

REDDING, CA



UNDERGRADUATE STUDIES

ADULT STUDIES

GRADUATE STUDIES

SEMINARY

CATALOG

SIMPSON UNIVERSITY

2019-2020

Simpson University Catalog

2019-2020

A complete guide for undergraduate and graduate students

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Redding, California 96003

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Simpson University is recognized as an accredited member by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Ave., Suite 100, Alameda, CA 94501 • (510) 748-9001 • wascsenior.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.

The baccalaureate degree program in nursing at Simpson University Betty M. Dean School of Nursing is accredited by the Commission of Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

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

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 (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 legally binding document. Every effort is made to have the best information at the time of publication. Dates, policies, programs, and courses are subject to change at any time by action of appropriate bodies within the university.

Introduction

Who am I? What is my purpose? As human beings, we all have asked these questions at some point in our lives. We want to know. A colleague argues that as humans we long to “know” or to give meaning to our lives. More importantly, we desire to be part of what God has created us to be. We believe you are God’s workmanship (Ephesians 2:10) and are created in Christ Jesus to do good works!

Christian colleges and universities begin with Christ as the answer and then encourage exploration and wrestling with the big and small questions of life. Christian faculty and staff encourage the questions with an eye to understanding, commitment, restoration, and encouragement. This attitude of exploration grows out of our commitment to love the Lord with all our heart, soul, and mind, and to love our neighbor as ourselves. We want this to be your experience at Simpson University.

A professor opines that college education has become merely a private good – a credential to land a better job or begin a successful, lucrative career – rather than a public good, contributing to the flourishing of local, regional, national, and global communities. Contrary to the consumer-driven, utilitarian mentality, Simpson University is a Christ-centered learning community. We are eager to help you build connections between a life of faith and devotion with a life of inquiry and analysis.

Your life as a student is itself a calling – an opportunity to prepare for service in Christ’s kingdom. Our desire is for you to experience Christ at Simpson and to develop your mind, heart, and skills. The faculty and staff on this campus will stretch you and help you mature into all that God has for you. When you graduate, you will articulate your worldview in a winsome way. You will be relevant for the workplace of your calling.

This catalog will guide you as you seek appropriate academic studies and provide for you appropriate policies and procedures to make your college or graduate level experiences meaningful and fruitful.

Welcome to Simpson University



Patrick A. Blewett, D.Min., Ph.D.
Interim Provost



Dr. Patrick A. Blewett joined Simpson University in 2013 as Dean of the A.W. Tozer Seminary and became the Interim Provost in February of 2018.

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Academic Overview

Three broad areas make up the overall academic program of Simpson University: the traditional undergraduate programs, the adult studies programs, and graduate studies programs. Each program has its own governing or advising body. The School of Traditional Undergraduate Studies is overseen by the Academic Council. The School of Education (SOE) is overseen by the SOE Academic Council. The School of Adult Studies is assisted by the Adult Studies Council and Graduate Professional Studies is overseen by the Advisory board. 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 demonstrate constructive thinking, effective communication, Christian commitment, cultural engagement, and servant leadership. 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 programs leading to the bachelor of arts or bachelor of science degree. Two-year programs, leading to the associate of arts degree, and a one-year certificate in Bible and Theology are also available.

Each bachelor's-degree program builds upon General Education. The General Education 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 General Education 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 Betty M. Dean School of Nursing, the School of Education and School of Traditional Undergraduate Studies, comprising nine departments. Each department oversees a number of majors and minors. Simpson University is accredited by the WASC Senior College and University Commission (WSCUC).

ADULT STUDIES

Through its School of Adult and Graduate Professional Studies, Simpson University offers 36 credit programs leading to a bachelor's degree in Liberal Studies, Business Management, Psychology and Organizational Leadership. These are offered in a combination of accelerated evening and online courses. Psychology and Organizational Leadership are also offered in a fully online format.

All entering students must have a minimum of 60 transferable credits that include an English Composition course and Intermediate Algebra (except for Organizational Leadership students), and they will need a total of 84 general education credits to graduate. Some of these credits may be satisfied by taking courses from another major for a reduced fee. These may be taken prior to starting the desired major courses (the Advance Program) or after completion of the major courses (the Attain Program).

GRADUATE STUDIES

Graduate studies at Simpson University are offered by the School of Education, the School of Graduate Professional

Studies, and the A.W. Tozer Theological Seminary. The School of Education provides courses for the California Preliminary Teaching Credential, Preliminary Administrative Credentials, a Master of Arts in Education and a Master of Arts in Teaching. The School of Graduate Professional Studies offers a Master of Arts in Counseling Psychology and a Master of Arts in Organizational Leadership. A.W. Tozer Theological Seminary offers a Master of Divinity and Master of Arts in Ministry Leadership. Tozer Seminary also offers courses through a polycom setting in Woodland and Columbia, MO.

Academic Department Structure

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UNDERGRADUATE STUDIES

SCHOOL OF TRADITIONAL UNDERGRADUATE STUDIES

Department of Business

Department Chair: Paul Wood

Faculty: Paul Wood and adjuncts

Majors: Business Administration

Minors: Business Administration

Department of Communication

Department Chair: Dan Berger

Faculty: Dan Berger and adjuncts

Majors: Communication / Spanish (Teach Out)_

Minors: Communication / Journalism / Mass Communication / Spanish

Department of English

Department Chair: Brian Larsen

Faculty: Brian Larsen and adjuncts

Majors: English / English for Teachers

Minors: English / Writing

Department of History and Political Science

Department Chair: John Ayabe

Faculty: John Ayabe, Cherry McCabe, Timothy Orr and adjuncts

Majors: History / Social Science / Social Science for Teachers / Political Science

Minors: History / Political Science

Department of Outdoor Leadership Studies

Department Chair: Scott Barnett (interim)

Faculty: Scott Barnett and adjuncts

Major: Outdoor Leadership

Minor: Outdoor Leadership

Department of Music

Department Chair: Dan Pinkston

Faculty: Steve Kim, Dan Pinkston, and adjuncts

Majors: Music / Music -- Liberal Arts Emphasis

Department of Psychology

Department Chair: Jennifer Costillo

Faculty: En-Ling Chiao, Jennifer Costillo, and adjuncts

Major: Psychology

Minor: Psychology

Department of Science and Math

Department Chair: Brian Hooker

Faculty: Megan Grover, Brian Hooker, David Rice, Berkeley Shorthill, Trent Smith, and adjuncts

Majors: Biology / Biotechnology

Department of Theology and Ministry

Department Chair: Jack Painter

Faculty: Stephen Bailey, Jack Painter, Craig Slane, Michelle Stinson, Phil Vaughn, and adjuncts

Majors: Bible and Theology / Cross-Cultural Studies / Ministry / World Missions / Youth Ministry

Minors: Bible and Theology / Ministry / Cross-Cultural Studies / Transformational Community Development / World Missions / Youth Ministry

TWO-YEAR DEGREES & CERTIFICATES

Program Director: TBA

Associate of Arts: Bible and Theology / General Studies

Certificates: Bible and Theology / Spanish Language / TESOL / Wilderness Leadership

SCHOOL OF ADULT STUDIES

Director: Wendy Smith

Faculty: Faculty from Resident Faculty and adjuncts

Evening Programs: Business Management / Liberal Studies / Psychology / Organizational Leadership

Online Programs: Organizational Leadership / Psychology

BETTY M. DEAN SCHOOL OF NURSING

Dean: Kristie Stephens

Faculty: Crystal Carithers, Janette Comas, Linda Henrich, Mark Schneider, Lisa Scott, Misty Smith, Kristie, Stephens, Becky Swartzman, and adjuncts

Programs: Nursing (traditional undergraduate) / RN-BSN Track (for registered nurses)

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GRADUATE STUDIES

SCHOOL OF EDUCATION

Director: Irene Lopez (Interim)

Department Chair, Liberal Studies: Michele Anberg-Espinosa

Faculty: Michele Anberg-Espinosa, Irene Lopez, and adjuncts

Major: Liberal Studies

Minor: Education

Other Programs: Elementary and Secondary Education

Teaching Credentials: Single Subject / Multiple Subject

Master of Arts Programs:

- Education (concentrations in Curriculum and Educational Leadership)
- Teaching (National Board Certification preparation)

Other: Preliminary Administrative Services Credential for California/TESOL certificate

A.W. TOZER THEOLOGICAL SEMINARY

Dean: Patrick Blewett

Faculty: Patrick Blewett, Adjuncts who are scholar/practitioners

Programs: Master of Divinity, Master of Arts in Ministry Leadership

SCHOOL OF GRADUATE STUDIES

MACP Program Director: Reg Watson

MACP Clinical Training Director: TBA

Faculty: Reg Watson and adjuncts

Master of Arts Programs: Counseling Psychology,

MAOL Program Director: TBA

Faculty: Resident Faculty and Adjuncts

Campus Location & Map

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.

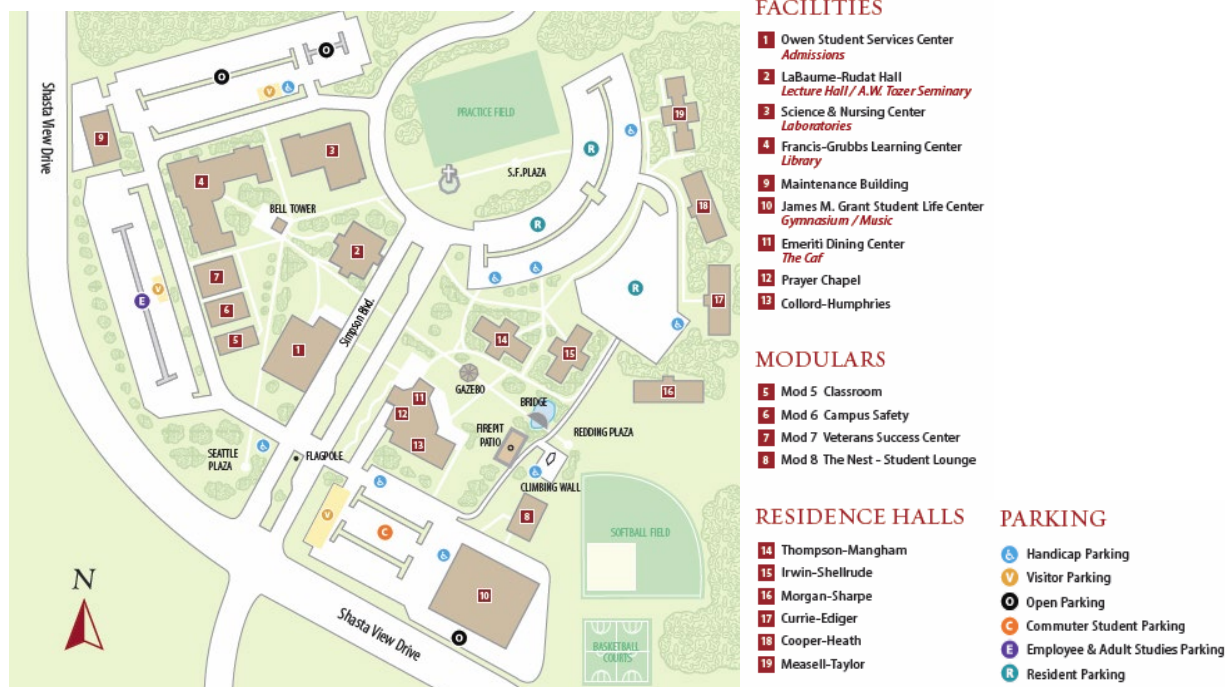
Upon relocating to Redding in 1989, Simpson began the process of constructing new buildings and developing what is becoming one of the most attractive campuses on the West Coast. The current facilities consist of the Owen Student Services Center, which houses all of the student-service offices and a majority of the college's administrative staff, as well as the bookstore, coffee shop, mailroom, classrooms, and student government offices; the Francis Grubbs Learning Center, which contains the Start-Kilgour Memorial Library, faculty offices and classrooms; LaBaume-Rudat Hall, containing classrooms and faculty offices; six student residence halls; the Emeriti Dining Center; and the Heritage Student Life Center with a 1,450-seat auditorium/gymnasium, athletics offices, and facilities for the Music Department. In 2014, Simpson dedicated its newest building, the Science and Nursing Center, a two-story, 30,000-square-foot facility that houses science and math programs, and the Betty M. Dean School of Nursing.

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 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.



History, Identity and Outcomes

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 1945, 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. 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. Since the move, total enrollment has grown from 200 to more than 1,000 students.

Graduate programs (including the School of Education, School of Graduate Professional Studies, and A.W. Tozer Theological) have been established, and the ASPIRE (now in the School of Adult Studies) was added. In 2004, Simpson College became Simpson University.

Today, Simpson students represent more than 30 Christian denominations and 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 early days, the motto of the university has been "Gateway to World Service." Although Simpson's original mission has expanded, and alumni of today serve in a variety of ministries and professions, Simpson University maintains its focus on global service.

IDENTITY, VISION & MISSION

IDENTITY: Simpson University, a school of the Christian and Missionary Alliance, is a Christ-centered learning community with an enduring commitment to world service and faith-infused education in professional studies and liberal arts.

VISION: Simpson University's passion is to be the university of choice for students who aspire to achieve their chosen life goals through a Christ-led, transformational and innovative education.

MISSION: Simpson University is a Christ-centered learning community committed to developing each student in mind, faith and character for a lifetime of meaningful work and service in a constantly changing world.

INSTITUTIONAL LEARNING OUTCOMES

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 School of Adult and Graduate Professional Studies programs, Christian commitment outcomes are the following: 1) identifying milestones in personal spiritual awareness and development; 2) explaining a Christian worldview; and 3) cultivating personal character qualities and conscience based on biblical values/ideals.*

Theological Position & Core Values

THEOLOGICAL POSITION (Simpson University and The Christian & Missionary Alliance*)

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).

** Simpson University is one of four U.S. 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.*

UNIVERSITY CORE VALUES

Statement of Commitment: We profess the supremacy of Jesus Christ as Lord of all. In faith, we submit ourselves to His authority and His Word, and seek His wisdom. We will reflect His character in our daily lives. Simpson will be a Christ-honoring university, and we embrace the core values listed below, which inform our identity and drive our vision for the future.

