STUDIES PROGRAM

Russian Studies Program (RSP) students are exposed to the depth and diversity of the culture during a semester spent in Russia’s three largest cities: Moscow, St. Petersburg and Nizhni Novgorod. In addition to three seminar courses -- History and Sociology of Religion in Russia; Russian Peoples, Culture and Literature; and Russia in Transition -- students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework.

RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian “window to the West.” Students earn 16 semester hours of credit.

SCHOLARS’ SEMESTER IN OXFORD

Scholars’ Semester in Oxford (SSO) is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of university’s historic halls. SSO students enroll in a primary and secondary tutorial, an integrative seminar and the course Christianity and Cultures.

The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

UGANDA STUDIES PROGRAM

The Uganda Studies Program (USP) offers an invaluable opportunity for students 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 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.

**WASHINGTON JOURNALISM CENTER**

The Washington Journalism Center (WJC) is a semester-long study program in Washington, D.C., created for students interested in the field of journalism. While in Washington, students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal writing skills.

These classes - Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse - combined with an internship at a top news publication, will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience.

**AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES**

Simpson cooperates with the Au Sable Institute of Environmental Studies in Mancelona, Mich., by offering credit for summer courses. For complete course descriptions and registration procedures, visit the Registrar’s Office or log on to the Au Sable Website at ausable.org.

**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.
COURSE DESCRIPTIONS

Undergraduate

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.

A

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: BUSS 1900 and BUSS 1910 or satisfactory score on the computer proficiency exam)

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)

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 4910
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: 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.

B

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,
BIBL 1300
**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. (Prerequisites: BIBL 1300 and BIBL 1310)

BIBL 2700
**Research Methods** (1, Spring) An introduction to research in biblical and theological studies. The course enables students to plan a research project, locate necessary resources, employ a coherent research methodology, and correctly present and document the results. (Also THEO 2700)

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 extracanonical 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 3210/3230
**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 3280/3290
**Hebrew Readings I, II** (3, Even Fall and Odd Spring) An intermediate study of biblical Hebrew. The course includes the exegesis of selected Old Testament passages. (Prerequisites: BILA 2260, BILA 2270)

BIBL 3310
**Revelation** (3, Odd Fall) A study of the historical, literary, and theological dimensions of New Testament eschatological literature, with a focus on Revelation as well as Jesus’ Olivet Discourse, I and II Thessalonians. (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 2220)

BIBL 4015
**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 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 historiographical 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 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)

BIBL 4400
Selected Topics in Old Testament (3, TBA) An advanced course on a topic chosen by the professor and of special interest to Old Testament studies. (Prerequisites: BIBL 1300, BIBL 1310, BIBL 2220)

BIBL 4401
Isaiah (3, Odd Spring) 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)

BIBL 4410
Selected Topics in New Testament (3, TBA) An advanced course on a topic chosen by the professor and of special interest to New Testament studies. (Prerequisite: junior or senior standing)

BIBL 4411
New Testament Criticism (3, Even Fall) 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)

BIBL 4413W
New Testament Theology (3, Odd Spring) 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)

BIBL 4421
Old Testament Criticism (3, Odd Fall) 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)

BIBL 4423W
Old Testament Theology (3, Even Spring) 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)

BILA 2210/2220
Greek I, II (3, Even Fall and Odd Spring) 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.

BILA 2260/2270
Hebrew I, II (3, Odd Fall and Even Spring) An elementary course in Hebrew designed to introduce the basics of vocabulary and rules of grammar as prerequisites for translating the Old Testament.

BIOL 321
Animal Ecology (4, Summer) Interrelationships between animals and their biotic and physical environments, emphasizing animal population dynamics in old-growth pine forests and bogs. A field course that centers on the ecology of northern Michigan fauna from a stewardship perspective. Included are individual student projects. (Prerequisite: one year of introductory science) Note: Au Sable course. See page 59.

BIOL 471
Conservation Biology (4, Summer) Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities, ecosystems, and human society. Included are topics of human development, poverty and economic growth. (Prerequisite: one year in biology and one course in ecology, or permission of professor) Note: Au Sable course. See page 59.

BIOL 1310
Human Anatomy (4, Fall) 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 four hours of lab per week. Does not satisfy requirement for the biology major. (Prerequisite: MATH 1500) Note: There is a lab fee for this course.

BIOL 1320
Human Physiology (4, Spring) 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 and CHEM 1300, or consent of department chair) Note: There is a lab fee for this course.

BIOL 1510
General Biology I (4, Fall) This course is half of the two-semester sequence providing an introduction in 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.

BIOL 1520
General Biology II (4, Spring) This course is half of the two-semester sequence providing an introduction in the life sciences for biology majors. This course covers systematics, the physiology and development of plants and animals, and ecology. Three hours of lecture and three hours of lab per week. (Prerequisite: BIOL 1510) Note: There is a lab fee for this course.

BIOL 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)

BIOL 2310
Microbiology (4, Fall) 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.

BIOL 2510
Cell and Molecular Biology (4, Fall) 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.
Introduction to Biology (4, Fall and Spring) 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 & 1/2-hour lab session per week. Note: There is a lab fee for this course.

Genetics (4, Spring) 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.

Environmental Science (3, Spring) 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.

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.

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.

Biochemistry (4, Spring) Examines the chemical mechanisms of living systems. This course emphasizes protein structure and function, especially enzymes, as well as the metabolic processes important at the cellular and whole-organism levels. Other topics include carbohydrates, lipids and cell membranes. This course is of particular importance to students who wish to prepare themselves for post-graduate study in the areas of medicine, biochemistry or related fields in the biological sciences. Three hours lecture and three hours lab per week. (Prerequisites: BIOL 2510, CHEM 2510 and 2520) Note: There is a lab fee for this course.

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)

Introduction to Business (3, Fall) The purpose of this course is to provide the student with an overall understanding of what business is and how it is vital to our society. The goods and services purchased by consumers and the profit earned by businesses are all a part of individual and collective success that is necessary for our society to thrive. Students will learn career possibilities within the realm of business. The course examines the nature, functions, and goals of businesses in the American society and the world. It explores business leadership responsibilities and the role of the professional businessperson in society. Understanding these principles helps the student better understand the economy and the workplace.

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.

Career Planning Seminar (1, Fall and Spring) This course is designed to identify possible career paths within the business discipline that fit the individual student’s personality. Profiles are compiled and evaluated to determine a general field of interest. Students perform directed research within this field in order to define educational and personal development requirements before graduation.

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)

Microeconomics (3, Fall) An introduction to the basic principles, theories, terminology and problems of microeconomics. The production, exchange, distribution, and consumption of income and wealth will be covered; national income, debt, employment, business fluctuations, and economic growth, as well as the international economy and other economic systems, will be analyzed. The course will stress the U.S. economic system and current economic policy. (Prerequisite for business majors: BUSS 1900. All other majors - no prerequisite.)

Principles of Management (3, Fall) A study of the theory and practice of management of organizations, with emphasis on the manager’s role in strategy, organizational design, effective use of human resources, planning, organizing, integrating and controlling functions. Theory and practice will both be stressed. Course will also cover decision-making, quality, and work teams. (Prerequisites: BUSS 1900, BUSS 1910)

Principles of Finance (3, Spring) This course studies financial policies necessary for business management and organization, including uses of funds, acquisition of funds, and management of assets. This class is especially geared toward managing a business and considering types of securities and risk as well as the ethical and moral implications of financial decisions. It will prepare the student to make wise financial decisions in the business world. (Prerequisites: BUSS 2610, ACCT 2900)

Business as Mission (3, Even Spring) The course is designed to integrate business theory and practice with a Christian worldview and cross-cultural perspectives in the management of organiza-
tions. It emphasizes the development of decision-making based on modern business theory and Christian values and principles. The role of the manager’s decision making, use of resources and strategy, planning, organizing and integration of business activities are examined with an emphasis on world service. (Prerequisite: BUSS 1900; Excel proficiency)

BUSS 3915
International Political Economy (3, Odd Spring) This course examines the functional mechanisms of the international trade system and scrutinizes the dynamics that emerge when all relevant forces of the global economy concur. It also investigates liberal economics, the principles of which constitute the foundation on which the system is grounded. (Prerequisite: BUSS 2920)

BUSS 3930
Business Law I (4, Fall) An introduction to the principles of law as applied in the business environment from the standpoint of a working professional. The course provides a basic understanding of the elements of law and 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. (Prerequisite: ACCT 2900)

BUSS 3935
Business Law II (3, Odd Spring) This course offers a more concentrated study of business law focusing on employment, business organizations, government regulations, and securities laws. A more practical and application-based approach will be used in reviewing actual court decisions and analyzing and applying business law to the contemporary legal business environment. (Prerequisite: BUSS 3930)

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) This class teaches principles of the four important elements of the marketing mix: product, place, promotions and price strategies. The business world revolves around the relationship and communication between buyers and sellers. This class offers marketing strategies and tactics to promote effective relationships with customers. This course reviews current trends in electronic commerce and consumer products. (Prerequisites: BUSS 2930, BUSS 2950)

BUSS 4200
Business Strategy and Policy (3, Spring) This course integrates new concepts and techniques for strategic plans and policy using the best practices from other core classes to achieve an organization-wide perspective. The course considers moral and social responsibility, ethics, and other biblical and societal concerns in formulating business strategy and policy. It is the capstone course of the department and requires integration of material from all other classes. It is to be taken in the final semester. (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 provides 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) The course examines the skills needed to operate a modern human resource department. Management involves effectively and efficiently using an organization’s resources to achieve goals. It will explore the roles of a manager including recruitment strategies, screening, selection, and placement of applicants; job analysis; training and development; appraising and rewarding performance. The course emphasizes research to identify and solve organizational problems. It will consider and evaluate the moral and ethical implications of management decisions. (Prerequisite: BUSS 2940)

BUSS 4910
Internship (1-3, Fall and Spring) An on-the-job course designed to give students direct participation in a business firm in the community. Students will learn from practical experience and will study policy, control and decision-making in selected organizations. Students will be supervised by a faculty member from the department. This course is appropriate for senior business students. Students will work in a business firm for one semester. (Prerequisite: Senior standing)

BUSS 4930
Money and Banking (3, Odd Spring) This course examines how banks and financial institutions work, and the theories and policies that affect everyone exchanging money (consumers, households, businesses). Students will learn about modern developments in the U.S. banking system, the Federal Reserve and other financial institutions. The course is designed to encourage students to apply what they learn in class to the real world around them. A special emphasis is placed on understanding modern markets or exchanges and current financial instruments. (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. (Also ACCT 4940W)

BUSS 4950
Entrepreneurship (3, Spring) This course examines main terms, concepts, and elements of the entrepreneurial process. It involves developing a business plan, examining legal issues, exploring franchises, and learning about financing and managing a new venture. Students learn concepts through both historical context and a research perspective. The course also examines the development of entrepreneurial processes and leadership.

BUSS 4970
Production & Operations Management (3, Fall) This course examines resource management in order to provide salable
products and services. The course is designed to prepare students to be able to handle all of the demands of a production or operation manager. Topics include product and process design, total quality management, capacity planning, and Just-In-Time (JIT) production systems. An examination of production planning and control involves work measurement, forecasting, scheduling, inventory control, material requirements planning, project management, and systems maintenance improvement. The course combines the concepts and techniques needed to apply these skills to the work field. (Prerequisites: BUSS 2610, ACCT 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 3100
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 3950
Selected Topics in Cross-Cultural Studies (3, TBA) A course on a topic chosen by the Cross-Cultural Studies Department.

CCST 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: senior standing)

CCST 4022
Issues of Missionary Life (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 1510
Chemistry for Nurses (4, Fall) Examines the aspects of inorganic, organic and biochemistry 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.

CHED 4500
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 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 1510
Chemistry for Nurses (4, Fall) Examines the aspects of inorganic, organic and biochemistry 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 2510
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. (Prerequisite: CHEM 1510) Note: There is a lab fee for this course.

CHEM 2520
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 1510) Note: There is a lab fee for this course.