- **Community.** We are a covenantal community. We commit to creating a learning community that is intentionally and faithfully hospitable and welcoming; inclusive and diverse; practicing justice, fairness and respect for all people; compassionate, kind and loving; reflecting the heart and image of God in all that we do.
- **Excellence.** We commit to excellence in teaching, scholarship, recruitment, leadership, management, stewardship, and interpersonal interactions and to continuously improve in all our practices.
- **Accountability.** We commit to individual and corporate responsibility for our actions, decisions, communications, and performance, and welcome evaluation and feedback.
- **Integrity.** We commit to honor God and each other through openness, honesty and ethical conduct in all matters.
- **Service.** We commit to honor God by modeling Christ's example of service to all humanity. Our calling as a Christian university is to be a "gateway to world service" and a place where the Great Commission is lived out.

Student Complaint Process Notice

Compliant with HEA Title IV, CFR 34, Sections 600.9 (a)(1) and 668.43 (b)

Simpson University takes very seriously complaints and concerns regarding the institution. All complaints should be first addressed at the campus level. Most complaints should be able to be resolved at the campus level.

If you are a Simpson University student and you have a complaint regarding Simpson University, please refer to the Simpson University catalog and/or your appropriate student handbook for information about the campus level complaint process that you should follow. If you are unable to determine the process that you should follow, you may present your complaint to **Campus Student Ombudsman, Registrar, at registrar@simpsonu.edu, or 530-226-4111.**

This contact will provide you with a written explanation of the campus process for addressing your particular complaint(s) and answer any questions you may have to assure you a fair process.

If your complaint is about the institution's compliance with academic program quality and accrediting standards and if you believe that your complaint warrants further attention after exhausting all the steps outlined in the Simpson University catalog and/or student handbooks and/or in the written material given to you by the Campus Student Ombudsman, you may contact the **Western Senior College and University Commission (WSCUC)** at **www.wascsenior.org/comments**. WSCUC is the academic accrediting body for Simpson University.

An individual may contact the **Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Ste. 400, Sacramento, CA 95833, www.bppe.ca.gov, phone (916) 431-6924, or fax (916) 263-1897.**

Most complaints made to media outlets or public figures, including members of the California legislature, Congress, the governor, or individual trustees of Simpson University are referred to the university's President's Office.

Nothing in this disclosure limits any right that you may have to seek civil or criminal legal action to resolve your complaints.

Simpson University has provided this disclosure in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34, Sections 600.9 (b) (3) and 668.43(b). If anything in this disclosure is out of date, please notify Chief Operating Officer- Simpson University, R. Walter Quirk, 2211 College View Drive, Redding, CA 96003. Phone: [530-226-4172](tel:530-226-4172); email: rquirk@simpsonu.edu

This disclosure was last revised on June 7, 2017.

Title IX

Federal Educational Title IX Exemption

Title IX: Simpson University, an educational institution of the Christian and Missionary Alliance denomination, takes seriously anti-discrimination provisions under federal and state law, and is committed to providing a living and learning environment that promotes student safety, transparency, personal integrity, civility and mutual respect. Simpson University has received a regulatory exemption under Title IX, 34 C.F.R. section 106 from the U.S. Department of Education and the Office for Civil Rights. As an educational institution that is controlled by a religious organization, Simpson University is entitled to the statutory exemption to the extent that the application of Title IX is not consistent with the Christian and Missionary Alliance denomination's religious tenets.

Simpson University is granted the following allowable activities under the exemption: The University is exempt from provisions 34 C.F.R. 106.31 (b)(4) governing different rules of behavior or sanctions, 106.32 governing housing, 106.33 governing comparable facilities such as restrooms and locker rooms, and 106.41 governing athletics to the extent that

they require a recipient to treat students consistent with their gender identity, but doing so would conflict with the Christian and Missionary Alliance denomination's religious tenets.

California Education Code Exemption (2017)

California Education Code 66270: Simpson University, an educational institution of the Christian and Missionary Alliance denomination, takes seriously anti-discrimination provisions under federal and state law, and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility and mutual respect. Simpson University, like all other faith-based institutions in California, is exempted by the state from California Education Code 66270, the California Equity in Higher Education Act, to the extent the application of California Education Code 66270 is not consistent with the institution's religious tenets.

The exemption may apply to, but is not limited to, requirements as expressed in University policies including: the traditional undergraduate handbook, parent handbook, mission statement, diversity statement, etc. We retain all rights afforded to us under federal law and the laws of the State of California. For further information, please visit simpsonu.edu/code66270.



Overview
Admissions Policies
Academic Policies
Financial Aid Policies
VA Certifying Official

Veterans Success Center

Simpson University is a Christ-centered, military-friendly university with an enduring commitment to honoring military service members, veterans, and their families, by offering a faith-infused education in professional studies and liberal arts.

OVERVIEW

Mission

To be an exemplary advocate of veteran success, providing our student veterans community access to a culture of purposeful and inspirational Christ-centered learning.

Vision

To provide pathways of successful transition for the development of student veterans in mind, heart and transformative change through leadership, community and life-long learning.

The Veterans Success Center (VSC) is available to all service members, veterans of the U.S. military, and their guests. The VSC is a community space on campus where student veterans can engage with each other while having access to the multiple resources necessary to successfully transition to higher education and into the workforce. The VSC is a “one-stop shop” offering student veteran resources and services related to their military transition, education and career planning, and VA benefit certification. VA work study students are available to assist prospective and current students with VA benefit questions and management, while the Director of Veterans Success Center is the single point of contact for all student veterans during their education career at Simpson University.

Services

Department of Veterans Affairs and Department of Defense benefit management, military admissions advising, application guidance, student veteran TraC coaches, Student Veteran Housing Program, military-specific career services, and VA benefit advising/planning.

Resources

Computers, study area, complimentary printing, VSC library, conference room, concessions room, VSC lounge, SAVE (Success Advocates of Veteran Education) Team(on and off campus), SALUTE National Veterans Honor Society, Student Veterans Organization (SVO), VA Work-Study program, veteran night courses, and the VA Certifying Official.

Mod 7 Rm. 72

530-452-4759

vets@simpsonu.edu

For more information, visit simpsonu.edu/vets.

ADMISSIONS POLICIES

Simpson University seeks to continue to be a veteran-friendly university that minimizes educational hurdles and honors the sacrifices made by our Veterans. Veteran applicants that apply to Simpson University will be assigned to work with a Veteran Admissions Specialist who coordinates with the Veterans Success Center Director throughout the admissions process. Veteran applicants will be placed in one of two admissions categories: lower-division or upper-division transfer.

Lower-Division Transfer

A veteran with 29 or fewer credits will be categorized as a lower-division transfer student and will be eligible for admission based on high school admission policies. Lower-division transfer students must submit high school transcripts, SAT and/or ACT score(s), and all available military transcripts (Joint Service/ Community College of the Air Force) and college transcripts. If a veteran applicant is unable to provide SAT or ACT scores, the applicant will be placed in director review to determine admissibility to Simpson University.

Upper-Division Transfer

A veteran with 30 or more credits will follow general upper-division transfer requirements. On occasion, Simpson University will encounter an upper-division transfer applicant with only military ACE credit and lacking any existing GPA.

In these situations, the Veteran transfer applicant will enter a director review for consideration of provisional admission, once his/her admissions file is complete.

Steps to Veteran Education Success

The veteran admissions process is outlined within Steps to Veteran Education Success, located at simpsonu.edu/vets. Veterans with questions regarding the admissions process may call the Veteran Admissions Counselors at 530-782-2423.

ACADEMIC POLICIES

Evaluation of Transcripts

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 both the student and VA accordingly.

“Military Courses” (excluding Recruit/Basic Training) listed on the Joint Services Transcript may be considered for transfer as non-alternative credit pending the degree applicability of the course recommendation by ACE. “Military Experience” will be considered for transfer as alternative credit. 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.

Under California Board of Registered Nursing regulation SB 466, military personnel and veterans may be eligible to receive nursing course credit based on education and experience. Please contact the dean of the Betty M. Dean School of Nursing if considering this option.

Academic Status

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 (as defined by the Department of Veterans Affairs). More information is available from the Director of Veterans Success Center.

FINANCIAL AID POLICIES

Authorized Department of Veterans Affairs Benefits

Simpson University is authorized by the Department of Veterans Affairs to certify students who are working toward approved degree programs for benefits under Chapter 30 (Montgomery GI Bill), 33 (Post 9/11 GI Bill), 31 (Vocational Rehabilitation and Employment), 35 (Dependent Education Assistance) and 1606 (Montgomery GI Bill Selected Reserve Educational Assistance). Those interested in attending Simpson University under any of these chapters should visit the Veterans Success Center to receive aid in applying for benefits.

Institutional Aid

For students who are eligible for Veterans benefits, the amount of institutional financial aid that has been awarded will be taken into account when certifying the benefits for which the student will receive each term. The total amount of institutional aid, Veterans benefits, and Yellow Ribbon benefits will be awarded up to tuition, if a student is certified with 100% eligibility. Institutional aid will not exceed tuition when combined with Veterans benefits and Yellow Ribbon amounts per term.

Yellow Ribbon Program Participant

Simpson University has entered into an agreement with the Department of Veterans Affairs to contribute to the Yellow Ribbon Program and has agreed to provide [Yellow Ribbon Program Contributions](#) to up to one hundred eligible individuals per program each academic year. Simpson University agrees to provide Yellow Ribbon Program contributions for each participant during the academic year up to the following amounts for tuition charges and VA approved fees:

- \$5,000 for each student enrolled in Simpson University's traditional undergraduate program.
- \$2,500 for each student enrolled in Simpson University's Graduate Studies: School of Education.

ASPIRE, A.W. Tozer Seminary, Master of Arts in Organizational Leadership (online) and the Master of Arts in Counseling Psychology do not need to utilize the Yellow Ribbon programs. Tuition for these programs are covered in full by the Department of Veterans Affairs.

In addition to the VA's Yellow Ribbon Program, Simpson University has entered into a unique agreement to match the VA Yellow Ribbon Program contribution amounts mentioned above through the Simpson University Yellow Ribbon Contribution program to up to one hundred eligible individuals per program each academic year for tuition charges and VA approved fees.

VA Certifying Official

Simpson University's primary Department of Veterans Affairs School Certifying Official is the Director of Veterans Success Center in Modular 7 Rm. 72. For information about veteran and eligible student benefits, call 530-226-4759 or e-mail vets@simpsonu.edu. The secondary School Certifying Official is the Registrar who can be contacted at 530-226-4111.

Initiating VA Benefits

To initiate Department of Veterans Affairs chapter benefits, all eligible students must send their benefit eligibility information (dated no more than 3 months prior) to the Primary VA School Certifying Official. Benefit eligibility information may be obtained from a Department of Veterans Affairs Eligibility letter or can be accessed in the eligible student's ebenefits account at www.ebenefits.va.gov. Students who have previously attended college at an institution other than Simpson University must transfer their VA education benefits to Simpson University through www.ebenefits.va.gov and send a transfer receipt to vets@simpsonu.edu.

VA Enrollment Certifications

To initiate term or semester based Department of Veterans Affairs benefit payments, all eligible students must request VA certification of enrollment be sent to the Department of Veterans Affairs through the Veterans Success Center webpage (step 7 of Steps to Veteran Education Success). Once the Primary School Certifying Official receives a student's certification request, he/she will submit the student's VA Enrollment certification to the Department of Veterans Affairs for appropriate chapter benefit payments.

Students using Veterans Affairs benefits are required to submit an additional certification request to the Primary School Certifying Official if any changes to the student's course status occur before/during the semester or term. Changes in an eligible student's course status will be submitted to the Department of Veterans Affairs with a terminated, amended, or adjusted enrollment certification.



SCHOOL OF TRADITIONAL UNDERGRADUATE STUDIES



Academic Calendar

Campus Life

Admissions Information

Financial Information

Academic Policies & Procedures

Programs of Study

Course Descriptions

Academic Calendar: School of Traditional Undergraduate Studies

FALL 2019

Aug 31-Sept 2	Saturday -Monday	New Student Orientation
Sept. 3	Tuesday	Classes begin
Sept. 4	Wednesday	Opening academic convocation (10:20-11:20 a.m.)
Sept. 5	Thursday	Last day for registration
Sept. 9	Monday	Last day to add classes
Sept. 13	Friday	Last day to drop classes
Oct. 14	Monday	Columbus Day (Monday eve classes meet; offices open)
Oct. 21-25	Monday-Friday	Global Impact Week
Nov.	Friday	Last day to withdraw from classes
Nov. 11	Monday	Veterans Day (no classes; offices closed)
Nov. 27-29	Wednesday-Friday	Thanksgiving vacation (offices closed Thursday & Friday)
Dec. 9-13	Monday-Friday	Final examinations
Dec. 18	Wednesday	Grades due (noon)
Dec. 14-Jan. 6	Saturday-Monday	Winter Break

SPRING 2020

Jan. 5-6	Sunday-Monday	New Student Orientation
Jan. 7	Tuesday	Classes begin
Jan. 9	Thursday	Last day for registration
Jan. 11	Saturday	Commencement for summer and fall graduates (10 am)
Jan. 13	Monday	Last day to add classes
Jan. 17	Friday	Last day to drop classes
Jan. 20	Monday	MLK Jr. Day (Monday eve classes meet; offices closed)
Feb. 17	Monday	Presidents' Day (Monday eve classes meet; offices closed)
March 14-15	Friday-Saturday	Spring Preview Weekend
March 11	Wednesday	Simpson Student Research Symposium (no classes)
March 13	Friday	Last day to withdraw from classes
March 23-27	Monday-Friday	Spring Break
April 6	Monday	Grad Finale (9:30-11:00 a.m.)
April 17	Wednesday	Awards convocation (10:20-11:20 a.m.)
April 10-13	Friday-Monday	Good Friday(Offices Closed)/Easter Break
April 20-24	Monday-Friday	Final examinations
April 24	Friday	Baccalaureate (7 p.m.)
April 25	Saturday	Commencement for spring graduates (10 a.m.)
May 1	Friday	Grades due (noon)

MAY & SUMMER COURSES 2020

April 27-Aug. 7

TUG Summer Term

Note: Simpson University reserves the right to change this calendar as necessary.

Campus Life

School of Traditional Undergraduate Studies

SPIRITUAL FORMATION

A central objective of Simpson University is to engage students to pursue Christ, deepen their love for Him, and inspire a greater call to service in our world. 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 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, short-term 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. Chapel is one place where our hearts and minds encounter God. It is designed to intentionally develop the life of our community through meaningful worship, biblically centered and Holy Spirit inspired messages, opportunities to share our spiritual journeys, and wise, challenging and biblically-based instruction presented in a variety of formats.

The goal of Simpson University chapel is to assist students in their ability to:

1. Form a personal response to issues facing them as 21st century Christians.
2. Communicate the values of Simpson University as a Christ-centered learning community.
3. Demonstrate their commitment to Christian community and their own spiritual growth.
4. Engage, with sensitivity, persons who may be different from them culturally and spiritually.
5. Identify opportunities to serve the world and the characteristics necessary to do so.

Special chapels include Spiritual Focus Week and the J.D. Williams Global Impact Lectureship.

WORSHIP TEAMS

Under the guidance of the Campus Pastor, students are given the opportunity to participate in leading worship for campus chapel services and other ministries on and off campus. Instrumentalists, vocalists and student worship leaders work together to promote a deep and heartfelt worship experience for the Simpson community. The purpose of the Worship Team Member at Simpson University is to provide support and creative direction to the musical worship aspects of chapel programming. The Simpson University worship team seeks to magnify the greatness of God in Jesus Christ through the power of the Holy Spirit by skillfully combining God's Word with music, and thereby motivating the Simpson community to proclaim the gospel, to cherish God's presence, and to live for God's glory.

SERVICE PROJECTS

In an effort to live our value of service, the Spiritual Formation office plans, communicates, and executes a variety of service projects throughout the year. Some common groups served are churches, businesses, schools, nonprofit organizations, and individuals. The tasks range from yard work to event setup, to deep cleaning. To participate, the Simpson community is notified through calendar events and announcements on the Portal. Staff, faculty, and students are encouraged to join as we serve our city with the love of Christ.

STUDENT MISSIONS

Simpson University is committed to developing world servants who play a vital role in God's story of redeeming the lost. Every fall, students are invited to join a WorldSERVE team which takes them on a year-long discipleship journey, including a short-term missions project in the spring or summer. The main objective for all students participating on a team is that they would be discipled (through intensive training, mentoring, team building, and debriefing) in order to make disciples (by partnering with God and with long-term workers in sharing the gospel, praying for the lost, caring for the poor, and equipping future leaders), thereby furthering God's plan of redemption for the nations. The Office of Student Development believes that short-term mission projects have the greatest impact when they are a catalyst for both the long-term mission strategy on the field and the long-term growth in the student. In other words, it's really not about the "trip," it's about the discipleship journey. It's about joining God in His work around the world.

GLOBAL IMPACT COMMITTEE

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.

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

Gatehouse Ministry is an independent non-profit organization that offers support to Simpson MKs/TCKs. Gatehouse is a local ministry to students whose parents are missionaries. It provides help with cultural reentry, 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, none of whom live at the Gatehouse, located a short distance from campus. Each month throughout the school year, Gatehouse provides special events for MKs and TCKs.

INTERNATIONAL WORKER-IN-RESIDENCE (IWIR)*

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

PRAYER LEADERS

We believe that prayer is powerful, a vital part of building God's Kingdom, and seeing his will accomplished here on earth. Prayer Leaders are current students who want to see God's kingdom come in the lives of their peers through prayer, support, and soulcare. There are prayer leaders assigned to each residence-hall floor and to the commuter students and they are excited to meet the needs of their fellow students.

PRAYER CHAPEL

The Prayer Chapel, located in the Emeriti Dining Center, is a location for all members of the Simpson community and guests to commune with the Lord. This intimate chapel is designed for individual prayer, small-group prayer, worship, and spiritual formation gatherings.

STUDENT ACTIVITIES & ORGANIZATIONS

The lessons learned outside the classroom are as valuable as those learned within. As a result, Simpson University provides a balance of significant opportunities to suit different perspectives and needs. Students are encouraged to investigate new possibilities and to take part in campus organizations and activities.

Simpson University is dedicated to celebrating our students' diversity, while striving for Christ-like unity among all. The university provides activities and opportunities to build friendships and organize activities that enhance the development, contribution, and appreciation of all of our students.

CLUBS

During the academic year, students may join existing clubs or launch a new one. New clubs may be chartered with the approval of the director of Student Engagement and ASBSU Senate. While activities vary, depending on the organization's purpose, the overall emphasis is on sharing common interests, developing interpersonal leadership skills, serving others and having fun.

COMMUTER STUDENTS

Activities, support services, community and connection opportunities and more are created specifically for the population of commuter students at Simpson University. They are organized and planned by the Office of Student Engagement with the help of Commuter Student Services coordinators. There is a commuter lounge on the second floor of the Owen Center, as well as a Facebook page and other forms of social media for promotion/communication of news and activities for commuters.

INTERCOLLEGIATE SPORTS

Simpson participates in the following intercollegiate sports: men's and women's soccer, basketball, cross-country and golf; women's volleyball and softball; men's baseball and wrestling. These teams compete with schools in the National Association of Intercollegiate Athletics (NAIA).

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 each coach's discretion. Athletes attend athletic study hall and participate in year-round training.

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

INTRAMURAL PROGRAMMING / OUTDOOR RECREATION

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

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, and the Shasta Symphony Orchestra. Vocal

ensemble options include the Simpson University Chorale, Trinity Repertory Singers, and SU Vox. Chorale consists of Simpson students accepted through audition only; Trinity is a chorus sponsored and hosted by Simpson and open to all community and university members; SU Vox is a select, auditioned ensemble.

STUDENT ACTIVITIES

Various groups sponsor activities throughout the year, either as club functions, residence hall floor activities, or as annual campus-wide events. Major events include Air Band, Exposure (student film festival), and NiteLife (student variety show). The Student Activities leaders plan multiple events each month. These events are designed to address the interests of the student body. 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 GOVERNMENT

Composed of students elected each year by their peers, student government officially represents students to faculty and administration. 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 & STUDENT NEWSPAPER

The university yearbook, *Gateway*, is produced by students through a yearbook practicum class under the direction of a faculty member and a student editor. *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 and holistic growth, Simpson University provides a variety of student services designed to help students make the most of their university experience.

ACADEMIC ADVISING CENTER

The Academic Advising 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. The Academic Advising Center is located in the Owen Center, Suite 201. For more information on academic advising, see p. 51.

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) engages in the intellectual growth and success of Simpson University students by providing them with resources, education, guidance, and support to assist them in their individual efforts. We want students to excel. We do this by providing the following services to students in all programs:

Academic Coaching: This is a goal-oriented, individually tailored program for students at any academic level and in any academic program at Simpson University. The goal of the program is to provide accountability to students as they continue to take the next step further in their learning pursuits. The topics are endless and depend on the individual; they range from setting goals and time management to note taking and speed reading.

Tutoring: Tutoring is an option for any student wishing to increase their grades. Peer tutoring is based on availability. Tutors will provide students with techniques to learn, organize, and understand the information that is presented in class and through the texts. Therefore, students should come having read the text and gone to class. Visit the ASC for more

information.

Test Proctoring: If a student missed an exam in a class, and the professor is allowing them to make it up, it can be proctored by the ASC. Students should schedule an appointment at least one business day in advance. No one may schedule an appointment other than the student who is taking the exam.

Disability Accommodations: Students who have documented disabilities are encouraged to set up an appointment with the director of the ASC. Disabilities include, but are not limited to, sensory impairments, motor impairments, medical conditions, learning disabilities, attention deficit disorders, and psychological disorders. Disability accommodations relate to the functional limitations caused by the disability in the student. Documentation must be conducted by a qualified professional, and be appropriate to the disability being assessed. Students are responsible for requesting accommodations and for assuming the cost of any professional assessments that are needed. Accommodations are not retroactive, so early registration is important.

FIRST-YEAR EXPERIENCE

The First-Year Experience course (LEAD 1100) is required for all new students under the age of 23 with less than 24 credits transferred in. This 1-credit class 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.

HEALTH SERVICES

The SU Health Services office has a registered nurse who offers free confidential care to the Simpson community. A variety of services are provided including illness/injury assessment and treatment, free non-prescription medications, travel outside USA health advice, equipment loan (crutches, wheelchair, heating pads, etc.) and referrals to outside providers. Flu shot clinics are offered throughout the school year, and Tuberculin skin tests are offered in the office at cost. All services are under the direction of a medical doctor (MD).

CAREER SERVICES

Career Services provides guidance, educational experiences, and practical career related information that helps prepare students for the world of work and service. A wide range of interest, career, and personality assessments are available, along with a variety of online resources to assist students, such as résumé writing and cover letter guidance, choosing a major, job seeking or preparing for an internship, or coaching for an interview. The university also assists by providing job listings for students and alumni, as well as career development opportunities throughout a student's time at Simpson.

PERSONAL COUNSELING

The Simpson Community Counseling Center provides professional psychotherapeutic services for all students as well as referrals to outside resources, if needed. Students in the traditional undergraduate program are provided six counseling sessions per year through their paid tuition. Additional sessions and some testing are also available for nominal fees.

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 \$109, 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.

TITLE IX COORDINATOR

The Title IX Coordinator handles all complaints regarding Title IX regulations, including sexual harassment, gender discrimination, and equity in athletics. Check with the Student Development Office for more information.

CAMPUS RESIDENCES

Simpson University believes that living on campus is a valuable facet of the university experience.

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 convenient access to the library, fitness room, rock wall and other on-campus academic resources.

The university's residence halls are supervised by full-time professional staff (Resident Directors). In addition, each hall is staffed with student leaders called Resident Assistants (RAs). RAs work with students in planning activities that promote community, the holistic development of students, camaraderie among residents, and spiritual growth. The Residence Life program is committed to fostering a community that enhances student education through educational campaigns, faculty-and staff-in-residence programs, and the development of living learning communities.

All undergraduate students are required to live in one of the university on-campus residences. By accepting admission to Simpson University, a student agrees to live in one of the university's on-campus residences unless the student requests and is granted an exemption to live off campus. Exemptions from living in a university on-campus residence are given to students who are married, are 22 or older, have earned 92 or more units (the requirement for senior status), are part-time, are living at the primary residence of their parent/legal guardian (within 35 miles), have a live-in work requirement, are homeowners, or have disability-related reasons for not being able to participate in the housing requirements. Disability-related reasons must be approved by the Academic Success Center.

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.

SIMPSON COMMUNITY SAFETY

Simpson University has a zero-tolerance policy for acts of violence and threats of violence. Without exception, acts and threats of violence are not permitted. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to disciplinary action, up to and including dismissal or removal from campus.

Possession of weapons or dangerous materials or substances on Simpson property or at a Simpson University sponsored event will constitute a threat of violence.

A threat includes, but is not limited to, any indication of intent to harm a person or damage Simpson property or property of a community member. Threats may be direct or indirect, and they may be communicated verbally or nonverbally.

Saying or writing "I am going to punch your lights out" would constitute a direct threat. Making written or verbal statements such as "Do you want to see your next birthday?" or "Individuals who set fire to their rooms have the right idea" would constitute indirect threats. Nonverbal threats include making a hitting motion or making an obscene gesture. Extreme threats include the display (brandishing) of a weapon or stalking or forcing undue attention on someone, whether romantic or hostile.

Taking actions likely to cause bodily harm or property damage is an act of violence. It is every community member's responsibility to assist in establishing and maintaining a violence-free community environment. Therefore, you are expected and encouraged to report any incident which may be threatening to you or other community members or any event which you

reasonably believe is threatening or violent. You should immediately report such incidents to campus safety, the director of Student Life, or the appropriate academic dean (TUG, ASPIRE, Nursing, Education, Graduate Studies, or Seminary) or Provost. Appropriate disciplinary action will be taken by the school following a defined hearing process.

An annual report following the requirements of the Cleary Act is available upon request from Campus Safety.

Admissions Information

School of Traditional Undergraduate Studies

Because every student's success is very important to Simpson University, each application for admission is evaluated individually. As a Christ-centered learning community, Simpson University is committed to developing each student in mind, faith, and character for a lifetime of meaningful work and service in a constantly changing world. 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* and submit a one-time, non-refundable application fee (simpsonu.edu/apply). Applicants that submit an application prior to the Early Action Deadline will have the non-refundable application fee waived. A reference for a Spiritual Recommendation will be requested during the online application process and may be submitted online or by paper.
2. Submit official transcripts
 - 2a. **High School Applicants** must submit official transcripts of all high school credits, showing date of graduation. High School applicants must also submit official transcripts from all community colleges or universities attended, if applicable.
 - 2b. **Lower-Unit Transfer Applicants**, students with 29 or less transferable units, must submit official high school transcripts and official college transcripts.
 - 2c. **Upper-Unit Transfer Applicants**, students with 30 or more transferable units, must submit official college-level coursework from all institutions attended.
3. High School Applicants and Lower-Division Transfer applicants are required to submit SAT I or ACT scores, unless the applicant has already completed the equivalent of 30 transcripted college semester credits.
4. With an acceptance decision, commit** to attend with submission of an Advanced Tuition Deposit.

**November 30 Early Action Deadline*

***May 1 Commitment Deadline*

Committee and Director Review Process

In some cases, a success essay and/or academic reference form will need to be submitted. A personal interview may be required as a final step in the admission process.

ADMISSIONS CRITERIA

Simpson University's criteria for admission are based on the university's desire and commitment for each student to find success in their academic and faith endeavors. Acceptance decisions are based on a potential for academic success, an articulation of a commitment to and personal relationship with Jesus Christ, and evidence that the individual will thrive in a Christ-centered academic community.

First-time freshman standard admission: 4.0 GPA to a minimum 3.0 GPA (unweighted), and a 910 SAT score (composite: evidence-based reading and writing and math sections only) or 17 ACT (composite).

First-time freshmen: Although there is no specific set of course requirements for first-time freshmen, Simpson

University strongly recommends completion of the following courses in high school:

- English — 4 years
- Mathematics — 3 years, including Algebra II
- Social Science — 3 years
- Science — 3 years
- Foreign Language — 2 years
- History — 1 year

The university also encourages fine arts and PE electives. It is recommended that prospective science majors take Algebra II, Pre-Calculus, Biology, Chemistry, and Physics.