CHEM 2530
Organic Chemistry II (4, Spring) A continuation of CHEM 2510 covering the chemistry of benzene, 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 hours of lecture and three hours 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 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 2230
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 in multiple contexts. 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 copy editing. 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 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) 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, 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. (Prerequisite: junior or senior standing)

COMM 4290
Advanced Public Communication (3, Fall) Using Ciceron’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, 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)

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 of beginning and middle-grade reading. 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, inter-relationship 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 4460
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 4470
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, TBA) 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. A field trip to the Oregon Shakespeare Festival in Ashland, Oregon, is required. (Prerequisite: ENGL 1220)

ENGL 2130
English Seminar (0.5-1, TBA) A seminar style course designed for the personal, social, professional, and academic growth of the English major.

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
ENGL 2210
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 3220
World Literature (3, Fall and Spring) A survey of literature from Africa, the Far East, and Latin America and other literature not typically taught in Western literature courses. (Prerequisite: ENGL 1220) (This course description varies slightly for the ASPIRE programs.)

ENGL 3240
Shakespeare (3, Summer and Odd Fall) An in-depth study of some of William Shakespeare’s major plays and poems. Consideration will be given to his life, his era, and his contributions to Western culture. This 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
Seminars 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, TBA) 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 Writing (3, TBA) Instruction and practice in the structural elements of drama such as character, dialogue, scene sequencing, and performance considerations. In addition, students learn a method of writing a script from beginning to end, including generating plot points and character arcs, as well as utilizing peer review, revision frame-
ENGL 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 assessing the limits and benefits of cinematic adaptation. (Also COMM 3420)

ENGL 3700
Writing Center Internship (1-3, Fall and Spring) Participation in the Writing Center, including training in tutoring and Writing Center management. (Prerequisite: ENGL 1220. Recommended: ENGL 3360 or ENGL 3200)

ENGL 4110
Technical Editing (3, Even Spring) Introduction to the principles and practices of editing technical, scientific, and professional documents, including reports, proposals, and user manuals. Students will acquire experience with planning, organizing, researching, and writing effective technical documents for a variety of audiences. (Prerequisite: ENGL 3360)

ENGL 4220
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 2100 or consent of instructor)

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 form of art and cultural expression. (Also COMM 4810)

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)

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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.

H

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 Intertemporal 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 Fall) 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 1500 not a prerequisite for Liberal Studies majors)

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)

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 historiographical 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: 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 1000  
Practical Academic Skills (1, Fall and Spring) A course designed to assist students on academic warning or academic probation, in achieving academic success through the acquisition of skills necessary to succeed in higher education. Instruction and experiential exercises are given in practical skills such as time management, organization, test-taking, note-taking, and studying as well as exploring topics of self-defeating attitudes and choices of successful students. Note: This course is only open to those students on academic warning and academic probation.

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 2440  
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: 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 2540 or satisfactory score on placement exam)

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.

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 4220
Language Learning (3, Fall and Spring) This course offers an overview of the nature of human language, including sors, and discussions from student FYE leaders. A heavy emphasis is placed on using StrengthsQuest development from the Gallup Organization. (Corequisite: LEAD 1100D)

LEAD 1100D
First Year Experience Discussion Group
New students are placed in small discussion groups led by upperclassmen students. Students discuss various topics relevant to adjusting to university life on campus. (Corequisite: LEAD 1100)

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 worshipper and worship 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.)

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.

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.
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, CAI (3, TBA) A computer-assisted instructional program that covers the same material as MATH 1520, Intermediate Algebra. This course is graded pass/fail and may be completed at the student's own pace with supervised testing times. Students are expected to spend time outside of class working on the program. Once the student shows mastery in seven designated areas, he or she will have completed the course, and further attendance is not required. (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 1830 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 mathematical induction. 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. (Prerequisite: MATH 2430 recommended) (Course is graded pass/fail.)

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.)

MATH 2280 Mathematics Education Seminar (3-3, Fall-Spring) A two-semester sequence, providing a general introduction to mathematical concepts for life science majors. Includes a review of precalculus and covers limits, differentiation, integration, differential equations, and the statistical analysis of scientific data. This course is not intended for mathematics majors. (Prerequisite: MATH 1830 or high school math equivalent with a B- or higher, or consent of instructor)

MATH 2410 Calculus I (4, Fall) 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 2420/2460 Math for the Life Sciences I: Calculus & Math for the Life Sciences II: Statistics (3-3 Fall-Spring) 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 2430 Calculus II (4, Fall) 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 2430)

MATH 2530 Calculus III (5, Fall) A study of vector functions, partial differentiation, multiple integration, and an introduction to partial differential equations. May also include the study of infinite series. (Prerequisite: MATH 2430)

MATH 2610 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 2530
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 2730
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 2830
Computer Programming (3, Even Fall) A study of basic programming concepts including an introduction to object-oriented programming. Students will develop, implement, and validate algorithms in order to solve typical scientific, educational, and business problems. (Prerequisites: MATH 1830 or 3 years of high school math and consent of instructor)

MATH 2930
Math Modeling (3, TBA) A study of the general modeling process with applications to economics and physical and biological situations. Continuous, discrete, stochastic, and computer simulation models will be examined. (Prerequisite: MATH 2730 or consent of instructor)

MATH 3210
Math Lab Internship (1-3, Fall and Spring) Participation in the Math Tutoring Lab, including training in tutoring and in Math Lab management. May be repeated for credit. (Prerequisite: Consent of instructor. Recommended: MATH 2030) (Course is graded pass/fail.)

MATH 3330
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 3530
Mathematical Statistics with Probability (3, Even 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
Math History (3, Odd Fall) A study of the history of the development of mathematical thought. This course will consist of a survey of topics such as numeration systems, number theory, 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. (Prerequisite: MATH 2430. It is recommended that student also have earned credit in MATH 2030.)

MATH 3930
Differential Equations (3, Odd Spring) A study of linear ordinary differential equations, their solutions and applications. Additional topics may include constant coefficient equations, power series solutions, Laplace transformations, numerical methods, and boundary value problems. (Prerequisite: MATH 2530)

MATH 4020
Practicum (2, Spring) Provides students with opportunities to conduct research using scholarly journals, summarize articles, communicate quantitatively 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, Odd Fall) 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, Fall) 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, TBA) 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, Even 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 Spring) 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 and 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: COMM 1260) (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.

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 candidating.

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 involves students in designing, assessing, and implementing church planting strategies.

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 battalion leadership experiences 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 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 at Simpson. Especially applicable to string players, but also open to wind, 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, TBA)** 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] (I or 2) (I)

MUAP 17P4, 27P4, 37P4, 47P4 - Private Instruction [Piano] (1 or 2) (SH)

MUAP 17S4, 27S4, 37S4, 47S4 - Private Instruction [Orchestral Strings] (1 or 2) (I)

MUAP 17V4, 27V4, 37V4, 47V4 - Private Instruction [Voice] (1 or 2) (SH)

MUAP 17W4, 27W4, 37W4, 47W4 - Private Instruction [Woodwind] (1 or 2) (I)

PRIVATE INSTRUCTION FOR ALL MUSIC MAJORS AND MINORS Ju- ries, studio class and recital performance required.

PRIVATE INSTRUCTION FOR NON-MUSIC MAJORS AND MAJORS WITH A SECONDARY INSTRU- MENT 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 2790, 2790 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 movement of the 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: MUAP 2620)

MUAP 3715 Singer/Actor Workshop (2, TBA) 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 Odd Springs, opera presentations on Even Springs. (Prerequisite: Consent of the instructor)

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 377R 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 37PA Accompanying (2, Even Spring) Designed to give the applied piano major experience in accompanying. Students enrolled in this course are given specific assignments for the semester (e.g., chorale, ensemble, voice studio).

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 4020 Worship Service Project (3, Fall and Spring) 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. (Prerequisite: MUSI 4620)

MUSI 4720
Conducting II (2, Even Spring) A continuation of the concepts covered in MUSI 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: MUSI 3710)

MUSI 1500
Introduction to Music (3, Fall and Spring) Skills and talent recognition and development from the premise of rhythm, 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.

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.

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. (Prerequisites: MUSI 1620, 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 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 3620
Contemporary Songwriting (3, Even Spring) An introduction to the craft of songwriting in popular styles. Attention will be given to issues of melody, harmony, form, instrumentation and poetry.

MUSI 3640
Music History I: Medieval through Classical (3, Odd Fall) A study of music within the western tradition from the Medieval, Renaissance, Baroque, and Classical periods. Music and context associated with religious traditions and reforms are given additional emphasis.

MUSI 3650W
Music History II: Romantic and 20th 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.

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 and History 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 or instructor consent)

**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)

**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)

**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.*

**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 course fee.*

**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 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.*

**ODLE 1080**

*Backpacking* (1, Odd Fall) This course 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. *Additional course fee.*

**ODLE 1950**

*Special Topics in Outdoor Leadership* (1, TBA) A course on a hard skill acquisition topic chosen by the professor.

**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) 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) Mentored experience, in a marked leadership role, arranged with an organization that implements outdoor adventure or outdoor recreational activities. (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) 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: ODLE 1230)

ODLE 3030
Wilderness First Responder (3, Odd Summer) 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: ODLE 1230)

ODLE 3040
Camp Programming and Administration (3) 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 3990
Special Topics in Outdoor Leadership (3, TBA) A course or an activity/topic chosen by the professor.

ODLE 4000W
Administration and Management of Outdoor Leadership Programs (3, Fall) This writing-intensive course investigates the practices of leadership, management, programming, marketing, risk assessment, staffing and evaluation common to business or nonprofit 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.

PHED 1203
Walking for Fitness (1, TBA) A course 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.

PHED 1211
Aerobics I (1, TBA) Knowledge, safety and fitness development through aerobic exercises.

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 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 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 lead the class through an elementary physical education lesson incorporating learning theories and skill formation concepts. (Prerequisite: PSYC 1600)

PHED 3190
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 course 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, conservations 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 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
General Physics I & II (4 units each, Fall/Spring sequence) A two-semester sequence, providing a general introduction to physics for science and mathematically prepared students. Covers mechanics, heat and sound, electricity and magnetism, light, and atomic and molecular physics using calculus methods. Each course has three lectures and two-and-a-half hours of lab per week. (Prerequisite: MATH 2440 or MATH 2530; 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 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, Fall and 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 clinical 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 sta-
that affect development during the early child development through adolescence. Theories and research related to development 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, 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 worldviews 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. (Prerequisite: THEO 3600)

**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)

**SOCI 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.

**SOCI 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)

**SOCI 3110 Introduction to Social Work** (3, Even Fall) 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. (Also PSYC 3110)

**SOCI 3600 Marriage and Family** (3, Odd 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. (Also PSYC 3600) (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 administering ESL programs for students with varied ability, literacy levels and goals. Experience will be provided in ad-
ministering and grading language ability tests and in designing and modifying curricula for specific situations (Prerequisites: TESL 3000, TESL 3020)

TESL 4500
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 2700
Research Methods (1, Spring) An introduction to research in biblical and theological studies. The course enables students to plan a research project, locate necessary resources, employ a coherent research methodology, and correctly present and document the results. (Also BIBL 2700)

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 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
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 3650
Issues in Ethics (3, Fall) An examination of ethical issues considered important to the Christian mission. Using both ancient and contemporary sources from Biblical texts to Martin Luther King, Jr., the seminar will guide students through various perspectives on selected issues such as war, poverty, racism, sexuality, violence, lying, technology, forgiveness and reconciliation, and death and dying. (Prerequisite: Junior Standing)

THEO 4000
Spiritual Formation (3, 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 4010
Theological Readings (3, Spring) A seminar designed to develop proficiency in reading and analyzing a collection of important theological texts. Readings are selected with special consideration of their impact in the field of theological studies. Students will interact with course readings both by written assignments and disciplined class discussions. (Prerequisite: THEO 3600)

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 4999)

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)

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 and junior or senior standing)

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)

Y

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.

YOUTH 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: YOUTH 3110)

YOUTH 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.

YOUTH 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)

YOUTH 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.
Simpson University’s School of Continuing Studies (ASPIRE program) offers working adults the opportunity to complete their bachelor’s degree in 16 months through evening and weekend classes.
SCHOOL OF CONTINUING STUDIES
ASPIRE PROGRAM
2009-2010

• HISTORY AND PURPOSE
• GENERAL INFORMATION
• PROGRAMS OF STUDY
• ACADEMIC POLICIES & PROCEDURES
• FINANCIAL INFORMATION
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NON-TRADITIONAL UNDERGRADUATE
School of Continuing Studies
(ASPIRE)

The School of Continuing Studies, known as ASPIRE (Adult Study Programs Inspiring Renewed Expectations), is an accelerated degree-completion program 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 automatically interchangeable.