Prospective science and nursing majors: 3.2 (unweighted) high school GPA and a minimum 560 Math SAT or 20 Math ACT score.

Because the success of our students is important to us, applicants who do not meet standard admissions requirements may need to provide a success essay and/or academic reference form. Students below standard requirements will be reviewed on a case-by-case basis by the Admissions staff and/or Admissions Committee.

Transfer standard admission: 4.0 GPA to a minimum 2.5 GPA.

Upper-Unit Transfer students: Although there is no specific set of course requirements for transfer students, Simpson University strongly recommends completion of the following courses for college students transferring in:

- College-Level English: English Composition and/or Literature
- College-Level Mathematics: Algebra and/or statistics

Lower-Unit Transfer students: Applicants with 29 or fewer transcribed college semester credits must have a 2.5 college minimum GPA and a 910 SAT (composite: evidence-based reading and writing and math sections only) or 17 ACT (composite). Lower-Unit transfers are admitted using first-time freshmen standards.

During the admissions process, students who are interested in a double major must initially declare only one major, and then work with their staff or faculty advisor to select, and request to declare, the second major. Not all majors can be combined. See page 60 for policies concerning double majors.

Provisional Acceptance

Students who do not meet the standard academic admission requirements, yet show academic promise and potential, may be provisionally admitted to the university. Students who are provisionally accepted are limited to taking 13 credits during their first semester. In addition they must meet with the Academic Success Center to establish an academic contract at the beginning of the semester. Contracts will require a meeting with Academic Advising. In addition, contracts may include other requirements such as additional meetings, academic workshop attendance, study skills training, and other activities as deemed necessary. In this way contracts will be individualized to support the needs and situation of each student.

Students must finish their first semester with a grade point average of 2.1 or higher. Students who do not meet the above requirements their first semester may be placed on provisional status (or other academic status) for a second semester. Students who successfully meet the above requirements are granted full acceptance into the university.

ADMISSIONS CRITERIA FOR THE BETTY M. DEAN SCHOOL OF NURSING

Admissions requirements for the Betty M. Dean School of Nursing Traditional Undergraduate BSN program can be found on p. 188.

DIRECT ADMISSION FOR FIRST-TIME FRESHMEN

A select number of first-time freshmen will be given direct admission into the Betty M. Dean School of Nursing.

Requirements for consideration of direct admission:

1. 4.0 to a minimum 3.5 high school GPA (unweighted) and math score of at least 560 (SAT) or 20 (ACT)
2. Must have completed or be in progress with:
 - a. Two science classes with lab (with a "B-" or higher)
 - b. One year of math (geometry/algebra and pre-calculus with a "B" or higher)
3. Apply and be accepted to Simpson University before Feb. 28.
4. Submit an essay and interview with the Betty M. Dean School of Nursing before April 15 to determine acceptance to the School of Nursing.

Admission to the Betty M. Dean School of Nursing entails a separate process for pre-nursing students (Direct Admission students must still apply to the School of Nursing).

5. Must be 18 years of age or older before registering for courses in the Betty M. Dean School of Nursing.
6. Until admitted, student will be considered part of the pre-nursing cohort.

To maintain direct admission into the Betty M. Dean School of Nursing, the student must:

1. Maintain a cumulative Simpson University GPA of 3.4 or higher.
2. Complete all general education and prerequisite courses as outlined in the four-year plan.
3. Earn a "B-" or higher in prerequisite courses at Simpson University.
4. TEAS score of 78 or higher
5. Complete an application for the School of Nursing

GENERAL ADMISSION INFORMATION

Admission into the Betty M. Dean School of Nursing is conditional until all prerequisite classes (including those taken during the semester of application) are completed with a grade of "C" or better, and health/immunization forms, criminal background check, American Heart Association CPR Certification for Healthcare Professionals and drug screening are completed and accepted. For information about what courses must be completed or in-progress at the time of application, refer to the Betty M. Dean School of Nursing section on p. 188.

Students with previous nursing education who have been enrolled in the program will be given an opportunity to receive units and credit toward the completion of the B.S.N. program by challenge in theory and clinical performance.

Licensed vocational nurses (LVNs) may elect to take a non-degree program under Board of Registered Nursing regulation 1429 — the 30-unit option. This consists of 20 units in nursing and 10 units of related science. NURS 2240, NURS 2250, NURS 3260, NURS 4230, and NURS 4240 are required for the nursing, plus BIOL 1320, and BIOL 2310 for the related science. Students must see the Betty M. Dean School of Nursing dean if considering this option. The 30-unit option is based on space availability.

NAIA ATHLETIC ELIGIBILITY REQUIREMENTS

1. All NAIA guidelines (www.naia.org) must be followed.
2. Athletic financial aid is only available to students in the traditional undergraduate program.

READMIT PROCEDURE

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

1. Complete an application online and submit a one-time, non-refundable application fee (simpsonu.edu/apply). A

reference for a Spiritual Recommendation will be chosen during the online application process and may be submitted online or by paper.

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

Students seeking to re-enroll at Simpson after an absence of three or fewer semesters, please contact the Registrar's Office at (530) 226-4111 or review criteria online at simpsonu.edu/registrar.

INTERNATIONAL STUDENT ADMISSION

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

1. Complete an application online and submit a one-time, non-refundable application fee (simpsonu.edu/apply). Applicants that submit an application prior to the Early Action Deadline will have the non-refundable application fee waived. A reference for a spiritual recommendation will be requested during the online application process and may be submitted online or by paper.
2. Submit official documentation or transcripts of all high school or secondary credits (reflecting 12 years of primary and secondary schooling), showing date of graduation, unless the applicant has already completed the equivalent of 60 transcribed college semester credits. A transcript evaluation from a foreign evaluation service may be required.
3. Submit official transcripts of all previous college-level work (as applicable).
4. Submit official SAT 1, ACT, or TOEFL scores, unless the applicant has already completed the equivalent of 30 transcribed college semester credits:
 - **SAT:** Achieve a minimum score of 910 (composite: critical reading and math sections only), a minimum of 410 on the critical reading section.
 - **ACT:** Achieve a minimum of 17 composite, a minimum of 16 on the English section
 - **TOEFL:** Achieve a minimum score of 550 paper-based, 213 computer-based, or 79 Internet-based.
5. International students must have a guaranteed means of support to study in the United States for the length of their entire program. Provide financial information proving your ability to support yourself for every year of your program of study:
 - Student proof of income (if student is paying)
 - Student bank statements (if student is paying)
 - Affidavit of financial support
 - Sponsor's proof of income (if sponsor is paying for tuition)
 - Sponsor's bank statements (if sponsor is paying for tuition)
 - Student proof of health insurance
6. International students must be accepted and have all documentation submitted for I-20 process before spring and fall semester deadlines: June 1 for fall semester; Oct. 1 for spring semester.

**FOR INFORMATION ON ADVANCED PLACEMENT, CLEP,
CREDIT BY EXAMINATION, AND TRANSFER OF CREDITS,
SEE ACADEMICS: POLICIES AND PROCEDURES
(STARTING ON P. 51).**

Financial Information

Tuition and Fee Schedule 2019-2020

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.

TRADITIONAL UNDERGRADUATE

Tuition

Full-time - per semester (12-16 units) \$1,039.33 per credit for 15 credit load.....	\$15,590
Part-time - per credit.....	\$1,300
Audit - per credit.....	\$50
Summer - per credit (applies to May 2020 - August 2020).....	\$433
Summer - Internship, Field Experience, Practica - per credit.....	\$110
CIST - per credit.....	\$1,240
Accelerated BSN Programs	
Tuition - Major Requirements - per credit.....	\$345
Advance/Attain (General Education) Tuition - per credit.....	\$50

Fees

Health Fee* - per semester.....	\$65
Campus Safety Fee* - per semester.....	\$75
Student Activity fee - per semester.....	\$225
Athletic Insurance fee - per sport, per year.....	\$400
Athletic Player Pack Fee - per sport, per year.....	\$300
Private music lessons - per credit.....	\$300
Course fee - Science lab.....	\$75
Course fee - Making Short Movies.....	\$125
Course fee - Technology for Teaching - Redding cohort.....	\$320
Course fee - Technology for Teaching - Siskiyou cohort.....	\$320
Course fee - Shakespeare Fee.....	\$30
Course fee - ODLE Level 1.....	\$50
Course fee - ODLE Level 2.....	\$250
Course fee - ODLE Level 3.....	\$650
Course fee - ODLE Immersion Skill Set.....	\$700
Course fee - Clinical (Nursing) (Fee for continuing students).....	\$400
Course fee - Clinical (Nursing) (Fee for New students - includes ATI fee).....	\$615

Non-Traditional Undergraduate Fees

Health Fee* - per semester.....	\$65
Campus Safety Fee* - per semester.....	\$75

ASPIRE - SCHOOL OF ADULT STUDIES

Tuition

Standard Course Load (online) - per semester (9 cr).....	\$4,896
Standard Course Load (face to face) - per semester (12 cr).....	\$6,528
ASPIRE - Major Requirements - per credit.....	\$544
ASPIRE - Minor Requirements - per credit (first 12 minor credits).....	\$544
ASPIRE - Advance/Attain (General Education) - per credit.....	\$50

Fees

Health Fee* - per semester.....	\$65
Campus Safety Fee* - per semester.....	\$75
SEE - per module.....	\$500

GRADUATE AND PROFESSIONAL STUDIES

Tuition - MA Counseling Psychology

Per credit.....	\$535
Redding - per credit: prerequisites.....	\$495

Tuition - MA Organizational Leadership

Per credit - (Online).....	\$535
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Tuition - A.W. Tozer Theological Seminary

Per unit.....	\$447
Per 3-unit class.....	\$1,341
Audit - per credit.....	\$50

Tuition - Teaching credential

New starts - per credit (subject to annual adjustment).....	\$650
EDX (Single/Multiple Subject Secondary Credential) --per unit.....	\$250

Tuition - MAE

New starts - per credit (subject to annual adjustment).....	\$650
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Tuition - MAT

New starts - per credit (subject to annual adjustment).....	\$650
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Tuition - PASC

New Starts - per credit (subject to annual adjustment).....	\$445
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Fees

Health Fee* - per semester.....	\$65
Campus Safety Fee* - per semester.....	\$75
State-mandated tests - per course.....	\$125
Student teaching retake.....	\$500
Course fee - Technology for Teaching.....	\$320
ATE assessment fee - per credit.....	\$55
CEU transcription.....	\$55
CEU instruction & transcription.....	\$155

ALL PROGRAMS

Application.....	\$35
Readmit Application Fee.....	\$25
Undergraduate Fall Orientation Fee (\$25 for spring orientation).....	\$100
Advanced Tuition Deposit (For New Students Only effective beginning October 2017).....	\$200
Late registration (TUG Only)/late payment per semester (ACH/VISA Return or NSF).....	\$100 \$25
Transcript fee (\$10 per order rush fee available).....	\$7
Prior Learning Assessment fee (for ASPIRE only; per credit fee).....	\$15
Credit by Exam fee - per credit.....	\$35
Directed study - per credit.....	\$150
Examination fee (repeat, early, late).....	\$40
Course Upgrade fee.....	\$250
Graduation fee (by established deadlines).....	\$125

ROOM AND BOARD (INCLUDES LAUNDRY IN ROOM)

Residence: 4 Person Room - per semester.....	\$2,508
Residence: 4 Person Suite standard occupancy - per semester.....	\$2,568
Residence: 4 Person Suite private occupancy - per semester.....	\$3,158
Residence: 2 Person Room double occupancy - per semester.....	\$2,655
Residence: 2 Person Room single occupancy - per semester.....	\$3,983
Residence: Late Housing Exemption - per semester.....	\$250
Board: 10 Meals a week w \$50 Red Hawk Bucks - per semester.....	\$1,794
Board: 10 Meals a week w \$100 Red Hawk Bucks - per semester.....	\$1,847
Board: 10 Meals a week w \$250 Red Hawk Bucks - per semester.....	2,004

Board: 14 Meals a week w \$50 Red Hawk Bucks - per semester.....	\$1,951
Board: 14 Meals a week w \$100 Red Hawk Bucks - per semester.....	\$2,004
Board: 14 Meals a week w \$250 Red Hawk Bucks - per semester.....	\$2,161
Board: 21 Meals a week - per semester.....	\$2,224
Board: 21 Meals a week w \$50 Red Hawk Bucks - per semester.....	\$2,175
Board: 21 Meals a week w \$100 Red Hawk Bucks - per semester.....	\$2,227
Board: 21 Meals a week w \$250 Red Hawk Bucks - per semester.....	\$2,384
Board: Commuter 20 Block - 20 Meals w/ \$100 flex - per semester.....	\$269
Board: Commuter 20 Block - 20 Meals w/ \$200 flex - per semester.....	\$376
Board: Commuter 30 Block - 20 Meals w/ \$200 flex - per semester.....	\$449
Board: Commuter 50 Block - 20 Meals w/ \$200 flex - per semester.....	\$564
Short Term Housing.....	Conference Services Rate

REVIEW OF COSTS

ADVANCED TUITION DEPOSIT

The advanced tuition deposit is applied toward the student account charges for the upcoming semester. For fall starts, the deposit is refundable through May 1 preceding the fall term for which the deposit is initially paid. For spring and summer starts, the deposit is refundable through the semester payment deadline.

RESIDENCE AND MEAL PLAN

All undergraduate students are required to live in one of the university residences. By accepting admission to Simpson University, a student agrees to live in one of the university's residences and purchase a meal plan unless the student applies for, and is granted, an exemption to live off-campus or receives approval for an exemption from having a meal plan. Housing exemptions are given to students who are married, are 22 or older, have earned 92 or more units, are part-time, are living at the primary residence of their parent/legal guardian within 35 miles from campus, have a live-in work requirement, are living at Gatehouse, are homeowners, or have disability-related reasons for not being able to participate in the housing requirements. Disability-related reasons must be approved by the Academic Success Center.

Exemption applications must be submitted to Student Development by the established deadline. For returning students, the housing exemption deadline is March 2 for the fall semester and Nov. 2 for the spring semester. For new students, the housing exemption deadline is Aug. 15 for fall and Dec. 15 for spring.

Exemptions are not granted for purely financial reasons. Students applying for exemptions are urged to wait for a decision by the Dean of Students before finalizing housing arrangements (e.g. do not sign a rental agreement before receiving an exemption).

Exemption forms can be completed online as part of the registration process. Failure to have your off-housing approved by the Student Development Office will result in your account being charged the minimum on-campus room and board fees. Falsification of your living situation information is grounds for disciplinary action, recalculation of Simpson financial aid, and you may be required to move back on campus. Falsification of your living situation will result in your account being charged the minimum on-campus room and board fees for the academic year. Additional charges may be assessed for any prior year when your living situation was also falsified.

Students living in the university residences requesting an exemption from the meal plan must submit the Meal Plan Exemption Request along with required supporting documentation from an attending physician regarding dietary restrictions to the Academic Success Center (ASC) for consideration. Requests should be submitted by the first Friday of the semester.

LATE REGISTRATION

Students completing the registration process after the following dates will be assessed the published late fee:

- Fall semester: Aug. 15
- Spring semester: Dec. 15
- Summer semester: April 15

The last day to register for each semester or term is published in the academic calendar.

OTHER FEES

Other fees are 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.

PAYMENTS

Final Payment Deadlines:

The balance due for each semester must be paid in full on or before the final payment deadlines as listed below:

- **Fall semester: Aug. 15**
- **Spring semester: Dec. 15**
- **Summer semester: April 15**

*International Student Payment Deadlines:

International Students must have half of their tuition for the full year paid for by the 15th of the month prior to the start of the term and the balance of tuition paid in full by the 15th of the month prior to the start of their last semester in the financial aid year.

The account balance for a semester must be paid in full by the payment deadline. If outstanding balances are not paid by the Final Payment Deadline or written proof of pending payment**, the student must exhaust all forms of payment including but not limited to loans to satisfy outstanding balance. If outstanding balances are not paid by the final payment deadline,:

- 1) The student will be assessed a late fee of \$150 per month. Additionally, if a balance is past due, the student will be prohibited from receiving transcripts or a diploma, if applicable. Registration for any succeeding semester will be prohibited without satisfactory resolution of any balance outstanding from the previous semester. Students can request statements be sent to another individual in addition to themselves. Any balance that remains unpaid is ultimately the responsibility of the student, which can result in referral of an unpaid account balance for outside collection assistance.
- 2) 1 Day after the Final Payment Deadline, the student will not be permitted to participate in sports (games and practice), student development leadership, and other co-curricular activities as designated.
- 3) 3 Business days after the Final Payment Deadline, the student will be removed from his or her meal plan.
- 4) 10 Business Days after the Final Payment Deadline, the student will be removed from Simpson University.

***Written proof of pending payment includes but is not limited to completion of a Master Promissory Note and Entrance Counseling for Federal Stafford and/or PLUS loans, written proof from a lender that loan process has started, an authorization to invoice from an approved 3rd party, and other documentation as deemed acceptable by Simpson University. If loans are in process and written proof is provided, final payment may be extended to the last day of the add/drop period.*

Financial aid can be deducted from the semester charges to calculate the remaining balance due when the following conditions have been met:

- Any financial aid eligibility issues resolved
- Verification process complete, if selected
- Actual registration corresponds to anticipated registration

- For any loans being borrowed, all necessary processes for the particular loan have been completed, including but not limited to, loan request/confirmation, Master Promissory Note, and entrance counseling.

Exceptions will be based on professional judgement on a case-by-case basis and will be made at the discretion of Simpson University. Simpson University holds the right to deny any exception for any reason. All accounts receivable-related final decisions are the sole responsibility of the Controller. All proposed agreements can be brought to the AR Committee, but final decision will be determined by the Controller. Failure to comply with any agreements made by exception will result in immediate suspension to engagement in athletic activities, student leadership, and other co-curricular activities as designated in addition to subjectivity to loss of meal plan services and termination of enrollment from classes.

PAYMENT METHODS

Cash: Simpson University accepts cash payments in-person at the Student Financial Services office. Students and other parties should never mail cash.

Check: Simpson University accepts payments made by check either in-person in the Student Financial Services Office, by mail, or electronically through the student portal using e-check/ACH. A Non-Sufficient Funds (NSF) Fee will be added for any payments returned by the bank due to insufficient funds.

Credit/Debit card: Simpson University accepts credit and debit card payments online through the Student Portal. Payers using this method are responsible for the fees attached to the usage of the card per the credit card company.

Electronic wire transfer: Simpson University accepts successful electronic wire transfers as an acceptable payment method. Payers using this method will be responsible for any fees attached to the wire transfer.

The advanced tuition deposit is applied toward the student account charges for the first semester in the program. The deposit is refundable through the payment deadline for the initial semester for which the deposit is paid.

If the student has an external form of payment for the semester such as a scholarship, private loan, or 3rd party payment, the student must provide ample proof and documentation either from the lender or from the party providing the scholarship or payment on file. This also must be recorded in the student's electronic file notes.

REMOVAL OF INSTITUTIONAL CHARGES

TUITION AND COURSE 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 the Registrar's Office.

Regarding changes to course schedule and academic fees, the removal of institutional charges is calculated based on the length of the course and the date of official withdrawal.

15-Week Courses

If a student drops/withdraws from a course by (date), then removal of charges is (percentage):

Friday of 2nd week of the course	100%
Friday of 3rd week of the course	75%
Friday of 4th week of the course	50%
Friday of 8th week of the course	25%
After Friday of 8th week of the course	No removal of charges

3-Week Courses

If a student drops/withdraws from a course by (date), then removal of charges is (percentage):

Friday of 1st week of the course	50%
Friday of 2nd week of the course	25%
After Friday of 2nd week of the course	No removal of charges

For classes of different lengths, please see the Removal of Institutional Charges Policy found at:
<http://simpsonu.edu/assets/doc/SFS-Removal-of-Institutional-Charges.pdf>

Note: *There is no reversal of charges on directed study courses once the semester begins.*

RESIDENCE

Regarding changes to housing status, the following policy will apply.

For returning students, the housing exemption deadline is March 2 for the fall semester and Nov. 2 for the spring semester. For new students, the housing exemption deadline is Aug. 15 for fall and Dec. 15 for spring. Any late exemptions approved by the first Friday of the semester will result in the assessment of a Late Housing Exemption Fee of \$250. If an exemption is requested after the first Friday of the semester, or if a student withdraws from Simpson University, the following policy will apply:

Removal of Residence Charges

Exemption approved/moves off campus:

- By Friday of the 2nd week of the course: \$40/day charge beginning on the first day of the semester*
- By Friday of the 4th week of the course: 75%
- By Friday of the 6th week of the course: 50%
- By Friday of the 8th week of the course: 25%
- After Friday of the 8th week of the course: No removal of charges

**The per-day cancellation charge is assessed for every day through the day the student moves off campus.*

MEAL PLAN

Regarding changes to meal plans, the following policy will apply:

Removal of Meal Charges

Exemption approved/moves off campus:

- By Friday of the 2nd week of the course*: \$30/day charge beginning on the first day of the semester**
- By Friday of the 4th week of the course: 75%
- By Friday of the 6th week of the course: 50%
- By Friday of the 8th week of the course: 25%
- After Friday of the 8th week of the course: No removal of charges

**Changes to meal plans are accepted through the first Friday of the semester.*

***The per-day cancellation charge is assessed for every day through the day the student moves off campus.*

FINANCIAL AID WITHDRAWAL POLICY

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 federally 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. A student will retain the percentage of their institutional aid that corresponds to the percentage of tuition and fees not refunded at the time of withdrawal. The student is responsible for repayment of any balance due on the

student account after the necessary financial aid adjustments are made and the institutional refund policy has been applied to the account charges, as applicable.

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.

FINANCIAL AID

Simpson University's Office of Student Financial Services administers a comprehensive program of student financial aid, including grants, scholarships, work study, and student loans that are provided through federal, state and private sources and the Simpson University Student Scholarship Fund. For more information please view financial videos at simpsonu.financialaidtv.com. 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). Once the FAFSA is filed listing the Simpson University school code (001291), the results of the FAFSA will be sent electronically to 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. To apply, complete the GPA Verification Form and have it verified and mailed by March 2 by officials at your school of last attendance. The FAFSA must also be filed by **March 2** to be considered for Cal Grant.

Confirmed financial aid will be automatically applied to the student account after the semester begins, all requested documents are processed, and actual funds are received by Simpson University, as applicable.

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.

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 financial aid deadline of March 2. Students who complete the application process for student financial aid by this deadline will be awarded first and will receive priority consideration for Simpson University Student Financial Aid.

In order to have all of the students finances and outstanding balances guaranteed with financial aid included, all verification and professional judgement documentation must be provided to Simpson University by the following dates:

- Fall: July 15th
- Spring: November 15th
- Summer: March 15th

If verification and professional judgement documentation is not provided by the above dates the outstanding balance will be considered to be the stated amount due without aid. This process is to protect the student from encountering an unexpected outstanding balance due to the result in reduction of aid as determined by the Department of Education.

Once a Simpson University student email account is assigned to a student, it will be the student's responsibility to regularly monitor this email account for any university-based communication. Student Financial Services uses this email account as the primary method of communication. Student-specific information will not be sent electronically to any email other than the Simpson University student email.

ENROLLMENT STATUS

For the purposes of financial aid, full-time enrollment for Undergraduate students is defined as 12 or more credits per semester, three-quarter-time enrollment is defined as 9-11 credits per semester, and half-time enrollment is 6-8 credits per semester. Students enrolled in less than 6 credits are considered less than half time.

For Teaching credential only, for the purposes of financial aid, full-time enrollment is defined as 12 or more credits per semester, three-quarter-time enrollment is defined as 9-11 credits per semester, and half-time enrollment is 6-8 credits per semester. Students enrolled in less than 6 credits are considered less than half time.

For Master of Arts degrees and Tozer Seminary degrees, per-semester enrollment must be at least half time (5 or more credits) in order to qualify for federal financial aid.

Preliminary Administrative Services Credential only, per-semester enrollment must be at least half-time (6 or more credits) in order to qualify for federal financial aid.

Students must be enrolled half time to qualify for most types of financial aid. Students who drop below the anticipated enrollment status during the course of the semester will have their federal, state and institutional aid adjusted accordingly.

VERIFICATION

Applicants may receive a notice that their FAFSA 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 communications explaining what additional information or income tax records are needed before financial aid eligibility can be finalized. A delay in providing the verification documents may also delay the award package and subsequent disbursement of funds. *Please note, any award letter issued prior to the completion of the verification process is an estimate only.* Actual eligibility will be determined once all documents are received and the process is completed. All requested documents must be submitted before any financial aid will be released to the student's account. Please see Financial Aid section for verification and professional judgement completion deadlines.

LOAN PROCESSING

All Stafford and PLUS loans are provided through the DIRECT Loan program. Federal student loans are required by law to provide a range of flexible repayment options, including, but not limited to, income-based repayment, income-contingent repayment plans, and loan forgiveness benefits, which other student loans are not required to provide. Federal direct loans are available to students regardless of income. Private loans are processed from any lender of a student's choosing within standard processing times. We do not offer a preferred private lender list or recommend one lender over another. A historical list of private lenders is available online at simpsonu.edu/loans. We do not accept gifts over a nominal value from lenders. Please reference our Code of Conduct, found online at simpsonu.edu/loans, for a full explanation of the standards for our staff. 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 may be subject to a delayed disbursement.

BOOK VOUCHERS

A student may charge bookstore purchases to the student account using a bookstore voucher when certain conditions are met. If all conditions listed below are met 10 days prior to the start of the semester, a book voucher will be automatically made available to the student. If the following conditions are met at a later date, a student can request a bookstore voucher from Student Financial Services, if needed.

Bookstore vouchers will be issued:

- No more than two weeks before the start of classes and within the first month after classes begin
- After any financial aid eligibility issues have been resolved
- After the verification process is complete, if selected
- If actual registration corresponds to anticipated registration
- For any loans being borrowed, after all necessary processes for the particular loan have been completed, including, but not limited to, loan request/confirmation, Master Promissory Note, and entrance counseling
- After Satisfactory Academic Progress is confirmed
- There is an actual credit on the student account, or a confirmed anticipated credit
- For third-party coverage of textbooks, after the third-party authorization is submitted to Student Financial Services

Students are not obligated to use the book voucher process provided to secure their textbooks.

DISBURSEMENTS

After the first two weeks of a semester, all accounts with actual credits are reviewed. Excess funds are released no earlier than the third Friday of the semester. All disbursements will be issued via a reloadable Simpson University Discover® Prepaid Card, direct ACH deposit to a designated bank account, or check. Student can choose their disbursement method through the Student Account Center. Federal regulations stipulate that any excess financial aid funds be used for educationally related expenses in the following categories: tuition and fees, room and board, books and supplies, transportation, living expenses, and loan fees.

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. 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 following are forms of federal financial aid: Pell Grant, Supplemental Education Opportunity Grant (SEOG), Stafford Loans, Work Study, and PLUS Loans. More information can be found online at simpsonu.edu/sfs.

CALIFORNIA STUDENT FINANCIAL AID

California student financial aid is available to eligible residents of the state of California who are otherwise eligible to receive financial aid. The following aid is available through the state of California: Cal Grant A and Cal Grant B. More information can be found online at simpsonu.edu/sfs.

VETERANS FINANCIAL AID POLICIES

For students who are eligible for Veterans benefits, the amount of institutional financial aid that has been awarded will be taken into account when certifying the benefits for which the student will receive each term. The total amount of institutional aid, Veterans benefits, and Yellow Ribbon benefits will be awarded up to tuition, if a student is certified with 100% eligibility. Institutional aid will not exceed tuition when combined with Veterans benefits and Yellow Ribbon amounts per term.

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 aid.

Institutional aid is for the fall and spring semesters only. Institutional aid is applied directly to a student's account and is not transferable to students other than the recipient.

In order to be eligible for institutional aid a student must:

- Maintain satisfactory academic progress;
- Not be in default of any other Title IV program funds;
- Be enrolled at least half-time.

Institutional aid is coordinated and adjusted with other forms of aid and the total cannot exceed a student's cost of attendance. If a student is a Cal Grant recipient, total grants and scholarships 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 Registrar's Office. 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.