To be eligible for admission to 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, Calif., 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 San Francisco 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 Siskiyous 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 hold an RN license, was added to the major offerings within ASPIRE. Healthcare Management was 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, more than 2,500 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. Five majors are approved to be offered through the evening degree-completion program: Business and Human Resources Management, Liberal Studies, Healthcare Management, Nursing (RN to BSN step-up), and Psychology. Each of these five 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 five 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 Siskiyous campus in Weed.
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 & COMMUNICATION
(9 semester credits)
English Composition (required before entrance) plus additional English/Communication courses

Category II: NATURAL SCIENCES & MATHEMATICS
(9 semester credits)

Category III: HUMANITIES (9 semester credits)

GENERAL EDUCATION ELECTIVE REQUIREMENTS

Category IV: SOCIAL SCIENCE (12 semester credits)

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

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

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 3355 Old Testament I

TERM II
BIBL 3390 New Testament Survey
BIBL 3220 Bible Study, Interpretation and Application
BIBL 4450 Old Testament II

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 4525 Church Leadership Skills
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.)

NURSING
(RN-to-BSN upgrade program)

The Bachelor of Science in Nursing offers the 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 individual 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 through completion of this major.

Note: This major has additional requirements for admission. See “Application Procedure” (p. 100) for details.

### 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 I
- NURS 3030 Family/Community Health Nursing II
- 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 designed for students with significant amounts of prior 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
- PSYC 3026 Child Development
- PSYC 3325 Adult Development

### TERM III
- PHIL 3500 Christianity & World Religions
- PSYC 4640 Abnormal Psychology
- PSYC 4710 Counseling Theories

### TERM IV
- PSYC 3020 Social Psychology
- PSYC 3660 Learning and Motivation
- PSYC 3640 Theories of Personality

(Actual course sequence may vary.)

### 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**
- Literature
- Writing
- Communication
- Drama

**Category II: Natural Sciences and Mathematics**
- Life Science
- Natural Science
- Math
- Health Science

**Category III: Humanities**
- Fine Arts
- Cross-Cultural Studies
- Philosophy
- Religious Studies

**Category IV: Social Science**
- Business
- Psychology
- Sociology
- History
- Economics
- Anthropology
- Geography
- Political Science

**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)

**NOTE:** 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.

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### EXPECTED WORK PER CREDIT

Four hours of preparation (work outside of class) are normal for each ASPIRE class hour. Generally, ASPIRE students should budget approximately 16 hours per week for study time. 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:

- **A** 4.0
- **B** 3.0
- **C** 2.0
- **D** 1.0
- **A-** 3.7
- **B-** 2.7
- **C-** 1.7
- **D-** 0.7
- **B+** 3.3
- **C+** 2.3
- **D+** 1.3
- **F** 0.0

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 student-initiated challenges to grades received must be made in writing to the ASPIRE Office within one month (30 days) of the posting of the grade. It is the student’s responsibility to check his or her grades in a timely fashion.

#### GRADE-POINT AVERAGE CALCULATION

Quality points are the number of credits earned for the class multiplied by the grade points (see “Grading System” above) assigned to the grade earned. The GPA is determined by dividing the number of quality points earned by the number of credits completed.

### 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

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 re-
ceives 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 retake. 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. Courses failed as a result of non-attendance may be ineligible for financial aid.

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 “F” 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.

CLEP TESTING

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.

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>Warning GPA</th>
<th>Probation GPA</th>
<th>Disqualification GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.99</td>
<td>1.89</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 under 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 based on academic dishonesty or serious violation of community policy. Disqualification in such instances may include suspension or dismissal.

Financial Aid Disqualification
There are additional requirements for a student to remain eligible for financial aid. Please see the section titled “Satisfactory Academic Progress” under the Finances section of the catalog for further information.

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 request must be submitted at the beginning of the semester of graduation. 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 the grade and should include as much documentation as possible showing why the student feels the grade received was in error. The grade appeal will then 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 the 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 re-
ceive 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 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.

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 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.

FINANCIAL INFORMATION

School of Continuing Studies (ASPIRE)

TUITION

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 3-credit courses. Payment for the full term is required before the beginning of each term.

ASPIRE FEE SCHEDULE 2009-2010

Tuition per semester full-time (ASPIRE) $4,100
Tuition per credit hour (ASPIRE) $456
Parking permit $40
Directed Study Fee (per credit) $150
Prerequisites (per credit) $150
Examination Fee (repeat, late, early) $40
Deferred Payment Fee, Late Registration Fee, Late Payment Fee $100 each
Non-Sufficient Funds (Returned Check) Fee $25 first occurrence $35 subsequent occurrence
Application Fee $25 online, $50 paper
Admissions Deposit $150

PAYMENT OPTIONS

Any students receiving outside scholarships must agree to have all outside funds posted to their student account as long as there is an outstanding balance due. Scholarship funds payable to the student may be released directly to the student as long as the account is paid in full and Student Financial Services has been notified of the scholarship. The student’s account balance for the semester must be paid in full or the student may be prohibited from participating in finals. In addition, registration for any succeeding semester will be prohibited without satisfactory resolution of any outstanding balances owing from the previous semester.

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. Payment can also be submitted online through a student’s WebAdvisor account.

DEFERRED PAYMENT PLAN

The balance due for each semester, after application of any funds 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 Simpson University Website. Acceptable methods of automatic payment are credit card or electronic transfer from a checking account. Students can also submit payment via check or money order by each specified payment due date. The deferred payment plan fee applies with this payment option.

FEDERAL REFUND POLICY

The Department of Education (DOE) requires students to physically attend class (on campus) or otherwise actively participate in academically related events (online or directed study courses) in order to maintain eligibility for financial aid. Regardless of whether or not a student chooses to officially withdraw from courses through the Registrar’s Office, if a student ceases attendance or active participation, for any reason, a return of Title IV funds calculation is required. Simpson University must return any unearned portion of federal financial aid, including loans.

In the event a student is considered to have withdrawn from all units within a term, federal financial aid eligibility will be recalculated on a per diem basis. If this calculates to 60 percent of the term or greater, no federal aid will be returned.
REFUND POLICY

ASPIRE TUITION REFUNDS POLICY

As courses start throughout the semester, the refund policy is based on the course dates, not the semester term dates.

If a student drops/withdraws from a course by three days following the start of a course, a 100 percent refund will be given. If a student drops/withdraws from a course after the third day following the start of a course, no refund will be given.

"If, as a result of an emergency (i.e. serious illness or death of a family member, hospitalization, etc.), a student is forced to withdraw from a course and is not entitled to a refund, the student may petition (within 30 days of the date of withdrawal) to be granted a free retake of the course withdrawn from, provided the course is retaken within three semesters following the semester of withdrawal.

(See COURSE WITHDRAWAL on pgs. 92-93 for definitions of ‘drop’ and ‘withdrawal.’)

PARKING FEE REFUNDS POLICY

After the fee has been charged, the student must complete the Parking Permit Exemption Form and submit it to Student Financial Services within the allowable time for a fee reversal.

If a student notifies Student Financial Services by the end of the business day on the second Friday of the semester, a 100 percent refund will be given. If a student notifies Student Financial Services after the second Friday of the semester, no refund will be given.

FINANCIAL AID

HOW TO APPLY

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. Apply for admission to Simpson University.
2. Fill out the Free Application for Federal Student Aid (FAFSA). This must be completed online at www.fafsa.ed.gov. (For new Cal Grant applicants, this must be completed by March 2).
3. Cal Grant applicants only, 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: Students receiving Cal Grant for the first time will NOT be paid for the summer semester if the summer semester is the student’s first term. Students with new Cal Grant eligibility are strongly encouraged to begin the ASPIRE program in the Fall term to maximize the Cal Grant award. 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.
5. Students will receive a Student Aid Report (SAR) from the federal processors two to four weeks after filing the FAFSA. After verifying the information, students should 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.

Applicants must be accepted for admission to Simpson University before they can be considered for any student financial aid. 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. 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 must be completed and all supporting documents received before any financial aid can be disbursed to the student’s account. If a student’s document file is not complete by the end of the first week of the semester, Simpson University grants and scholarships are subject to cancellation for one or all terms of the current academic year. Students must re-apply for financial aid each academic year.

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. All inquiries should be directed to an Admissions Counselor (new students) or to a Student Financial Services Counselor in Simpson Central (continuing students).

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 education grant. A student must file the FAFSA before eligibility for federal student financial aid can be determined.

Pell Grant
A federal entitlement program available to undergraduate students who have demonstrated need. Award amounts for 2009-2010 are between $976 and $5,350 per year and are subject to federal revision each new academic year.

Stafford Loans
Various federal Stafford loans are available to undergraduate students. The 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 a low fixed interest rate set by the federal government and repayment that generally begins six months after the student graduates or ceases to be enrolled at least at halftime status.

Based upon calculated financial need, annual award amounts will be determined based on the following limits:
Dependent students may borrow up to the following amounts:
Junior....$7,500 (of which no more than $5,500 can be subsidized)
Senior ....$7,500 (of which no more than $5,500 can be subsidized)

Independent students may borrow up to the following amounts:
Junior...$12,500 (of which no more than $5,500 can be subsidized)
Senior ..$12,500 (of which no more than $5,500 can be subsidized)

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 repayment of the loan begins. Unsubsidized loans are generally available to undergraduate students who have extremely low or no financial need.

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. PLUS award amounts vary up to the cost of education minus other student financial aid received. PLUS loans are long-term, with a fixed interest rate set by the federal government and repayment that generally begins within 60 days of the final disbursement of the loan for the academic year.

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 enrolled in 12 credits a term 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 access grant for undergraduate students. The award is designed for those students who have extreme financial need. Award amounts are currently $1,551 (access) for the first year for new recipients and $1,551 plus $9,708 (tuition and fees) for subsequent years for Cal Grant B recipients enrolled in 12 credits a term. These amounts are subject to change and possible adjustments by the state of California.

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 will be reviewed at the completion of every semester and is defined as follows:

1. Students must maintain an acceptable GPA of 2.00 or higher.

2. Students must complete a minimum of 66.67 percent of all cumulative credit hours attempted. Grades A, B, C, D, and P (Pass) count toward the 66.67 percent requirement and are considered completed credits. W, WP, WF, F, I, and NP do not count as completed credits, but only as attempted credits. Audited courses are not included in this calculation.

3. 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.

4. For repeated courses, only the highest grade will be included in the GPA calculation, but the credits for all course attempts will be included in the course completion calculation.

5. Incomplete courses must be completed by the end of the first week of the next course in the student’s program. If not, the grade will be converted to an F. Prior to completion, the incomplete will negatively impact the student’s completion calculation.

6. Courses that are dropped will be excluded from the completion calculation for credit hours attempted. Any course that is processed as a “W” (withdrawal) will be included in the completion calculation as indicated above.

Undergraduate students pursuing a degree or certificate are eligible to receive student financial aid for up to 150 percent of the program’s length. All attempted credits at Simpson University that apply to the student’s current program and any credits transferred from other colleges or universities that apply to the current program will be included in the calculation. According to federal regulations, if it is determined that a student will not be able to finish the program of study within 150 percent of the program length, the student will no longer be eligible to receive financial aid for the remainder of the program.

SIMPSON UNIVERSITY PROBATION
Students will be placed on probation status by Simpson University if the cumulative GPA and/or completion rate for the cumulative credits attempted falls below the standards outlined above. Students on probation are permitted to receive federal, state, and institutional 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.
APPEALS

Students who fail to meet the above requirements, but wish special consideration in evaluation of satisfactory academic progress, may submit a completed appeal form to Student Financial Services.

REESTABLISHING ACADEMIC PROGRESS

A student is considered no longer on probation and eligible for financial aid for the next semester of enrollment:

• Once the cumulative GPA and the percent of cumulative credits completed are raised to meet the minimum standards. This can be achieved if the student successfully completes coursework at Simpson University (to raise the GPA or percentage completed) or transfers credits to Simpson University that apply to the student’s degree program (to raise the percentage completed).

• If a grade change for a previous course raises the cumulative GPA and/or percent of cumulative credits completed to the minimum standards.

• A student cannot re-establish financial aid eligibility simply by not taking any classes for a semester. This will not change the student’s GPA or credit completion rate.

ADMISSIONS INFORMATION

School of Continuing Studies (ASPIRE)

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 admission into 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 new student orientation is held just prior to the start of each semester. Orientation is a mandatory event. Students may not begin the ASPIRE program without participating in the new student orientation.
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>
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<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.

STUDENT LIFE

School of Continuing Studies (ASPIRE)

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.
**COURSE DESCRIPTIONS**

**SCHOOL OF CONTINUING STUDIES (ASPIRE PROGRAM)**

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**B**

**BIBL 3220**

**Bible Study, Interpretation and Application**

An overview of various methods of Bible study, principles of interpretation, and appropriate application to contemporary life and situations.

**BIBL 3355**

**Old Testament I**

A survey of the Pentateuch and historical books of the Old Testament, highlighting approaches to leadership and the groups led throughout the various periods of history. Application to today’s organizations and ministry leaders will be discussed.

**BIBL 3390**

**New Testament Survey**

A survey of the New Testament of the Bible, highlighting principles of leadership and leadership training. Approaches to Christ’s leadership as He trained disciples throughout the gospels and that of the early church leaders will be applied to today’s organizations and ministry leaders.

**BIBL 4450**

**Old Testament II**

A survey of the poetic and prophetic books of the Old Testament, highlighting approaches to leadership and the groups led throughout the various periods of prophecy. Application to today’s organizations and ministry leaders will be discussed.

**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.

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**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-verbal forms of communication. (Also LING 4330)

**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)

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**E**

**ENGL 3220**

**World Literature**

An introduction to the major literary movements, genres and some of the more important representative authors of the world. Includes African, Asian, and Middle Eastern literature as well as the literature of Eastern and Western Europe.

**ENGL 3322**

**American and World Literature**

Examines the genres of expository and narrative text in American and World Literature.

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**H**

**HCMT 4010**

**History and Economics of Healthcare**

Describes the modern history and evolution of healthcare institutions and the delivery of healthcare at the macro level in the western nations with an emphasis on the United States. This course covers the unique economic, marketing and organization theory aspects of the healthcare environment.

**HCMT 4020**

**Integrated Healthcare Delivery Systems**

Examines the evolution and structure of integrated healthcare delivery systems from the perspectives of quality, access, and costs. This course explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements, and institutional accreditation. The course introduces the philosophy, business principles, and current structure of the managed care industry. It explores concepts of capitation, managed care contracting, case management utilization patterns, regulatory requirements, and national health policy.
HCMT 4030  
Legal and Ethical Aspects of Health Services  
Studies the legal and ethical issues involved in the management and delivery of healthcare services, and the interrelations between hospital, physician, and patient.

HIST 3345  
California and US History  
A survey course that emphasizes critical thinking in the examination of the major areas of U.S. and California History, geography, political science (government), the behavioral sciences (anthropology and sociology), economics, and global geography. This course meets the requirements of the US Constitution for teacher credentialing.

HIST 4350  
World History  
A general historical survey of the development of the major world civilizations from their roots in the ancient river valleys of Mesopotamia, Egypt, India and China to the present day. Political, social, economic and geographical factors will be discussed, including special emphases upon intellectual and religious influences.

HUMA 3000  
Introduction to the Bible  
An emphasis on a survey study of the Bible from an evangelical perspective. The course will affirm biblical authority and relevancy to everyday living. Biblical content will be studied and analyzed from the Bible’s own philosophy of history.

HUMA 3440  
Fine Arts in Western Culture  
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 4940  
Ethics in Human Relationships  
An overview 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 MNGT 4940)

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 4525  
Church Leadership Skills  
A study in and application of the theology and general skills of the pastoral ministry including weddings, funerals, baptisms, communion, communications, visitation, professional and social relationships and candidating.

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 nonprofit businesses are also considered.
environmental law, consumer protection, and intellectual property, contracts, sales, torts, real and personal property, and includes traditional business and financial practices. The course provides a basic understanding of the principles of ethics and law as applied in business, emphasizing the development of ethical 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 employees. The course focuses on the development of 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 organization, 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 decisions in private and 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 the interaction of 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: Explores 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.

N

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 processes 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 processes 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 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 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 1  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. Requires clinical practice with a preceptor in a community health/home health setting.

NURS 3030 
Family/Community Health Nursing 2  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. (Prerequisite: NURS 3020)

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. Requires clinical practice with a preceptor in a community health/home health setting.

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. Requires clinical practice with a preceptor in a community health/home health setting.

NURS 4010 
Nursing Research  Examines scientific clinical nursing rationale for research utilization and theory-based practice. Concepts of research methods, processes, analyze relevant nursing problems for clinical effective practice. (Prerequisite: Introductory Statistics)

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. Requires clinical practice with a preceptor in a community health/home health setting.

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. This course is considered a capstone course to the ASPIRE RN-to-BSN step-up program and is offered only for those students who have completed all other requirements for the major.

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)
ASPIRE PROGRAM: COURSE DESCRIPTIONS

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, problem-solving and task-oriented settings. (Also COMM 4090, MNGT 4090)

PSYC 4640
Abnormal Psychology  A study of abnormal behavior, emphasizing its definition, identification, etiology, treatment and prognosis. Traditional and contemporary models of abnormality will be compared and evaluated.

PSYC 4710
Counseling Theories  An overview of current theory and practice in psychotherapy. Basic models and techniques for helping to facilitate growth and behavioral changes will be presented in addition to ethical concerns related to helping professions.

THEO 3600
Introduction to Christian Theology  An introduction to the discipline of theology, including vocabulary and concepts. Important theologians and major divisions of systematic theology will be considered.

SOCI 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, PSYC 3020)
Simpson University
2211 College View Dr.
Redding, CA 96003
GRADUATE STUDIES:
SCHOOL OF EDUCATION
2009-2010

• PHILOSOPHY AND PURPOSE
• PROGRAMS OF STUDY
• ACADEMIC POLICIES & PROCEDURES
• FINANCIAL INFORMATION
• COURSE DESCRIPTIONS
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**

<table>
<thead>
<tr>
<th>California Preliminary Teaching Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject</td>
</tr>
<tr>
<td>Single Subject</td>
</tr>
</tbody>
</table>

**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

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**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.

**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 6135 Leadership in Curriculum, Instruction and Supervision (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)
- ED 6310C Project Document Cont. (1)
**Program of Study**

**Simpson University 2009-2010**

**School of Education: Programs of Study**

**Option 2**
- ED 6320 Thesis (2)
- ED 6320C Thesis Cont. (1)

**Option 3**
Elective Courses (6 credits of graduate level classes)

**Concentration (9 credits)**

For a Concentration in Administration:
- ED 6700 Leadership in Diversity Issues (3)
- 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 (3)
- 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 32-35**

**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.

**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 50 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.

**Required Courses for Credential (32 credits)**
- 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 5500 Technology in the Classroom (1)
- ED 5601 Student Teaching Performance Development - A (5)
- ED 5602 Student Teaching Performance Development - B (5)
- 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)

**Total 50-53**

**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).
2. Students may be admitted to the program without having met these requirements.

**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 6135 Leadership in Curriculum, Instruction and Supervision (3)
- ED 6050 Research and Writing (3)

**Electives (3-6 credits)**
- ED 6310 Project Document (3) or
- ED 6320 Thesis (3) or
- Six credits of graduate level education courses as approved

**Total 32-35**

**Professional Courses (19 credits)**
- ED 6341 Planning for Accomplished Teaching (6)
- 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
(Internship option available)

This program provides professional preparation for school leadership.

PROGRAM REQUIREMENTS

The program includes 22 credits of coursework, 60 hours of field experience, and an oral and written exam.

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 and three years of teaching experience, candidates will be issued a certificate of eligibility. When candidates 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.

MASTER OF ARTS IN EDUCATION AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL
(Internship option available)

COMBINATION PROGRAM

This 31-credit program allows a candidate to obtain both a master’s degree and prepare for the Preliminary Administrative Services Credential. Students in this program must meet the admission requirements for the Preliminary Administrative Services Credential Program as described on p. 114.

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)
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. Bachelor’s degree: A bachelor’s degree (from a regionally accredited college or university) must be completed prior to admission to the teacher credentialing program.

2. Grade Point Average: A student must have a cumulative grade-point average of 3.0. Candidates with less than a 3.0 may use the GPA petition process.

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: The state requires for admission one of the following:
   - The candidate provides evidence of having passed the appropriate subject matter examination(s).
   - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
   - The candidate provides evidence of registration for a scheduled examination.
   - The candidate provides evidence of having completed a Commission-approved subject matter preparation program.

Subject matter proficiency: 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 at least one portion of the test as a requirement for admission.

5. CBEST: For admission to the teacher credentialing program, candidates must have passed or show registration for the CBEST within the first semester of enrollment. Passage of CBEST is required for advancement to student teaching. Option: Multiple subjects candidates may substitute Test IV (142) of CSET for CBEST.

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.


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 apply for 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 5500 Technology in the Classroom (1)
+ ED 5601 Student Teaching Performance Development A (.5)
+ ED 5602 Student Teaching Performance Development B (.5)
+ 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 Psychological 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.

ACADEMIC POLICIES & PROCEDURES

GRADUATE STUDIES

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 $50 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.

4. Submit official transcripts that show the last 60 credits and bachelor’s degree from a regionally accredited institution.

5. Submit a $150 deposit that is refundable at the completion of the program.

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 passed, or registered for, the CBEST (or CSET Test IV [142] for multiple subjects candidates) and CSET during the first semester in which you are enrolled in the program. If test registration is not available, the candidate can submit a letter of intent to register.

4. Candidates must have a GPA of 3.0. If the GPA is lower than 3.0, the candidate may use the GPA Petition Appeal Process available through the School of Education.

5. After the application file is complete, applicants will have a personal interview with the School of Education 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 potential for leadership.

3. Submit verification that you have passed or registered for the CBEST during the first semester in which you are enrolled in the program.

4. Submit verification of current valid California Teaching Credential or proof of having submitted for the credential.

5. After the application file is complete, applicants will have a personal interview with the School of Education as a final part of the application process.

6. Candidates approved for the Internship Option must have passed the CBEST prior to assuming internship responsibilities.

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 Admissions Office.

3. Submit official transcripts that show the last 60 credits and bachelor's degree from a regionally accredited institution.

4. If the GPA for the last 60 semester credits taken is below 2.50, submit GRE scores or submit the GPA Petition Appeal Process form, available from the School of Education.

5. After the application file is complete, applicants will have a personal interview with the School of Education as a final part of the application process.

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.

4. After the application file is complete, applicants will have a personal interview with the School of Education as a final part of the application process.

ADMISSION POLICY

PRE-CANDIDACY STATUS

Graduate students are admitted with pre-candidacy standing until 18 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 18 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 Admissions Office 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 school with a grade no lower than B. Transferability of credits is determined by the appropriate division chair/dean.

Transfer credits from a previous master’s degree: A student may transfer up to nine graduate credits from a previous master’s degree provided the credits are appropriate substitutions or electives for the Simpson University M.A. degree.

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 percent (typically three 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 two semesters and one summer session. The program can be completed with 32 to 35 credits. Students are required to complete the degree within five years of taking the first non-teacher credentialing course. 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>
<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>
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<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 18 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 probation, 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 College’s 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. 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.
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 in the Student Academic Grievance Process on page 29:

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 Provost. The Provost may, at his or her 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/attempts 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 occurred. For the Graduate Education program, it is the School of Education.

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

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.

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**FINANCIAL INFORMATION**

**GRADUATE STUDIES**

School of Education

**SCHOOL OF EDUCATION FEE SCHEDULE**

**2009-2010**

Tuition per credit hour .............................................................. $580
Tuition per credit hour; Master of Arts in Teaching ................... $430
Tuition per credit hour; Tier I and Tier II Credential, Redding $380
Tuition per credit hour; Tier I and Tier II Credential ................... $425
Parking Permit per semester ....................................................... $40
Deferred Payment Fee, Late Registration Fee, 
  Late Payment Fee, Returned Check Fee .......................$100 each
Non-Sufficient Funds (Returned Check) Fee .... $25 first occurrence
Non-Sufficient Funds (Returned Check) Fee .... $35 subsequent occurrence
Directed Study Fee (per credit) ...............................$150 per credit hr
Examination Fee (repeat, late, early) .............................. $40
Teacher Performance Assessment Fees (state-mandated testing) ....
  ..........................................................$125 per course/test
Application Fee .............................................. $25 online, $50 paper
Admissions Deposit ......................................................... $150

**PAYMENT OPTIONS**

Any students receiving outside scholarships must agree to have all outside funds posted to their student account as long as there is an outstanding balance due. Scholarship funds payable to the student may be released directly to the student as long as the account is paid in full and Student Financial Services has been notified of the scholarship. The student’s account balance for the semester must be paid in full or the student may be prohibited from participating in finals. In addition, registration for any succeeding semester will be prohibited without satisfactory resolution of any outstanding balances owing from the previous semester.