A full listing of institutional aid offered can be found online at simpsonu.edu/sfs.

Part of the Student Financial Services role is to educate and counsel students regarding their financial options which includes having honest, transparent, and firm conversations that communicate clear expectations on the student's financial responsibilities. Students are encouraged to set up an appointment with a Student Financial Services team member.

STUDENT ACCOUNT RESPONSIBILITY

Payment of tuition, fees, and other semester charges including assessed late fees, are the sole responsibility of the student (See "PAYMENTS" section for more detail). It is the student's responsibility to monitor student account activity and outstanding balances through the Student Portal but as an added service, Simpson University will periodically inform the student of any outstanding balances.

Students will be unable to register for future courses including the succeeding semester, or receive official transcripts/diploma when there is an unpaid student account balance. Students with an owing balance will be dropped from classes on the tenth day of the semester at 3:00pm and will need to pay balance in full before being considered for reinstatement. Any exceptions concerning registration eligibility, fees and service interruptions are at the sole discretion of the Finance department and will involve signed agreements.

FINANCIAL AID HOLDS

Students who have an outstanding balance past the Final Payment Deadline will acquire a Delinquent Accounts Receivable Hold (DLQAR / Financial Aid Hold). A Financial Aid hold prevents registration for a future term in addition to transcript and diploma holds. A financial aid hold may be lifted upon receipt of all outstanding balances due at which point transcripts and diplomas may be released and students may register for future terms.

More information on Financial Aid Holds can be found in the student handbook.

STUDENT FINANCIAL SERVICES 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, 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. Students can receive financial aid for a maximum of two repeats per failed course. A student can receive financial aid only once to retake a previously passed course. A total of 10 course repeats will be considered financial aid eligible. A student must be otherwise eligible for financial aid for the maximum eligibility limits to apply.

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 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.

STUDENT FINANCIAL SERVICES WARNING

Students will be placed on warning status by Student Financial Services if the cumulative GPA and/or completion rate for the cumulative credits attempted falls below the standards outlined above. Students on warning are permitted to receive federal, state and institutional financial aid for the initial semester the student is below the satisfactory academic progress standards outlined above. Students are ineligible for any financial aid for a successive semester below the standards.

APPEALS

Students who fail to meet the above requirements after the semester of warning are disqualified from receiving further federal, state, or institutional financial aid. A student may submit an appeal in the Student Eligibility Center at portal.simpsonu.edu to document extenuating circumstances which impacted academic performance. All appeals are reviewed by committee. If approved, a student will be placed on probation.

STUDENT FINANCIAL SERVICES PROBATION

Students on probation will qualify to receive financial aid for one additional semester. Students granted probation must complete a Student Financial Services Satisfactory Academic Progress Contract before financial aid will be applied to the student account. If satisfactory academic progress standing is not reached after this semester of probation and the terms of the contract are not met, the student will not be eligible to receive additional financial aid until the semester after academic progress is re-established.

SATISFACTORY ACADEMIC PROGRESS REHABILITATION PLAN

At the discretion of the appeals committee, a student may be presented with a rehabilitation plan. The rehabilitation plan will outline the intermediate steps that must be taken for a student to progress toward re-establishing academic progress. The plan must be signed by the student before financial aid will be applied to the student account. If the terms of the rehabilitation plan are not met after this semester on probation, the student will not be eligible to receive additional financial aid until the semester after academic progress is re-established.

RE-ESTABLISHING ACADEMIC PROGRESS

A student is considered no longer on warning/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

School of Traditional Undergraduate Studies

ACADEMIC ADVISING

The goal of academic advising is to educate students so that they can take responsibility for their academic success, and be aware of campus resources so they can reach their personal and career goals. This out-of-the-classroom teaching experience is carried out through the following components:

1. **Information Giving:** Includes advice and consultation about registration, course offerings, degree programs, graduation requirements, academic policies and procedures, 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:** The Advising Center recognizes that advisors cannot meet all student needs, but that specialized campus services are available for consultation, such as the Academic Success Center, Writing Center, Career Services, Counseling Center, Student Development, and Student Financial Services.
4. **Semester Registration:** Students are given priority for course registration based on the number of credits completed (i.e., class standing) for each semester at Simpson. Veterans are given preferred status and access to registration scheduling.

Every student enrolled at Simpson University is assigned to an advisor. Staff academic advisors are responsible for advising students with fewer than 24 credits, undeclared students, students on academic status (p. 56), 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 is located on the second floor of the Owen Student Services Center, Suite 201.

ACADEMIC CREDITS

EXPECTED WORK PER CREDIT

Two hours of preparation (work outside of class) are normal for each hour spent in class each week. 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.

ALTERNATIVE CREDITS

Alternative credit provides students with a way to earn credit outside of the classroom. It includes Advanced Placement (AP) Program, College Level Examination Program (CLEP), International Baccalaureate (IB) Program, A-Level exams, and credit by examination. CLEP exams are not allowed to fulfill any lab science requirements. Please contact the Registrar's Office for information regarding alternative credits and how they will apply to your degree.

Alternative credit will be awarded only for those courses that meet the student's graduation requirements at Simpson University. Students wishing to receive credit by these means must have official score reports sent directly to the Registrar's Office. An evaluation and recording fee may be charged.

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

CHALLENGE EXAMINATIONS

A student who has experience or training in the material covered by a particular course, may request to challenge the course for credit, using the form available from the Registrar's Office. The professor for the course must approve the request and agree to provide a challenge exam. The request must also be approved by the department chair. A course fee and an evaluation fee will be charged before the examination is administered. If the student successfully passes the exam, an additional recording fee will be charged. 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 between 12-18 credits per semester. Students with fewer than 60 credits are limited to a maximum of 18 credits per semester. Students who have 60 or more credits and who have a GPA of at least 3.25 may enroll for more than 18 credits with the permission of their faculty advisor and the Registrar. Tuition is a flat rate for 12 to 16 credits. An additional tuition fee is charged for more than 16 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. After acceptance into the University, students should check transferability of future courses by emailing transfer@simpsonu.edu. For Veterans transfer policies, see p. 23.

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 a review of syllabi, faculty credentials, grading standards, accreditation status, and learning resources of the sending institution that are applicable to the transfer credits being considered.
4. The Registrar's Office may consult with a given academic department 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 unrestricted elective. The number of credits a student can transfer as unrestricted electives varies with the major. Please see the unrestricted elective requirements for each major.
6. Only courses in which students have earned a grade of "C-" or above will be eligible for transfer.
7. Simpson University GPA is calculated based on classes completed at Simpson University. Transfer courses are not applied to the Simpson University GPA calculations.
8. Coursework from junior or community colleges and alternative credits will transfer only as lower-division credit, even if meeting an upper-division course requirement at Simpson University. Students must accumulate (24) upper-division credits in their major, and 36 upper-division credits overall (see p. 64).

A provision is available to upgrade up to 6 credits of transferred lower-division classwork to upper-division credit. Please contact the Registrar's Office for the procedure. There is a fee charged for upgrading credits.

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

Quarter Credits	Semester Equivalent Credits
5	3.35
4	2.68
3	2.01
2	1.34
1	0.67

10. Simpson University's Traditional Undergraduate program does not accept credits from Straighterline.

11. Regarding lab science transfer courses: the Biology department does not endorse online lab science courses. Lab science courses, therefore, must be taken via face-to-face courses.

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

13. Pertaining to Simpson University's implementation of the Associate Degree Transfer (ADT) agreement, when a transfer student transfers into Simpson with a completed associate degree, the University will "block transfer" credits so that all general education requirements are considered completed (with the exception of Bible requirements). Review of any upper division requirements for a major will be evaluated as normal transfer credit. The goal of the ADT agreement is to help transfer students complete a bachelor's degree within two years (5 semesters including the summer between a junior and senior year if needed) and/or no more than 68 credits beyond their associate degree.

TRANSFER CREDITS FROM NON-ACCREDITED INSTITUTIONS

Simpson University's Traditional Undergraduate program will review credits earned from institutions that are not accredited by a body recognized by the Council for Higher Education Accreditation. Credits must be reviewed by the undergraduate Dean and the Registrar, with a recommendation from the faculty chair of the applicable departments. If they are deemed acceptable, credits will be awarded only one-third of their original value.

Credits 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 students who have previously 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.

TRANSFER CREDITS FROM NON-U.S. INSTITUTIONS

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

ACADEMIC GRADING

GRADING SYSTEM

Each course syllabus indicates the grading system used by the faculty member. The use of + and - grading is 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.

Midterm grades are reported during the eighth week of the semester. Midterm grades are reported as a letter grade, P, NP, E (engaged) or NE (not engaged). Students may view midterm grades on the Grades tab in Student Planning. Please note that midterm grades do not appear on transcripts.

Note that ENGL 1210, ENGL 1220, ENGL 4950, and PSYC 2620 use a slightly modified grading system; consult the General Education 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 with extenuating circumstance outside of withdrawal period

WF= withdrawn failing with extenuating circumstance outside of withdrawal period

WS=withdrawn for service (military, Salvation Army, etc.)

I= incomplete

IP = in progress

GRADE-POINT AVERAGE CALCULATION

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

Course GPA

Convert the letter grade received to the school's numeric grade-point scale (p. 53).

Calculate Quality Points

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

Term (semester) GPA

Total the quality points earned for the semester, and then divide this total by the number of credits completed in the semester.

Cumulative (Overall) GPA

Add the quality points earned for all terms at Simpson University, and then divide by the total number of credits completed in all terms at Simpson University.

INCOMPLETE COURSES/GRADES

On rare occasions, a student may be unable to complete a course on schedule and may be granted a temporary grade of "incomplete" if he/she meets the conditions outlined below. Incompletes are given at the discretion of the professor and must be approved by the Registrar.

1. The student must have attended class 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 professor, that the student cannot complete the course due to circumstances beyond his/her control.
4. The student and the professor 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. Final approval for the "incomplete" is at the discretion of the Registrar.

The incomplete must be converted into a letter grade by the third Friday following the end of the semester in which the incomplete was granted. This time limit is applicable whether or not the student is enrolled for the following 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 on Student Planning. 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 cumulative GPA of at least a 2.00, and a GPA of 2.0 in the major, by graduation. The minimum number of credits for graduation in most (but not all) majors, is 124. Completing an average of 15.5 credits per semester, allows a student to complete 124 credits in eight semesters. Be aware that courses that are waived do not count toward the required number of credits for graduation.

HONORS AND AWARDS

Honors Designations

Dean's List: Full-time students who earn a grade-point average of at least 3.500 in any semester.

Cum Laude: Graduating seniors with a cumulative grade- point average between 3.500-3.599.

Magna Cum Laude: Graduating seniors with a cumulative grade-point average between 3.600-3.849.

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

For spring graduates, the cumulative GPA may be based on the previous semester, since final grades for spring may not yet have been recorded 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:

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

The Student Life Award:

Granted by the Student Development directors to a graduating senior(s) who has attended Simpson for at least four semesters, has maintained at least a 2.5 grade-point average, and has contributed to the life of the Simpson community by exemplifying the three convictions of The Simpson Way and by participating in co-curricular activities while demonstrating a healthy student lifestyle. 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 STATUS

The purpose of academic status is to alert students that their GPA is dangerously low, giving them the time, structure and resources to improve their academic standing at the university. There are five levels of academic status: term warning, cumulative warning, term probation, cumulative probation, and academic disqualification. All levels of academic status last for an entire semester; stipulations for being on academic status are placed on the semester following the semester in which the student’s GPA fell into the academic status category. Removal of academic status depends on the student raising his/her GPA above the requirement listed, based on status and class standing.

Note: Class standing is determined by the number of degree-applicable credits attempted. This may include both transferred and Simpson credits. The GPA, however, is based only on Simpson credits attempted. See p. 162 for information concerning repeated courses.

For questions concerning athletic eligibility while on academic status, contact the Faculty Athletic Representative.

ACADEMIC WARNING

This status is designed to alert both the student and Registrar’s Office of need for academic improvement. Students on academic warning must meet with the Academic Success Center to establish an academic contract at the beginning of the semester. Contracts will require a meeting with Academic Advising. In addition, contracts may include other requirements such as additional meetings, academic workshop attendance, study skills training, and other activities as deemed necessary. In this way contracts will be individualized to support the needs and situation of each student. Failure to meet the above requirements will result in registration holds being placed on a student’s account.

Term Warning

If a student’s cumulative GPA is at an acceptable level (above 2.0), but the student’s term GPA is at or below the GPA indicated below, he/she will be placed on **term warning**.

<u>Class</u>	<u>Credits Attempted</u>	<u>Warning GPA</u>
Freshman	0-29	1.750
Sophomore	30-61	1.800
Junior	62-91	1.900
Senior	92 or more	2.0

Cumulative Warning

If a student's cumulative GPA falls at, or below, a 2.0, but remains above the levels for probation, he/she will be placed on **cumulative warning**.

ACADEMIC PROBATION

This status is designed to limit the student's activities, while providing the opportunity to improve his/her scholastic performance and demonstrate the ability to do university work. Students on probation must meet with the Academic Success Center to establish an academic contract at the beginning of the semester. Contracts will require a meeting with Academic Advising. In addition, contracts may include other requirements such as additional meetings, academic workshop attendance, study skills training, and other activities as deemed necessary. In this way contracts will be individualized to support the needs and situation of each student. Failure to meet the above requirements may result in a registration hold placed on the student's account. While on probation, students are limited to no more than 13 credits of coursework, 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.

Term Probation

If a student is on term warning, and if, for a second consecutive semester, he/she does not raise his/her term GPA above the level indicated in the term warning chart, he/she will be placed on **term probation**. A student will remain on term probation until his/her term GPA rises above the level indicated, or his/her cumulative GPA falls at, or below, levels for cumulative probation status.

Cumulative Probation

If a student's cumulative GPA is not at an acceptable level (according to the chart below), he/she will be placed on **cumulative probation**. If a student's cumulative GPA is not at an acceptable level for a second consecutive semester, the student may be **academically disqualified** (see section below).