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. Payment can also be submitted online through a student’s WebAdvisor account.

**DEFERRED PAYMENT PLAN**

The balance due for each semester, after application of any funds 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 Simpson University Website.
Acceptable methods of automatic payment are credit card or electronic transfer from a checking account. Students can also submit payment via check or money order by each specified payment due date. The deferred payment plan fee applies with this payment option.

### REFUND POLICIES

#### STANDARD REFUND POLICY
This policy applies to courses with weekly meetings for the full length of the term.

- **If student drops/withdraws from a course by...**
  - Refund rec’d
  - 2nd Friday following start of semester: 100%
  - 3rd Friday following start of course: 80%
  - 4th Friday following start of semester: 60%
  - 5th Friday following start of course: 40%
  - After 5th Friday: NO Refund

- **If student drops/withdraws from a course by...**
  - Refund rec’d
  - 2nd Friday following start of semester: 100%
  - 3rd Friday following start of course: 80%
  - 4th Friday following start of semester: 60%
  - 5th Friday following start of course: 40%
  - After 5th Friday: NO Refund

#### ONLINE AND DIRECTED STUDY REFUND POLICY
This policy applies to courses with section 45 or 89 and courses with meeting times TBA (to be announced). Refunds will not be granted for online or directed study courses once the semester begins.

- **If student drops/withdraws from a course by...**
  - Refund rec’d
  - Before the first day of the semester: 100%
  - On or after the first day of semester: NO Refund

#### 2-DAY COURSE REFUND POLICY
This applies to courses that have only two meeting times scheduled during the semester.

- **If student drops/withdraws from a course by...**
  - Refund rec’d
  - On the first day of the course: 100%
  - After the first day of the course: NO Refund

#### FALL OR SPRING STUDENT TEACHING REFUND POLICY (11-week course duration)

- **If student drops/withdraws from a course by...**
  - Refund rec’d
  - 2nd Friday following start of course: 100%
  - 3rd Friday following start of course: 80%
  - 4th Friday following start of course: 60%
  - 5th Friday following start of course: 40%
  - After 5th Friday: NO Refund

#### SUMMER STUDENT TEACHING REFUND POLICY (9-week course duration)

- **If student drops/withdraws from a course by...**
  - Refund rec’d
  - 1st Friday following start of course: 100%
  - 2nd Friday following start of course: 80%
  - 3rd Friday following start of course: 60%
  - After 3rd Friday: NO Refund

### COHORT COURSE AND SUMMER COURSE REFUND POLICY

This applies to courses with a Friday and/or Saturday meeting format, minimum three meetings during the semester. These cohort courses do not run the length of the semester. Also applies to summer courses not defined within another policy.

- **If student drops/withdraws from a course by...**
  - Refund rec’d
  - By 1st day following start of course: 100%
  - After 1st day following start of course: NO Refund

#### PARKING FEE REFUND POLICY

After the fee has been charged, the student must complete the Parking Permit Exemption Form and submit it to Student Financial Services within the allowable time for a fee reversal.

If student notifies Student Financial Services by the end of the business day on the second Friday of the semester, a 100 percent refund will be given. If a student notifies Student Financial Services after the second Friday of the semester, no refund will be given.

### 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.

Students must reapply for student financial aid each school year. Continued eligibility for any program is based on continued need and on satisfactory academic progress as stated in the satisfactory academic progress section of the financial aid guidelines. Student financial aid is usually awarded to...
Simpson University encourages all students to apply for student financial aid. The university Admissions Counselors 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.**

3. **Applicants will receive a Student Aid Report (SAR) from the federal processors approximately two to four weeks after filing the FAFSA. They should then verify the information 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 about two weeks after all the necessary information related to the application has been received in the Student Financial Services Office. 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 must be completed and all supporting documents received before any financial aid can be disbursed to the student’s account. If a student’s document file is not complete by the end of the first week of the semester, Simpson University grants and scholarships are subject to cancellation for one or all terms of the current academic year. Students must re-apply for financial aid each academic year.

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. All inquiries should be directed to an Admissions Counselor (new students) or to a Student Financial Services Counselor in Simpson Central (continuing students).

**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 education grant. A student must file the FAFSA before eligibility for federal student financial aid can be determined.

**Pell Grant**

A federal entitlement program available to eligible teaching credential students who have demonstrated need. Award amounts for 2009-2010 are between $976 and $5,350 and are subject to revision each new academic year. 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. Stafford loans are long-term, with a low fixed-interest rate set by the federal government and repayment generally begins six months after the student graduates or ceases to be enrolled at least half-time. Based upon calculated financial need, annual award amounts will be determined based on the following limits:

- **Dependent** students may borrow up to the following amounts:
  - Teaching credential: $5,500 (all of this may be subsidized)
  - Independent students may borrow up to the following amounts:
  - Teaching credential: $12,500 (of which no more than $5,500 can be subsidized)

- **Graduate (seeking a master’s degree)** students may borrow up to $20,500 (of which no more than $8,500 can be subsidized).

- **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 repayment of the loan begins. Unsubsidized loans are generally available to graduate and credential students who have extremely low or no financial need.

- **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. PLUS award amounts vary up to the cost of education minus other student financial aid received. PLUS loans are long-term, with a fixed interest rate set by the federal government and repayment that generally begins within 60 days of the final disbursement of the loan for the academic year.

- **PLUS Loan for Graduate Students**
  - This loan is available to graduate students, in addition to Stafford loans. This loan is credit based and the student must be approved by the lender of his or her choosing. The loan has a fixed interest rate set by the government, but repayment starts soon after the last disbursement. The loan amount is awarded up to the full cost of attendance minus any other financial assistance received.
**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 Extension**

A California tuition assistance grant for those students who have received a Cal Grant as an undergraduate student and are continuing into the teaching credential program. Credential students can receive one additional year of Cal Grant eligibility. Award amounts for the 5th year extension remain at the same level as the student’s initial year of Cal Grant eligibility. A Cal Grant TCP Benefits Form must be filed with the California Student Aid Commission before enrolling in the credential program.

**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 half time 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 in Simpson Central by September with a filing deadline of June 30.

**SIMPSON UNIVERSITY STUDENT FINANCIAL AID**

**Legacy Scholarship**

Students in the teaching credential or credential and Master of Arts in Education combination program, who received their bachelor’s degree from Simpson University, are eligible to receive the Legacy Scholarship. The Legacy Scholarship entitles students to receive a 15 percent discount on the tuition charges for the courses taken that apply to the teaching credential.

**FEDERAL REFUND POLICY**

The Department of Education (DOE) requires students to physically attend class (on campus) or otherwise actively participate in academically related events (online or directed study courses) in order to maintain eligibility for financial aid. Regardless of whether or not a student chooses to officially withdraw from courses through the Registrar’s Office, if a student ceases attendance or active participation, for any reason, a return of Title IV funds calculation is required. Simpson University must return any unearned portion of federal financial aid, including loans.

In the event a student is considered to have withdrawn, federal financial aid eligibility will be re-calculated on a per diem basis. If this calculates to 60 percent of the term or greater, no federal aid will be returned.

**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 will be reviewed at the completion of every semester and is defined as follows:

1. Students must maintain an acceptable GPA according to the following:
   - Students working toward a teaching credential only must maintain an acceptable GPA of 2.70 or higher.
   - Students working toward a Master of Arts degree must maintain an acceptable GPA of 3.00 or greater.

2. Students must complete a minimum of 70 percent of all cumulative credit hours attempted. Grades A, B, C, D, and P (Pass) count toward the 70 percent requirement and are considered completed credits. W, WP, WF, F, I, and NP do not count as completed credits, but only as attempted credits.) Audited courses are not included in this calculation.

3. 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.

4. For repeated courses, only the highest grade will be included in the GPA calculation, but the credits for all course attempts will be included in the course completion calculation.

5. Incomplete courses must be completed within one year; if not, the grade will be converted to an F. Prior to completion, the incomplete will negatively impact the student’s completion calculation.

6. Courses that are dropped will be excluded from the completion calculation for credit hours attempted. Any course that is processed as a “W” (withdrawal) will be included in the completion calculation as indicated above.

Students pursuing a degree or certificate are eligible to receive student financial aid for up to 150 percent of the program’s length. All attempted credits at Simpson University that apply to the student’s current program and any credits transferred from other colleges or universities that apply to the current program will be included in the calculation. According to federal regulations, if it is determined that a student will not be able to finish the program of study within 150 percent of the program length, the student will no longer be eligible to receive financial aid for the remainder of the program.

**SIMPSON UNIVERSITY PROBATION**

Students will be placed on probation status by Simpson University if the cumulative GPA and/or completion rate for the cumulative credits attempted falls below the standards outlined above. Students on probation are permitted to receive federal, state, and institutional 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.

APPEALS

Students who fail to meet the above requirements, but wish special consideration in evaluation of satisfactory academic progress, may submit a completed appeal form to Student Financial Services.

REESTABLISHING ACADEMIC PROGRESS

A student is considered no longer on probation and eligible for financial aid for the next semester of enrollment:

• Once the cumulative GPA and the percent of cumulative credits completed are raised to meet the minimum standards. This can be achieved if the student successfully completes coursework at Simpson University (to raise the GPA or percentage completed) or transfers credits to Simpson University that apply to the student’s degree program (to raise the percentage completed).

• If a grade change for a previous course raises the cumulative GPA and/or percent of cumulative credits completed to the minimum standards.

• A student cannot reestablish financial aid eligibility simply by not taking any classes for a semester. This will not change the student’s GPA or credit completion rate.

COURSE DESCRIPTIONS

GRADUATE STUDIES

School of Education

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.

ED 5000 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.

*ED 5030 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.

*ED 5220 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.

ED 5400 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.

ED 5410 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.

ED 5420
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 5 hours of guided experience in elementary schools and 15 hours of observation. This course meets requirements for English Language Learner Instruction.

*ED 5440/5441
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)

*ED 5450/5451
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 multicultural experience plus seminars to examine practical problems met in student teaching. (Prerequisites: ED 5000, 6010, 5410, 5430, 5470 and approval by Dean of Education)

ED 5460
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 14 hours of guided teaching experience in a multicultural elementary school setting.

*ED 5461
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)

ED 5470
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 14 hours of guided teaching experience in a multicultural elementary school setting.

*ED 5471
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. 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 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; development of skills in use of smartboard and Polycom; 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 (.5) Usually taken concurrently with student teaching, candidates connect theory to practice by integrating their knowledge and skills in working with students from diverse backgrounds, prepare TPA 2, and identify concerns for special populations.

*ED 5602
Student Teaching Performance Development B (.5) Usually taken concurrently with student teaching, candidates connect theory to practice through seminars that explore topics related to the student teaching experience and identify concerns about health, safety and substance abuse. Candidates complete Teacher Performance Assessment 3 and 4.

*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. (Corequisite: 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 (3) 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 (3) 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) This course is designed to give the graduate student a basic understanding of the fundamentals of educational measurement. The various methods of evaluation are discussed and procedures to score and report are presented. Use of descriptive statistics is covered, as well as the concepts of standards-based accountability and authentic student assessments and accompanying strategies. This course will assist graduate students in being able to use assessment information effectively and communicate it meaningfully to the appropriate citizenry. An emphasis will be placed on real-world assessment procedures and issues that are common in today’s schools and classrooms.

ED 6113
Foundations and Trends in American Education (3) This course is designed to stimulate student participation in an analytical and evaluative process of examining critical trends and issues in education relative to the values and philosophy forming the foundation of an education system.

ED 6120
Leadership in Vision and Change (3) An introduction to the development and implementation of a shared vision using relevant research about effective teaching and learning, leadership, management practices, and equity. Change theories are examined relative to implementation of organizational vision.

ED 6130
Advanced School Curriculum (3) This course is designed to give the candidate a basic understanding of curriculum design implementation and evaluation of effective instructional practices, and supervision of personnel that support the educational process.