<u>Class</u>	<u>Credits Attempted</u>	<u>Cumulative GPA</u>
Freshman	0-29	1.750 or below
Sophomore	30-61	1.800 or below
Junior	62-91	1.900 or below
Senior	92 or more	2.000 or below

Academic Disqualification

If a student is on cumulative probation and, in the next semester, does not raise his/her cumulative GPA above the level indicated under cumulative probation, the student may be **disqualified** (suspended) from the university for one semester. All requests for exceptions, waivers or appeals must be directed, in writing, to the Dean of Traditional Undergraduate Studies in the Academic Office by the date indicated in the disqualification letter. A student who is academically disqualified may not continue as a student employee beyond the academic appeal deadline indicated in the letter of disqualification.

Students who are disqualified for academic reasons may apply to be readmitted to the university after a lapse of at least one semester. Students who are readmitted will return on academic probation status for at least one semester. Please see the Academic Probation status for guidelines.

In addition, the university reserves the right to dismiss a student on the basis of academic dishonesty or serious violation of community policy. Disqualification in such instances may include suspension or dismissal.

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 (p. 50).

CLASS ATTENDANCE

Students are expected to attend classes regularly and excessive absences may affect final grades. Professors 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 an approved institutional absence form to their professors.

Students should be aware that professors are asked to notify the Registrar's office if a student is not attending/participating in class for over a two-consecutive-week period during each semester. Whether a class is taught in a traditional face-to-face format, online, or a hybrid of the two, attendance/participation is required.

Attendance/participation is defined as follows:

- Physically attending a class where there is an opportunity for direct interaction between the professor and students;
- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- Attending a study group that is assigned by the school;
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Should a student not attend/participate, attempts will be made to contact the student via the student's Simpson University email account. Failure to respond to the email, to contact the professor, or to start attending/participating in class will result in the student being administratively withdrawn from the class with either a W or a WF if the withdrawal date has passed. It is the student's responsibility to monitor the email account the university assigns the student (other forms of email will not be utilized).

COURSE OPTIONS

ALTERNATIVE CREDITS

For information on Advanced Placement, CLEP, IB, or challenge examinations, see ACADEMIC CREDITS, p. 51.

AUDITING

Students wishing to attend courses without examination or credit may register, provided there is available seating and permission of the professor is given. The Student Financial Services Office should be consulted to determine the current audit fee rate. Once the add period has passed, 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 2.750 or higher. The directed study course will be approved only if the course is needed for graduation and will not be offered that term or causes a course scheduling conflict. The directed study course must be approved by the offering professor and by the department chair. **Not all courses are eligible for a directed study. An application form 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. *Note:* 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. The professor and department chair must approve in writing 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. *Note:* Additional fees may apply to independent study courses.

INTERNSHIPS / PRACTICA / FIELD EXPERIENCE

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

A student registers for internships/practica/field experience in the term in which the experience occurs. To encourage summer field experiences, internships and practica, a special reduced fee may be available (*email financialaid@simpsonu.edu*).

In no case will internship, practica or field-experience credits be assigned or registered retroactively.

GENERAL EDUCATION

GENERAL EDUCATION COURSES IN MAJOR

A select number of General Education courses may satisfy the requirements for General Education 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 General Education section and the Major Requirements section, an unrestricted elective must be taken to make up the credit hours: 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 degree-applicable college credits qualify for a waiver of one or more of their CORE/Bible and Theology General Education 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. **Please note that students with a major or minor in the Theology and Ministry Department are not allowed a waiver for THEO 3600 and BIBL 2220.**

For additional questions regarding eligibility, please contact the Registrar’s Office. The following CORE/Bible and Theology requirements are waived based on the number of a student’s degree-applicable transferred credits:

<u>Number of Degree-Applicable Credits</u>	<u>Waived courses</u>
1-29	None
30-61	One CORE 3xxx
62-91	THEO 3600 & two CORE 3xxx
92 or more	THEO 3600, BIBL 2220 & three CORE courses

SPANISH LANGUAGE PLACEMENT

High School Equivalents:

High school foreign language courses may be used for purposes of placement in undergraduate college language courses. These high school courses will not count as college credit toward graduation.

Secondary school language courses can be used as follows:

1. The first two years of high school level language count as the equivalent of the first semester of a college level course. Students are recommended to enroll in LANG 1540.
2. The first three or four years of high school level language count as the equivalent of the first two college semesters. Students are recommended to enroll in LANG 2530.

Students entering Simpson University with five or six years of high school Spanish or who have taken the AP exam, scoring less than a 3, should take the placement exam.

For more information, e-mail registrar@simpsonu.edu.

Placement Exam:

The Spanish language placement examination is taken to assess the proficiency level and to place students at the most appropriate level in the curriculum of the Spanish language program at Simpson University. Students who have special backgrounds, and those students who took Spanish elsewhere, including SU students who participated in exchange programs, are required to take this examination. The placement examination may be written or oral as deemed appropriate for the proper placement of students into the Spanish program. For more information, e-mail the Spanish language advisor in the Department of Communication & Modern Languages at drager@simpsonu.edu.

MAJORS AND MINORS

MAJORS

Simpson University offers 25 undergraduate majors in the traditional program. A complete listing of curricular requirements is found in the catalog under "Programs of Study," starting on p. 72.

ALTERNATIVE MAJORS OR MINORS

Students who want to pursue a major or minor that is not offered by Simpson University may, after they have been enrolled for 10 weeks, consult with their advisor 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. Proposals must be submitted before the start of a student's junior year (fewer than 62 credits completed). Approval must be granted through the Academic Council.

DECLARING A MAJOR / CHANGING A MAJOR/DECLARING A SPECIALIZATION

Application forms for declaring or changing majors, or declaring/changing a specialization, are available in the Registrar's Office. Changing a major has curriculum implications and may result in postponing an anticipated graduation date. Students should consult with their assigned academic or faculty advisor when considering a new major. An Update of Major form must be recorded in the Registrar's Office before a new faculty advisor is assigned.

DOUBLE MAJORS

It is possible to complete a double major at Simpson University. Not all majors can be combined to earn a double major, as a minimum of one-third of a second major must be unique from the first major. Pursuing a double major may delay graduation. A student considering a double major is required to meet with his/her faculty advisor to create a graduation plan encompassing both majors, and then submit an application to pursue a double major to the Registrar's office. A second major will be added to the student's academic record upon approval of the application. All students who pursue a double major must meet all graduation requirements for the bachelor's degree as well as the requirements specified for

each major; both majors must be from the same catalog year.

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 the 21 are upper-division credits, and nine of the 21 must be taken from Simpson University. A minimum of one-third of a minor must be unique from a student's major. Students pursuing a minor must submit an Update of Minor form and the minor must be declared before the student completes his/her Application for Graduation. Completed minors will be listed on the student's transcript, but not on his/her diploma. The major and minor must be from the same catalog year.

STUDY ABROAD PROGRAMS

Students who have attended Simpson for at least one semester may apply or 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. 126). Programs include Latin American Studies (Central America), American Studies (Washington, DC), Film Studies (Los Angeles), Middle East Studies (Cairo, Egypt), the Scholars' Semester in Oxford (England), Oxford Summer Programme (England), Contemporary Music (Nashville), Journalism (Washington, D.C.), Uganda Studies, India 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. Also see the Israel Study Tour on p. 129.

Please visit the Registrar's Office for the Study Abroad application, Study Abroad advising and additional Study Abroad opportunities. All Study Abroad applications must be approved by the Registrar's Office.

REGISTRAR'S OFFICE

ADMINISTRATIVE DROPS

A student who does not attend the first session of any course will be "administratively dropped" from that class roster and will need to re-register for the course if he/she plans to take the course. If a student is unable to attend the first class session, he/she must contact the professor and the Academic Office prior to the first class session to arrange to complete any missing assignments and request not to be dropped. The Registrar's Office is available to assist students with this process.

For online courses, students are required to demonstrate active participation (e.g., participating in online forums, submitting coursework, etc.) during the first week of the course, or they will be administratively dropped from the course.

Students are responsible for checking their own schedule at the end of the drop/add period to confirm all courses have been properly added and/or dropped. Students may check their schedule on Student Planning or through the Registrar's Office.

COURSE CHANGES (DROP/ADD)

Changes in course registration can be made on Student Planning during the drop/add period each term. Students registered for a directed studies course may not drop that course; however, they may withdraw. If the drop/add period has passed, the student must complete a Petition to Change Enrollment form, otherwise a W or WF may appear on his/her transcript. The Registrar reserves the right to approve or deny the petition.

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. 27).

REPEATING COURSES

Traditional undergraduate students may repeat courses taken at Simpson, with an earned grade of less than A-. Students need to be aware of any financial aid implications, as the course being repeated may not be degree applicable. When repeating a course at Simpson University, the original grade will still appear on the transcript, but the highest grade received will be used to calculate the cumulative GPA; a grade can only be replaced one time. A student may repeat courses only until the time the degree is granted. Students planning to repeat a course should visit the Registrar's office to complete a Repeat Course Registration form.

Courses that are transferred to Simpson from another institution, may be repeated at another institution, but may not be repeated at Simpson University. If a course is repeated at another institution, and if the grade is improved upon repeat, that new grade will replace the original transferred grade.

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 to retake the exam. All such examinations shall be comprehensive and no grade higher than a C shall be given.

STUDENT RECORDS: FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 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, email 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.

SUMMER SESSION LOADS

Simpson University offers selected courses 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 transcript, of each student's academic achievement is kept by the Registrar. A copy of the transcript can be sent to the student, or to a third party, if the student makes a written, signed request and has no holds on his/her university account. A fee will be charged for transcripts (official or unofficial). Students who attended Simpson in 2004 or after, have access to a free, unofficial transcript through Student Planning.

UNIVERSITY WITHDRAWAL

Students who wish to withdraw from Simpson University must complete a withdrawal form (available in the Registrar's Office) and complete an exit interview. 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 withdraw for service reasons (military, Salvation Army, etc.) will be assigned a WS notation.

Students who can document illness or other extenuating circumstances as reason for withdrawal may petition the Academic Office for a "hardship withdrawal" after the tenth week of the semester. If approval is granted, WP or WF (withdrawn passing or withdrawn failing) will be assigned to each course and noted on the transcript.

WITHDRAWING FROM COURSES

For each course withdrawn from 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 withdrawn from 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 to the Academic Office, in writing, for a change of the F grade. 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. For students who withdraw for service reasons (military or Salvation Army), a WS (withdrawn for service) will be given.

GRADUATION REQUIREMENTS

APPLICATION FOR GRADUATION

All students seeking to complete a degree must apply for graduation in order to be eligible to receive their degree and participate in Commencement. Candidates for degrees must submit the online Application for Graduation and an advisor-approved graduation plan, along with a \$125 graduation fee, to the Registrar's office via Student Planning **at least one day before they begin their final semester at Simpson University**. The Registrar's office recommends that students submit their applications three semesters before their scheduled commencement. Please do not submit applications if

more than 55 credits remain to be earned. An application will not be accepted if a student has more than three semesters remaining in their program.

Financial Aid may require students to submit their application for graduation earlier than the above due 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 eight to ten weeks following degree posting unless alternative arrangements have been made.

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 may move forward in catalogs, but they may not return to previous catalogs once changes have been made.

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.

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 36 or more credits, 24 of which must be upper division; a minimum of 36 credits in the major must be unique from General Education requirements.
4. Students must also take at least one upper-division course in their major that is identified as a W (writing) course.
5. A grade-point average (GPA) of 2.0 or better for all credits taken at Simpson University.
6. A grade point average of 2.0 or better in the student's major field (and minor field, if one is selected).
7. Complete all General Education requirements as listed in the Programs of Study for the majors.
8. One semester of LEAD 2000 Service Seminar (0).
9. A minimum of 30 credits earned in residence at Simpson University, including at least 12 in the student's major.
10. No more than 30 credits may be accepted toward degree requirements through correspondence or extension courses, CLEP, AP, or challenge examinations.
11. 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.

12. Completion of an Application for Graduation (including an advisor-approved graduation plan) via Student Planning and payment of graduation fee.

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. Completion of an Application for Graduation (including an advisor-approved graduation plan) via Student Planning, and payment of graduation fee.
4. Recommendation of the undergraduate faculty.

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 all certificate programs, see p. 124.

SECOND BACHELOR'S 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 General Education) 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.

COMMENCEMENT PARTICIPATION

Students must complete all degree requirements in order to participate in a commencement ceremony. Official transcripts from outside Simpson University, indicating that courses have been completed with final grades of C- or better, must be received by the Registrar's office one month prior to the commencement date.

STUDENT ACADEMIC GRIEVANCE PROCESS

DEFINITIONS

Academic Grievances

Academic grievances are defined as disagreements between students and faculty members in matters of grading, course expectations, 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. (Please see section on Academic Dishonesty for issues of cheating or plagiarism.)

Arbitration Panel

The arbitration panel shall be composed of the following personnel: the Provost, a department chair (other than from the department 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 department 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 department 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 department 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 department chair and the student a written response to the complaint.

Upon receipt of the student's written complaint and the faculty's response, the department 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 department 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 department 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 department 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 department 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 department chair to the arbitration panel.
3. Within four working days, the Provost shall notify in writing the student, faculty member and arbitration panel of the date for the arbitration hearing. The arbitration hearing shall be scheduled within 10 working days of the notice of the hearing by the Provost.

Step Four: Arbitration Hearing

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

Hearing Procedure:

1. Both the student and the faculty member shall have the right to present both written documentation and oral statements regarding their respective positions. Further, both parties may call witnesses to give statements on their behalf.
2. The student will present his or her documentation, statements and witnesses first. The arbitration panel may ask questions of the student and his or her witnesses during the presentation of the student's case.
3. Upon completion of the student's case, the faculty member shall have the right to present his or her documentation, statements, and witnesses to the panel. The arbitration panel may ask questions of the faculty member and his or her witnesses during the presentation of the faculty member's case.
4. Upon completion of the faculty member's case, the arbitration panel may ask additional questions of either party.
5. Upon completion of the arbitration hearing, the arbitration panel will then convene, in a closed session, for the purpose of rendering a decision on the academic grievance. The arbitration panel shall deliver a written decision to the student, faculty member, department 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, department 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. The Cabinet will only consider appeals regarding the process itself; it will not consider details of the actual grievance, nor the decision of the arbitration panel.

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 approval in advance) 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

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 that has oversight for the class in which the supposed violation occurred.

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 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.

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, 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. 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.