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, finance and personnel management 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 (3) 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 or demonstrated technology skills)

ED 6156
Leadership in Technology and Research 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 or demonstrated technology skills)

ED 6157
Leadership in Technology and Assess-
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. 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 6310  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.

ED 6310C  Project Document Continuation  (1) Continued registration required for project document.

ED 6320  Thesis  (1-2) 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.


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 6344  Human and Fiscal Resources  (3) Understanding how to use resources 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 6344C  Human and Fiscal Resources Continuation  (1) Continued registration required for project document.

ED 6345  Organization and Cultural Environment  (3) This course will focus on the context within which school takes place. Candidates will analyze their own school organizations in order to understand and exercise leadership to build and maintain a positive organizational culture. Strategic issues will be discussed within the context of organizational culture. Human and fiscal resources will be identified which impact the organization in positive ways. The relationship of public policy and the organizational culture will be discussed. Candidates will complete a project at their school sites, which will integrate the themes. Ethical perspectives of issues and problems will also be discussed. Another emphasis will be in the area of recognizing and responding to the cultural diversities represented in their school communities in effective ways.

ED 6345C  Organization and Cultural Environment Continuation  (1) Continued registration required for project document.

ED 6346  Management of Strategic Issues and Moral Leadership  (3) In this course, candidates define, analyze and evaluate issues that are important for schools and schooling. The course also deals with communicating with important constituent groups and managing change in ways that benefit students and schools. Candidates will learn skills in facilitating and enabling others to contribute to the realization of organizational goals. Ethical and reflective leadership is presented through a Christian worldview. The moral dimensions of schooling are presented through a character education model. Candidates will learn the value of acting in a responsive, fair and ethical manner with consideration for the impact of their actions upon all students, parents, teachers, and other members of the school community. They will be given opportunity to critically gather appropriate information and reflect on their own practice and continue to learn as well as educate.

ED 6346C  Management of Strategic Issues and Moral Leadership Continuation  (1) Continued registration required for project document.

ED 6347  Leadership in Diversity Issues in the Schools  (3) This course is designed to assist administrators in structuring learning opportunities for the diverse populations. Candidates also assess and address the educational needs of all students in a variety of community contexts.

ED 6347C  Leadership in Diversity Issues in the Schools Continuation  (1) Continued registration required for project document.

ED 6348  English Language Learner Instruction  (3) This course presents an historic and current overview of multicultural/racial issues and concerns. Several areas
will be examined in detail: culture and its effect on students’ learning, first and second language development, English language development, content/SDAIE instruction, and appropriate assessment for EL students. Learning styles, appropriate teaching methods, and many classroom strategies for the English language learner based on current research will be introduced and practiced.

ED 6730
English Language Learner Application
(3) This course goes beyond ED 6720 English Language Learner Instruction, to deepen candidates’ knowledge of research-based strategies to enhance their pedagogical skills in teaching ELs. Candidates will learn cutting-edge strategies that will greatly affect their students’ achievement, as well as help their students grow in academic language and skills.
Simpson University offers Master of Divinity and Master of Arts in Christian Leadership degrees through A.W. Tozer Theological Seminary. The seminary features three learning options for students: distance learning, one- and two-week intensive courses, and area cohorts.
GRADUATE STUDIES: A.W. TOZER THEOLOGICAL SEMINARY 2009-2010

- GENERAL INFORMATION
- ADMISSIONS INFORMATION
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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) ([16] Genesis 1:27, [17] Romans 3:23, [18] 1 Corinthians 15:20–23, [19] Revelation 21.8, [20] 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,(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,(27) which has been commissioned by Him to go into all the world as a witness, preaching the gospel to all nations.(28) 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.(29) ([27] Ephesians 1:22–23, [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)

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, athletic offices, 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, 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 Lassen Peak, 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 $150 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 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. or M.A.C.L. programs. 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 = 1.07 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.simpsonu.edu/tozer.

VISITING STUDENTS

A student enrolled in another accredited seminary or graduate school may be admitted as a visiting student at Tozer Seminary for up to 12 units (4 courses) subject to the following criteria:

1. A completed Visiting Student Application form.*
2. A letter from the Registrar of the student’s primary school indicating that he or she is in good standing.
3. $20 non-refundable application fee.

Visiting student status is valid for four semesters. A visiting student who wishes to enroll in a degree or certificate program must complete the application process for that program. Visiting students are not eligible for student financial aid.

* Application forms and guidelines are available at the Tozer Seminary Website, www.simpsonu.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.simpsonu.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.simpsonu.edu/tozer.

PROBATIONARY ADMISSION

Students with a cumulative undergraduate GPA of less than 2.5, but 2.5 or more for the last 60 hours of undergraduate and/or graduate work, will be admitted on probation. In other cases, students not meeting graduate admission standards may be admitted with probationary standing. After the completion of the first 12 credits of satisfactory graduate work (at least 3.0 GPA), the graduate faculty may grant pre-candidacy status.

SPECIAL ATTENDANCE

Spouses of Tozer Seminary instructors, students, retired pastors and retired missionaries may audit any Tozer Seminary intensive or cohort course at no charge upon approval from the course instructor and the Dean on a space available basis. The spouse or retired pastor/missionary must first contact the Dean’s office and complete an Audit Application form.

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. 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 federal financial aid.

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.
3. Complete the graduate programs Simpson University Student Financial Aid Application. This form is available on the Simpson University Website and can be submitted electronically.
4. Applicants will receive a Student Aid Report (SAR) from the federal processors approximately two to four weeks after filing the FAFSA. They should then verify the information 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.

Applicants must be accepted for admission to Simpson University before they can be considered for any student financial aid. 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. 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 must be completed and all supporting documents received before any financial aid can be disbursed to the student’s account. If a student’s document file is not complete by the end of the first week of the semester, Simpson University grants and scholarships are subject to cancellation for one or all terms of the current academic year. Students must re-apply for financial aid each academic year.

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. All inquiries should be directed to an Admissions Counselor (new students) or to a Student Financial Services Counselor in Simpson Central (continuing students).

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 education grant. A student must file the FAFSA before eligibility for federal student financial aid can be determined.

Stafford Loans

Various federal Stafford loans are available to graduate students. Stafford loans are long-term, with a low fixed interest rate set by the federal government, and repayment generally begins six months after the student graduates or ceases to be enrolled at least half-time.

Based upon calculated financial need, annual award amounts will be determined based on the following limits:

Graduate (seeking a master’s degree) students may borrow up to $20,500 (of which no more than $8,500 can be subsidized).

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 repayment of the loan begins. Unsubsidized loans are generally available to graduate and credential students who have extremely low or no financial need.

PLUS Loan for Graduate Students

This loan is available to graduate students, in addition to Stafford loans. This loan is credit-based, and the student must be approved by the lender of his or her choosing. The loan has a fixed interest rate set by the government, but repayment starts soon after the last disbursement. The loan amount is awarded up to the full cost of attendance minus any other financial assistance received.

DIVERSITY SCHOLARSHIPS

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 percent 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:
  - The Director of Intercultural Ministries of The Christian and Missionary Alliance;
  - A District Superintendent or Association Director of The Christian and Missionary Alliance;
  - The Vice-President of International Ministries of the C&MA;
  - 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

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.simpsonu.edu/tozer.

THE DR. RICHARD W. BROWN FAMILY SCHOLARSHIP

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 1996-2005. First preference is given to students with a minimum of two years of full-time ministry experience; an undergraduate grade-point 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.

THE BUD AND ROSEMARY TOZER MEMORIAL SCHOLARSHIP

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, reserve, or retired military servicemen 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 ACADEMIC FEES

Tuition and Fee Schedule 2009-2010

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$330</td>
</tr>
<tr>
<td>Tuition per course</td>
<td>$990</td>
</tr>
<tr>
<td>Audit fee</td>
<td>$330</td>
</tr>
</tbody>
</table>

Deferred Payment Fee, Late Registration Fee, Late Payment Fee ........................................... $100
Non-Sufficient Funds (Return Check) Fee .......................................................... $25 first occurrence
Non-Sufficient Funds (Return Check) Fee .................................. $35 subsequent occurrence
Examination Fee (repeat, early, late) ....................................................... $40
Application Fee ........................................ $25 online, $50 paper
Admissions Deposit .......................................................... $150
Course Fees ........................................... Consult course Website

Housing and Dining Fee Schedule 2009-2010

Intensive Courses:
Housing and meal options are available for students (and spouses) for one-week intensive courses and summer intensive courses. For additional information regarding these costs, please contact the seminary.

Residential Students Fall and Spring per semester

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence (double) and 21 meals</td>
<td>$3,450</td>
</tr>
<tr>
<td>Residence (single) and 21 meals</td>
<td>$3,950</td>
</tr>
<tr>
<td>Residence (double) and 14 meals</td>
<td>$3,350</td>
</tr>
<tr>
<td>Residence (single) and 14 meals</td>
<td>$3,850</td>
</tr>
<tr>
<td>Residence (double) and 0 meals</td>
<td>$3,150</td>
</tr>
<tr>
<td>Residence (single) and 0 meals</td>
<td>$3,650</td>
</tr>
</tbody>
</table>

PAYMENT OPTIONS

Any students receiving outside scholarships must agree to have all outside funds posted to their student account as long as there is an outstanding balance due. Scholarship funds payable to the student may be released directly to the student as long as the account is paid in full and Student Financial Services has been notified of the scholarship. The student’s account balance for the semester must be paid in full or the student may be prohibited from participating in finals. In addition, registration for any succeeding semester will be prohibited without satisfactory resolution of any outstanding balances owing from the previous semester.

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. Payment can also be submitted online through a student’s WebAdvisor account.

DEFERRED PAYMENT PLAN

The balance due for each semester, after application of any funds 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 Simpson University Website. Acceptable methods of automatic payment are credit card or electronic transfer from a checking account. Students
can also submit payment via check or money order by each specified payment due date. The deferred payment plan fee applies with this payment option.

**Policies**

**Tuition and Fees Refund Policy**

**Standard Refund Policy:** Applies to courses with weekly meetings for the full length of the term.

- **If student drops/withdraws from a course by /Refund rec’d**
  - 2nd Friday following start of semester - 100%
  - 3rd Friday following start of semester - 80%
  - 4th Friday following start of semester - 60%
  - 5th Friday following start of semester - 40%
  - After 5th Friday - NO Refund

**Distance Learning, Online & Directed Study Refund Policy:** Applies to courses with sections 45 or 89 and distance learning courses.

- **If student drops/withdraws from a course by /Refund rec’d**
  - Before the first day of semester - 100%
  - On or after the first day of semester - NO Refund

**Intensive Refund Policy:** These courses have consecutive meetings for 5 to 10 weekdays.

- **If student drops/withdraws from a course by /Refund rec’d**
  - On the 1st day of the class meeting - 100%
  - After the 1st day of the class meeting - NO Refund

**Cohort Course Refund Policy:** These courses have off-site meetings and typically run the length of the semester. Course meetings are infrequent (6 over the course of the semester).

- **If student drops/withdraws from a course by /Refund rec’d**
  - 4 days following start of course - 100%
  - After 4th day - NO Refund

**Federal Refund Policy**

The Department of Education (DOE) requires students to physically attend class (on campus) or otherwise actively participate in academically related events (online or directed study courses) in order to maintain eligibility for financial aid. Regardless of whether or not a student chooses to officially withdraw from courses through the Registrar’s Office, if a student ceases attendance or active participation, for any reason, a return of Title IV funds calculation is required. Simpson University must return any unearned portion of federal financial aid, including loans.

In the event a student is considered to have withdrawn, federal financial aid eligibility will be re-calculated on a per diem basis. If this calculates to 60 percent of the term or greater, no federal aid will be returned.

**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.

**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 will be reviewed at the completion of every semester and is defined as follows:

1. Students must maintain an acceptable GPA of 3.00 or higher.

2. Students must complete a minimum of 70 percent of all cumulative credit hours attempted. Grades A, B, C, D, and P (Pass) count toward the 70 percent requirement and are considered completed credits. W, WP, WF, F, I, and NP do not count as completed credits, but only as attempted credits. Audited courses are not included in this calculation.

3. All students must be pursuing a degree 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.

4. For repeated courses, only the highest grade will be included in the GPA calculation, but the credits for all course attempts will be included in the course completion calculation.

5. Incomplete courses must be completed by the end of the first month of the following semester, regardless of whether the student is registered for courses; if not, the grade will be converted to an F. Prior to completion, the incomplete will negatively impact the student’s completion calculation.

6. Courses that are dropped will be excluded from the completion calculation for credit hours attempted. Any course that is processed as a “W” (withdrawal) will be included in the completion calculation as indicated above.

Students pursuing a degree or certificate are eligible to receive student financial aid for up to 150 percent of the program’s length. All attempted credits at Simpson University that apply to your current program and any credits transferred from other colleges or universities that apply to your current program will be included in the calculation. According to federal regulations, if it is determined that a student will not be able to finish the program of study within 150 percent of the program length, the student will no longer be eligible to receive financial aid for the remainder of the program.

**Simpson University Probation**

Students will be placed on probation status by Simpson Uni-
versity if the cumulative GPA and/or completion rate for the cumulative credits attempted falls below the standards outlined above. Students on probation are permitted to receive federal, state, and institutional 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.

APEALS

Students who fail to meet the above requirements, but wish special consideration in evaluation of satisfactory academic progress, may submit a completed appeal form to Student Financial Services.

REESTABLISHING ACADEMIC PROGRESS

A student is considered no longer on probation and eligible for financial aid for the next semester of enrollment:

- Once the cumulative GPA and the percent of cumulative credits completed are raised to meet the minimum standards. This can be achieved if the student successfully completes coursework at Simpson University (to raise the GPA or percentage completed) or transfers credits to Simpson University that apply to the student’s degree program (to raise the percentage completed).

- If a grade change for a previous course raises the cumulative GPA and/or percent of cumulative credits completed to the minimum standards.

- A student cannot re-establish financial aid eligibility simply by not taking any classes for a semester. This will not change the student’s GPA or credit completion rate.

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.simpsonu.edu/tozer) for the exact dates to register, add, drop, and withdraw from courses. Late registrations are subject 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 qualifying 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 Stuent 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

In extreme circumstances, such as a serious illness, death in the family, or job loss, 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 percent 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.

GRADUES 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.

C 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.

D 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.

F 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.

The scale for evaluation ranges for all seminary courses is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 and lower</td>
</tr>
</tbody>
</table>

The grade of A+ is not awarded at Tozer Seminary.

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 Advising Website for a list and schedule of portfolio items. Access to the portfolio 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 of an instructor, Dean or Seminary or 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 into the matter and make a decision regarding the disposition of the case. If it is determined that nothing actionable has occurred, the matter will be concluded. If there is evidence of an error, the following options may be pursued as appropriate:
1. Following an initial hearing with the student, the Dean may personally handle the case.
2. If the matter is of a serious nature, the Dean may suggest the Academic Council review the case.

If the Dean is named as the respondent, a member of the Tozer Seminary Academic Council will investigate the alleged error and bring the matter to the Academic Council for review.

**ACADEMIC COUNCIL REVIEW**

If the Academic Council reviews an academic grievance or appeal, the following procedure shall be used:

1. The student shall present his or her case to the Academic Council in writing, stating the grounds for the grievance or appeal, and requesting a specific remedy.

2. The council may interview the instructor and/or staff members involved.

3. A simple majority of the council present will decide the case.

4. The Dean will communicate the decision of the council to the student and instructor and/or staff persons involved.

If the Dean is the respondent, a member of the council will communicate the council’s decision.

In all cases, the student and the instructor and/or staff member will receive written notification of the Council’s decision. Remedies will take effect immediately upon the Council’s decision unless otherwise stated in its communication.

**APPEAL PROCEDURE**

An appeal of a decision by the Dean may be made to the Tozer Seminary Academic Council. An appeal must be made within two weeks of the written notice of the Dean’s decision. An appeal of a decision made by the Academic Council may be made to the Provost. An appeal must be made within two weeks of the written notice of the Academic Council’s decision. The Provost may elect to handle the matter as follows:

1. Following initial hearings with the student and Dean and any other involved persons, the Provost may personally handle the case.

2. The Provost may suggest the President’s Cabinet hear the case. The Cabinet will hear the matter following the same procedures as the Academic Council as outlined above.

The Provost or President’s Cabinet may take the following action:

1. The Provost or Cabinet may concur with the judgment of the Academic Council and uphold the penalty.

2. The Provost or Cabinet may change the remedy.

3. The Provost or Cabinet may reverse the decision of the Academic Council and void the remedy.

In all cases, the student will be notified of the decision in writing by the Provost. The decision of the Provost or President’s Cabinet will be final and binding.

**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 “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 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.

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**STUDENT LIFE**

**A.W. TOZER THEOLOGICAL SEMINARY**

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**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.

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**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.

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**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.

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**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 2009-2010, cohort groups have been or will be formed in the following locations:

- Sacramento
- Sunnyvale/South Bay Area
- Napa/North Bay Area
- Dallas/Ft. Worth

**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 later. 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 are also 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 needed 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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dates</th>
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<tbody>
<tr>
<td>2009</td>
<td>June 8-19</td>
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<tr>
<td>2010</td>
<td>June 14-25</td>
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<tr>
<td>2011</td>
<td>June 13-24</td>
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</table>

**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.

**IN-RESIDENCE STUDENT COMMUNITY**

**COURSE SCHEDULING**

While Tozer Seminary’s degree programs are designed pri-
mainly for in-ministry students, there is a residential option available at the Simpson University campus in Redding, CA. Residential students will be able to take nine to 12 units per semester, and complete their degrees in a shorter amount of time. Each semester’s schedule will be a combination of cohort courses, distance learning courses, and intensive courses. Students will have most days and evenings free.

**SPIRITUAL 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 services 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.simpsonu.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.

**STUDENT SERVICES**

**PERSONAL COUNSELING**

The Simpson Community Counseling Center provides professional services at reasonable rates as well as information about outside resources. Residential seminary students are provided eight counseling sessions per year through their paid tuition. Additional sessions, counseling for in-ministry students, and some forms of testing are available to students at reasonable rates.

**DISABILITIES**

The Academic Success Center coordinates all requests for accommodation of documented disabilities. It is located on the second floor of the Owen Student Services Center and can be reached at (530) 226-4783, or by writing the office at the university address. Contact should be made prior to the beginning of the semester to allow enough time to review the disability documentation and to arrange for reasonable accommodations.

**CAREER SERVICES**

A representative of The Christian and Missionary Alliance is located on campus and is available to meet with students regarding ministry or missions careers with the C&MA. Additionally, Simpson University’s Career Services Office provides information and assistance to Tozer Seminary students. This office maintains information about serving with various partner denominations and other parachurch agencies. Current information about these groups is available at the seminary Website.

**SUMMER MINISTRIES**

Tozer Seminary maintains a strong commitment to world missions and to the kingdom of God. Many students live out this commitment through being part of the summer ministry program. Each year in the fall, students may contact the Simpson University Spiritual Formation office with ideas about leading a team nationally or internationally for the following summer. Leaders are chosen through an application and interview process. Once teams are formed and announced in October, students who are interested in going on a summer team may apply and be interviewed. Funds are raised by means of prayer letters, and all members must completely raise their own support. Training begins in the spring semester with weekly team meetings and occasionally weekend seminars. In May the leaders go through a special training week called Conquest, followed by Training Week, where they are joined by all of the team members going overseas. Seminary students are invited to consider either participating in one of these mission trips or being a sponsor for a mission trip team. Contact the office of Spiritual Formation for details.
PROGRAMS OF STUDY  
A.W. TOZER THEOLOGICAL SEMINARY


MASTER OF DIVINIY (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. Tracks indicate the seminary’s plans for future course development, but the appearance of a track should not be taken to imply that all courses in a track will be offered. Courses are offered in response to student interest and demand, and the seminary reserves the right to cancel courses that do not meet minimum enrollments and to remove tracks if there is insufficient student interest.

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

<table>
<thead>
<tr>
<th>PROGRAM OVERVIEW</th>
<th>1 course</th>
<th>3 units</th>
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</thead>
<tbody>
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<td>Touchstone Course</td>
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<td></td>
</tr>
<tr>
<td>Leadership Core</td>
<td>9</td>
<td>27</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
  - 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.

**M.A. IN CHRISTIAN LEADERSHIP (M.A.C.L.)**

**GENERAL INFORMATION**

The M.A. in Christian Leadership provides a basic foundation in spiritual formation and character development, the core competencies of ministry leadership and specific ministry skills needed in their settings, along with key biblical and theological resources.

The M.A.C.L. degree is designed for ministry professions, including:
- Parachurch agency staff
- Community-based ministry leaders
- Spiritual directors
- Program staff of larger churches, such as youth pastors, worship leaders, children’s ministry leaders, adult ministry leaders, church administrators, and counselors.

The M.A.C.L. is considered a basic program oriented toward ministerial leadership as defined by the Association of Theological Schools. Section C of the Degree Program Standards addresses the Master of Arts in [specialized ministry] to which the M.A.C.L. corresponds. “The primary purpose of degrees the Commission designates as M.A. in [area of specialized ministry] is to equip people for competent leadership in some form of specialized ministry in congregations and other settings.” (ATS Degree Program Standards C.1.). Nearly all ATS-accredited seminaries in the western United States and Canada offer M.A. degrees in ministry leadership.

**LEARNING OUTCOMES**

The primary emphases of the M.A.C.L. program are the core competencies of spiritual leadership rooted in the soul and character of a leader, and the development of specific ministry leadership skills as appropriate to the student’s setting. While secondary in comparison to these, emphasis on biblical and theological foundations makes an important contribution to them by providing key resources. As a result of this program, the student will:

1. Demonstrate ongoing growth in spiritual and character formation, having developed a “personal rule of life,” and a personal vision for ministry (Vision and Call Report). Demonstrate, as validated by others, a commitment to a deeper personal relationship with God through Jesus
Christ that is nourished by the Bible and empowered by the Holy Spirit (through Mentor Consultation reports).

2. Demonstrate a clear understanding of the principles and practices of effective ministry leadership, including awareness of the student’s own leadership style and the development of the leadership gifts and abilities of others (through selected Ministry Core assignments).

3. Demonstrate knowledge of the biblical principles of Christian community and ministry, and the practices of equipping laity for ministry (through selected Leadership Core assignments).

4. Demonstrate, as validated by others, the ability to utilize specific ministry leadership strategies appropriate to their ministry setting (such as counseling, worship ministry, youth ministry, adult ministry, administrative ministry, etc.) (through Mentor Consultation Reports).

5. Demonstrate a basic understanding of the contents, historical and cultural background, and literary genres of the Old and New Testaments. Demonstrate a basic understanding of proper biblical interpretation and exegetical method using the English text.

6. Articulate the basic issues of Christian theology from an evangelical perspective with reference to biblical sources, historical development and contemporary application.

ADMISSIONS REQUIREMENTS

Successful applicants to the M.A.C.L. 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. 138.)

MINISTRY SKILL TRACKS

The Tozer Seminary M.A.C.L. program offers elective courses in several areas or “tracks” that allow students to focus on the development of their ministry leadership skills. These include:

- Christian Counseling
- Christian Spiritual Formation
- Church Multiplication and Development
- Communication and Preaching
- Discipleship Ministries, including Children’s Ministries, Youth Ministries, and Adult Ministries
- 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. Tracks indicate the seminary’s plans for future course development, but the appearance of a track should not be taken to imply that all courses in a track will be offered. Courses are offered in response to student interest and demand, and the seminary reserves the right to cancel courses that do not meet minimum enrollments and to remove tracks if there is insufficient student interest.

GRADUATION REQUIREMENTS

The following are required to receive the M.A.C.L. degree:

- Completion of the required courses in the M.A.C.L. curriculum.
- Completion of at least 28 units at Tozer Seminary.
- Completion of at least 18 units (6 courses) in residence at the Simpson University campus in Redding, CA.
- Completion of satisfactory Portfolio Reviews after 28 units and the end of the program.
- Mentor Consultation. Portfolio should include end-of-semester Mentor Consultation Reports.
- Students have a maximum of six years to complete the program.

CURRICULUM

PROGRAM OVERVIEW

Touchstone Course .................................. 1 course .......... 3 units
Leadership Core .................................... 6 courses .......... 18 units
Biblical and Theological Foundations... 6 courses .......... 18 units
Ministry Skill Electives ............................. 5 courses .......... 15 units

Total ................................................................ 18 courses .... 54 units

COURSE REQUIREMENTS

Touchstone Course (3 units)
GS 6030 Lifelong Learning for Ministry (3)

Leadership Core (27 units)
Required:
CS 6000 Christian Spiritual Formation (3)
ML 6050 Practicing Effective Leadership (3)
ML 6020 Equipping People for Ministry (3)

Select Three from the Following:
CO 6010 Christian Communication (3)
IM 6000 Global Issues in Evangelism (3)
CN 6010 Personal Growth and Health in 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 (12 units)

Biblical Studies
NT 6050 New Testament Studies (3)
OT 6050 Old Testament Studies (3)
BI 6220 Biblical Hermeneutics (3)
NT 6410 New Testament Book Study /English Text (3)
OT 6412 Old Testament Book Study /English Text (3)

Theology (6 units)
TH 1: TH 6040 God, Revelation and Humanity (3)
TH 2: TH 6205 Christ, the Spirit, and the Church (3)

Ministry Skills (15 units)
Electives (15)
CO-CURRICULAR REQUIREMENTS

Student Portfolio. Students in the M.A.C.L. program maintain a portfolio of coursework and other assessment pieces 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 at the Student Advising Website.

Mentor Consultation. Each student in the M.A.C.L. 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.

RESIDENCY REQUIREMENTS

Students fulfill the residency requirement by taking at least 6 intensive courses at the Simpson University campus in Redding, CA.

CERTIFICATE PROGRAMS

GENERAL INFORMATION

Tozer Seminary offers four certificate programs in Spiritual Formation, Ministry Studies, Biblical and Theological Studies, and Intercultural 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. 138). 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

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Units</th>
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<tr>
<td>or NT 6050</td>
<td>New Testament Studies</td>
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<td>or OT 6050</td>
<td>Old Testament Studies</td>
<td>3</td>
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<tr>
<td>or BI 6220</td>
<td>Biblical Hermeneutics</td>
<td>3</td>
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<tr>
<td>or OT 6412/NT 6410</td>
<td>OT/NT Book Study</td>
<td>3</td>
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<tr>
<td>or TH 6040</td>
<td>God, Revelation and Humanity</td>
<td>3</td>
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<tr>
<td>TH 6205</td>
<td>Christ, the Spirit and the Church</td>
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<tr>
<td>CS 6200</td>
<td>A Life of Prayer</td>
<td>3</td>
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<tr>
<td>or Ministry Skill Elective</td>
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<tr>
<td>or PM 6210</td>
<td>Alliance Ministry</td>
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*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

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<td>OT 6412/NT 6410</td>
<td>OT/NT Book Study</td>
<td>3</td>
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<tr>
<td>TH 6040</td>
<td>God, Revelation and Humanity</td>
<td>3</td>
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<td>TH 6205</td>
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<td>ML 6500</td>
<td>Practicing Effective Leadership</td>
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<td>Leadership Core course</td>
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<td>or Ministry Skill elective</td>
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<tr>
<td>or PM 6210</td>
<td>Alliance Ministry</td>
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*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

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<th>Credit Units</th>
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<td>NT Interpretation A/B/C*</td>
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<td>OT 6050</td>
<td>Old Testament Studies</td>
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<tr>
<td>or OT 6211/12/13</td>
<td>OT Interpretation A/B/C*</td>
<td>3</td>
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151
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)

*SPECIAL PROGRAMS

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.

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
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.

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.

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. Students may not register for more than two PLEs. 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.
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 6010 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 6205 Marriage and Family Counseling (3) A consideration of the concerns in premartial, marital and re-martial 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 6010 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 6020 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 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.

ML 6020  
Equipping People for Ministry (3) Explores the elements essential for equipping people for ministry. The concepts of volunteer marketing, training, motivation, evaluation and recognition will be covered. The changing role of leadership of volunteers will be studied as well as the concept of team in ministry. Fulfills Leadership Core requirement.

ML 6050  
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 6202  
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  
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 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 interpre-

PM 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 interpre-

PM 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 1.

PM 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)

PM 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 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 2.

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 1.

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 2)

PM 6210
Alliance Ministry (3) A study of pastoral and organizational issues in ministry from the perspective of The Christian and Missionary Alliance, as well as the governing structure of the denomination. Attention will also be given to the history of the C&MA. Fulfills Ministry Skill elective.

PM 6230
Congregational Care (3) A study of the biblical basis and methods of pastoral care. Specific situations calling for pastoral care will be analyzed including ministering in various crises. Approaches to short-term pastoral counseling, visitation, and church discipline will be covered. Attention will be given to the development of a structure for lay congregational care. Fulfills Ministry Skill elective.

PM 6240
Leading Transition Churches (3) This course will focus on the dynamics of declining congregations and leadership strategies for achieving a turnaround. Fulfills Ministry Skill elective.

PM 6410
Models of Church Ministry (3) Develops an appreciation for and understanding of the variety of church models. Critiques the strengths and weaknesses of various current models for church ministry including meta-church, rural, urban, missionary, recovery ministry, and seeker-friendly. Practical application of different models is made. Fulfills Ministry Skill elective.

TH 6040
God, Revelation and Humanity (3) This course introduces students to systematic theological reflection, and surveys the Christian doctrines of revelation; the person and work of God; human nature and sin from biblical, historical, spiritual 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)

**WM**

**WM 6070**
Corporate Worship (3) Studies biblical, historical and theological principles and practices of worship. Emphasis placed on designing effective corporate worship services that are meaningful and relevant to the contemporary church. Fulfills Ministry Skill elective.
PERSONNEL
2009-2010

• EXECUTIVE ADMINISTRATION

• OTHER ADMINISTRATIVE PERSONNEL

• EMERITI FACULTY

• ACADEMIC ADMINISTRATION

• FULL-TIME FACULTY

• PART-TIME FACULTY

• BOARD OF TRUSTEES
Note: The following lists were accurate as of spring 2009.

EXECUTIVE ADMINISTRATION

Larry J. McKinney, Ed.D., President
Stanley A. Clark, Ph.D., Provost
Bradley E. Williams, M.B.A., Executive Vice President
Richard W. Brown, D.Min., Vice President for Student Development
Gordon B. Flinn, M.B.A., Vice President for Marketing and Development
Herb Tolbert, Ed.D., Vice President for Enrollment Management
James M. Grant, Ph.D., Chancellor

OTHER ADMINISTRATIVE PERSONNEL

Jill Ault, B.S., C.P.A., Controller
Aaron J. Beadner, M.Ed., Director of Student Programs
M. Karen Capfer, Director of Accounting
Ronald G. Cushman, B.S., Assistant Vice President for Facilities
S. Curt Dodds, B.A., Director of Information Services
Tonya Moore, B.A., Director of Alumni and Parent Relations
Joseph E. Griffin, M.Ed., Director of Athletics
Terri L. Howat, B.S., Director of Financial Reporting
Natalie McKenzie, B.S., C.P.A., Director of Financial Affairs
Travis Osborne, B.A., Director of Spiritual Formation
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, Ed.D. candidate, Associate Vice President for Academic Affairs
Larry L. Haight, M.A., Director of Library Services

FULL-TIME FACULTY

John A. Ayabe, Ph.D., Assistant Professor of History. 2009.
B.A. Wheaton College; M.A., M.Div., Trinity Evangelical Divinity School; Ph.D., St. Louis University.

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., 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.

Dwayne Corbin, D.M.A., Assistant Professor of Music.
2006. B.M.E., Wheaton College; M.M., 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.
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.

Paul Jones, Ed.D., Assistant Professor of Education.
2008.
B.A., Sonoma State University; M.A., California State University, Chico; Ed.D., University of Southern California.

Jean Kachiga, Ph.D., Associate Professor of Political Science/International Relations.

Ann S. Miller, Ph.D., Chair, Division of Humanities and Fine Arts
Harold E. Lund, M.A., Chair, Division of Science and Business
Leron Heath, D.Min., Interim 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
Isaiah Lankham, Ph.D., Assistant Professor of Mathematics. 2007. B.S., California State University, Chico; M.A., Ph.D. candidate, 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., 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.

Susan E. Monteleone, Ph.D., Associate Professor of Biology. 2009. B.S., Allegheny College; M.S., State University of New York at Fredonia, Ph.D., University of North Texas.

Wayne D. Norman, Ph.D., Professor of Psychology. 2009. B.A., Whitman College; M.S., Ph.D., Washington State University.

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.


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R. Walter Quirk, M.A., Assistant Professor of Business. 2005. B.A., University of Southern California; M.A., Sonoma State University.

Alan D. Rose, M.A., Assistant Professor of English. 1977. B.A., M.A., California State University, Chico.

D. Gary Schmidt, M.B.A., M.S., Assistant Professor of Business. 2003. B.S., University of Calgary, Alberta, Canada; M.B.A., University of Calgary; M.S., University of British Columbia.

Larry Siemens, M.A., Assistant Professor of Chemistry. 2007. B.A., Pacific Union College; M.A., Pacific Union College.

Craig Slane, Ph.D., Frances P. Owen Distinguished Professor of Systematic Theology. 1995. B.A., M.A., Wheaton College; Th.M., Ph.D., Lutheran School of Theology.

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Paul Stonehouse, Ph.D. candidate, Assistant Professor of Outdoor Leadership. 2008. B.S., Roberts Wesleyan College; M.S., Mankato State University; M.Div., Asbury Theological Seminary; Ph.D. candidate, University of Edinburgh.

Cynthia A. Strong, Ph.D., Associate Professor of Missiology. 1997. B.A., University of California, Santa Barbara; M.A., Ph.D., Fuller Theological Seminary.


Pamela K. Van der Werff, M.A., Associate Professor of Biology. 1989. B.A., Indiana University; M.A., University of California, San Francisco.

Philip Vaughn, M.A., Assistant Professor of Youth Ministries. 1999. B.A., Simpson College; M.A., Azusa Pacific University.

Carol Wertz, Ed.D., Associate Professor of Education/Project WELCOME Director. 2001. B.S., Central Michigan University; M.A., California State University, Sonoma; Ed.D., University of Southern California.


Gerald Stayton, M.B.A., Instructor of Business. 2006. B.S., Ohio State University; M.B.A., Golden Gate University.

**ADJUNCT FACULTY**

**Jack O. Balswick, Ph.D.,** Adjunct Instructor / Tozer. B.A., California State University, Chico; M.A., University of Iowa; Ph.D., University of Iowa.

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**Melissa Britain, R.N., A.N.P., M.S.N.,** Adjunct Instructor / ASPIRE. 2008. B.S.N., California State University, Sacramento; M.S.N., University of California, San Francisco.

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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.

Peter Young, Ph.D., Adjunct Professor / Psychology. 2007. B.A., California State University, Fullerton; M.A., Ph.D., Fuller Theological Seminary.

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Dr. R. Harold Mangham
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Dr. Russell R. Reynolds
Mr. Jay W. Stanwood
Dr. Warren J. Thompson
## CONTACT INFORMATION
Simpson University 2009-2010

### PHONE NUMBERS

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Campus Switchboard</td>
<td>(530) 224-5600</td>
</tr>
<tr>
<td>President's Office</td>
<td>(530) 226-4131</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>(530) 226-4133</td>
</tr>
<tr>
<td>Registrar’s Reception Desk</td>
<td>(530) 226-4111</td>
</tr>
<tr>
<td>School of Education</td>
<td>(530) 226-4113</td>
</tr>
<tr>
<td>A.W. Tozer Theological Seminary</td>
<td>(530) 226-4132</td>
</tr>
<tr>
<td>School of Continuing Studies (ASPIRE)</td>
<td>(530) 226-4515</td>
</tr>
<tr>
<td>Music Department</td>
<td>(530) 226-4507</td>
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<tr>
<td>Business Services</td>
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<tr>
<td>Bookstore</td>
<td>(530) 226-4161</td>
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<tr>
<td>Campus Safety</td>
<td>(530) 941-7592</td>
</tr>
<tr>
<td>Auxiliary Services (Conference Services, University Services and Campus Safety)</td>
<td>(530) 226-4971</td>
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<tr>
<td>Facilities</td>
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<tr>
<td>Human Resources</td>
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<td>Information Technology</td>
<td>(530) 226-4940</td>
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<td>Athletic Office</td>
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### CAMPUS 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.

### WEBSITE

[www.simpsonu.edu](http://www.simpsonu.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.
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