Programs of Study

School of Traditional Undergraduate Studies

Simpson University offers 25 majors for traditional students seeking a four-year Bachelor of Arts or Bachelor of Science degree, 28 minors, two Associate of Arts degrees, and three certificate programs. Various off-campus study options are also available.

TRADITIONAL UNDERGRADUATE EDUCATION

Bachelor of Arts / Bachelor of Science

Four- and Five-Year Degrees

GENERAL EDUCATION & THE THEMATIC CORE

As a Christian liberal arts university, Simpson's goal is to prepare undergraduate students for effective service in all arenas of life -- family, church, community, and vocation. A Simpson graduate is one who will appreciate an inner life that is holistic (nurturing mind, body, and spirit), and yet who is also responsive to the community in which they live and work.

In order to develop these characteristics in our graduates, the General Education (GE) curriculum immerses students into a breadth of courses drawn from the traditional disciplines that have been the cornerstone of a liberal arts education. Undergraduate students fulfill this requirement by taking a variety of courses that introduce them to the rich heritage of the humanities and sciences as well as the testimony revealed in the biblical narrative and Christian traditions. Through this part of the curriculum students explore, discover, critique, and come to marvel at the created order as well as the variety of expressions that characterize the human condition.

True to its Christian heritage, Simpson University's signature CORE courses draw inspiration from the cross of Christ. So while the GE curriculum engages students in a body of disciplinary knowledge, the CORE curriculum helps students apply that disciplinary knowledge to global issues through the lens of a Christian worldview.

CORE courses are team-taught by faculty members from different disciplines and are designed to teach students to engage in cross-disciplinary dialogue as they confront issues facing today's generation of students. Students fulfill the CORE requirements through a foundations course, usually taken during their junior and senior years. The culmination of the GE and CORE is a graduate who is broadly educated across the traditional liberal arts disciplines, yet who also possesses the skills to apply their knowledge and faith to "real-world" issues in a manner that reflects the humility and love of Christ.

All traditional undergraduate students, including transfers, must meet these requirements in order to graduate. **Note:** *The Betty M. Dean School of Nursing has a unique General Education curriculum; consult the Betty M. Dean School of Nursing pages of this catalog for specific nursing degree requirements.*

Note: *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 General Education courses are as follows:

BASIC LITERACY (9 credits)

COMM 1260 or COMM 1260S Oral Communication (3)

*ENGL 1220 Principles of College Writing II (3)

Any college MATH course: MATH 1830 or higher (3)

ARTS & HUMANITIES (12 credits)**Arts & Humanities 1**

One of the following (3):

POLS 2700 Intro to Political Science (3; F)

POLS 2720 American Government (3; Sp)

Arts & Humanities 2

One of the following (3):

HUMA 1450 World Civilizations I (3; F)

HUMA 1460 World Civilizations II (3; Sp)

Arts & Humanities 3

One of the following (3):

*ENGL 3220 World Literature (3; Sp)

MUSI 3690 Music in World Cultures (3)

HUMA 2440 Fine Arts in Western Culture (3; Sp)

Arts & Humanities 4

One of the following (3):

HIST 2330 US History to 1877 (3; F)

HIST 2340 US History from 1877 (3; Sp)

*ENGL XXXX Any Literature (3)

*LANG 2XXX or 3XXX Modern Foreign Language (3)

MUSI 1600 Music in History and Context (3; Sp)

PHIL 3010 Philosophy and Critical Thought (3)

SCIENCES & SOCIAL SCIENCES (12 credits)**Sciences (9)**

Lab science (BIOL, CHEM or PHYS) (4)

Non-lab science (BIOL or PHYS) (3)

PHED 1100 Fitness and Wellness (1)

PHED Activity or ODLE Skill Acquisition (1)

Social Sciences (3)

One of the following (3):

*ANTH 3110 Cultural Anthropology (3; F)

BUSS 1950 Introduction to Economics (3)

*LING 4330 or LING 4330S Communicating Cross-Culturally (3)

PSYC 1600 Intro to Psychology (3)

RELI 3900 Religions of the World (3; Sp)

SOCI 1800 Intro to Sociology (3; Sp)

BIBLICAL STUDIES/THEOLOGY (12 credits)

BIBL 1300 Literature of the Old Testament (3)

BIBL 1310 Literature of the New Testament (3)

*BIBL 2220 Hermeneutics/Bible Study (3)

*THEO 3600 Christian Theology (3)

LEAD 2000 Service Seminar (0)

THEMATIC CORE (9 credits)

*CORE 2000 Engaging Faith and Society (3)

*CORE 3XXX (3)

*CORE 3XXX (3)

N.B. For the 2019-2020 Academic Year, students may substitute any BIBL or THEO 3xxx or 4xxx course. for a CORE 3xxx.

**Course has prerequisites; check course descriptions on p. 130.*

ADDITIONAL GRADUATION REQUIREMENTS:

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

Students must take at least one upper-division course within their major that is designated as writing intensive (identified with a "W" following the course number). The actual content of a "W" course will vary from major to major, but will, at a minimum, include a signature writing assignment that addresses writing styles specific to the student's major and emphasizes the discipline of quality writing and research.

Students must take at least 6 credits of Cross-Cultural courses.

One of Simpson University's institutional learning outcomes is cultural engagement. This is defined as being able to appreciate, understand, and evaluate various cultures and to interact with people and people groups with sensitivity and grace appropriate for a diverse world.

Courses qualifying as Cross-Cultural include:

ANTH 3110 Cultural Anthropology
CCST 3740 Peoples of the World
COMM 4810 World Cinema
EDUC 4460/4470 Multicultural Instruction
ENGL 3220 World Literature
GEOG 3210 World Regional Geography
HIST 3300 History of Modern Europe
HIST 3310 Latin American Civilization
HIST 3350 History of East Asia
HIST 3380 History of Sub-Saharan Africa
HIST 3385 History of the Islamic World
HUMA 1450 World Civilizations I
HUMA 1460 World Civilizations II
LANG 2XXX or 3XXX Modern Foreign Language
LING 4330 Communicating Cross-Culturally
MUSI 3690 Music in World Cultures
POLS 2000 Politics and Culture of the Developing World
POLS 3700 International Relations
POLS 3740 Comparative Politics
PSYC 3400 Multicultural Psychology
RELI 3900 Religions of the World
RELI 3910 Introduction to Islam
RELI 3920 Buddhism
RELI 4020 History of Muslim-Christian Encounter

Note: *Students seeking accreditation with The Christian & Missionary Alliance must take at least 30 credit hours of Bible and ministry coursework.*

Courses satisfying the PHED Activity or ODLE Skill Acquisition:

PHED 1120 Basketball
PHED 1130 Varsity/Jr. Varsity Wrestling, Men
PHED 1140 Varsity/Jr. Varsity Cross-Country, Men and Women
PHED 1203 Walking for Fitness
PHED 1211 Group Fitness
PHED 1220 Folk Dance
PHED 1290 Weight Training
PHED 1300 Recreational Kayaking
PHED 1510 Varsity/Jr. Varsity Baseball, Men
PHED 1520 Varsity/Jr. Varsity Basketball, Men
PHED 1525 Varsity/Jr. Varsity Basketball, Women

PHED 1540 Varsity/Jr. Varsity Golf, Men and Women
PHED 1550 Varsity/Jr. Varsity Soccer, Men
PHED 1555 Varsity/Jr. Varsity Soccer, Women
PHED 1560 Varsity/Jr. Varsity Softball, Women
PHED 1580 Varsity/Jr. Varsity Swimming & Diving
PHED 1585 Varsity/Jr. Varsity Track & Field
PHED 1590 Varsity/Jr. Varsity Volleyball, Men
PHED 1595 Varsity/Jr. Varsity Volleyball, Women
PHED 1600 Table Tennis
PHED 1660 Special Topics in Physical Education
ODLE 1005 Wilderness Odyssey
ODLE 1010 Downhill Skiing
ODLE 1015 Snowshoeing/Winter Camping
ODLE 1020 Rock Climbing
ODLE 1030 Orienteering
ODLE 1040 Mountain Biking
ODLE 1050 Kayaking
ODLE 1060 Hiking
ODLE 1070 Cross Country Skiing
ODLE 1080 Backpacking
ODLE 1055 Canoeing
ODLE 1950 Selected Topics in ODLE

BIBLE AND THEOLOGY MAJOR

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

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

MAJOR REQUIREMENTS (43)

COMMON COURSES (19 credits)

BIBL 2700 Research Methods (1; Sp)

*THEO 3650 Issues in Ethics (3; F)

*THEO 4010 Theological Readings (3; Sp)

Either of the following:

BILA 2210/2220 Greek I & II (3, 3; EF, OSp) *and*

*BIBL 3210/3230 Readings in the Greek Bible I & II (3,3; OF, ESp) *or*

BILA 2260/2270 Hebrew I & II (3, 3; OF, ESp) *and*

*BIBL 3280/3290 Hebrew Readings I & II (3, 3; EF, OSp)

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

Old Testament (18)

Required (6):

*BIBL 4080 Biblical Criticism (3; F)

*BIBL 4430W Biblical Theology (3; Sp)

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

*Honors Program (3)

Israel Study Tour (3; Su)

*BIBL 3030 The Book of Job (3; OSp)

*BIBL 3035 Genesis (3; ESp)

*BIBL 3050 History & Literature of the Second Temple Period (3; EF)

*BIBL 4010 Ezekiel (3; EF)

*BIBL 4030 Old Testament History (3; EF)

*BIBL 4230 Psalms (3; OF)

*BIBL 4400 Selected Topics in Old Testament (3; TBA)

*BIBL 4401 Isaiah (3; OSp)

New Testament (18)

Required (6):

*BIBL 4080 Biblical Criticism (3; F)

*BIBL 4430W Biblical Theology (3; Sp)

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

*Honors Program (3)

Israel Study Tour (3; Su)

*BIBL 3050 History & Literature of the Second Temple Period (3; EF)

*BIBL 3060 Acts and Romans (3; F)

*BIBL 3065 Paul, the Cross and the End of the World (3; OSp)

*BIBL 3310 Revelation (3; OF)

*BIBL 3320 Synoptic Gospels (3; ESp)

*BIBL 3340 General Epistles (3; ESp)

*BIBL 4110 Johannine Literature (3; EF)

*BIBL 4410 Selected Topics in New Testament (3; TBA)

Theology (18)

Required (9):

*THEO 4405W Contemporary Theology (3; OF)

*BIBL/THEO elective (3) Upper-division course only

*BIBL/THEO elective (3) Upper-division course only

Select three of the following Theology offerings (9):

*Honors Program (3)

THEO 3370 History of Early Christianity (3; ESp)

THEO 4000 Spiritual Formation (3; ESp)

*THEO 4020 History of Muslim-Christian Encounter (3; ESp)

THEO 4030 Doing Theology in Context (3; ESp)

THEO 4100 Theological Issues in Ministry (3; EF)

*THEO 4400 Selected Topics in Theology (3; TBA)

*THEO 4710W Theology of World Mission (3; Sp)

*THEO 4720 Theology of Transformation (3; OF)

BIBL/THEO Upper-Division Electives (6 credits)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54
Bible and Theology Major 43
Unrestricted Electives 27
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 General Education requirements. At graduation they must have a 3.5 GPA within the major.

BIBLE AND THEOLOGY MINOR

REQUIRED (12 credits)

BIBL 1300 Literature of Old Testament (3)
BIBL 1310 Literature of New Testament (3)
*BIBL 2220 Hermeneutics/Bible Study (3)
*THEO 3600 Christian Theology (3)

BIBL/THEO Upper-Division Electives (9 credits)

These credits may include one or both of BILA 2210/2220 Greek I & II (3,3; EF, OSp) or one or both of BILA 2260/2270 Hebrew I & II (3, 3; OF, ES).

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

CERTIFICATE IN BIBLE AND THEOLOGY

See p. 124

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BIOLOGY MAJOR

The Biology (Bachelor of Science) major is designed to give the student a strong, broad-based background in the biological sciences, and prepare the student for employment and 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 1830 Precalculus or MATH 2440 Calculus for Life Sciences.***

The **Pre-Health Specialization** is an adjunct to the biology major and is designed to help prepare students who will be pursuing post-graduate work in health-related fields such as medicine, dentistry, optometry, pharmacy, physical therapy, and nursing. Students are encouraged to research the entrance requirements for the specific post-graduate institution in which they are interested. Lower-division courses in this specialization cannot be used to fulfill the requirements for the biology major.

GENERAL EDUCATION COURSES (55)

See courses on p. 72.

Exceptions:

Take *MATH 2610 Statistics under **BASIC LITERACY**

Take the following courses under **SCIENCES**:

BIOL 1510 General Biology I

BIOL 1520 General Biology II

Take the following course under **SOCIAL SCIENCES**:

PSYC 1600 Introduction to Psychology

REQUIRED PREREQUISITE

*#MATH 1830 Precalculus (3; Sp)

#This course may be waived with department chair approval. If taken, it will count toward unrestricted electives.

MAJOR REQUIREMENTS (56)

*BIOL 2510 Cell and Molecular Biology (4; F)

*BIOL 2530 Genetics (4; Sp)

*BIOL 3240 Ecology (4; F)

*BIOL 4550W Senior Seminar (3; F)

CHEM 1510 General Chemistry I (4; F)

*CHEM 1520 General Chemistry II (4; Sp)

*CHEM 2510 Organic Chemistry I (4; F)

*CHEM 2520 Organic Chemistry II (4; Sp)

*MATH 2440 Calculus for Life Science (3; F)

*PHYS 3110 General Physics I (4; F)

*PHYS 3120 General Physics II (4; Sp)

ELECTIVES (14 credits)

14 upper-division units from subject BIOL (must include two lab classes). Options include:

*BIOL 3550 Biochemistry (4)

BIOL 3600 Special Topics in Biology (1-4)

*BIOL 3100 Marine Biology (4; Su)

*BIOL 4110 Immunology (3; F)

*BIOL 4310 Microbiology for Biology Majors (4; Sp)

*BIOL 4730 Biology Internship (1-3)

*BTEC 3700 Biotech: Ethics and the Regulatory Environment (3; Sp)

Au Sable Institute courses and other non-Simpson courses that are approved by the Biology Department may also be used.

**For those students who elect to add the
PRE-HEALTH SPECIALIZATION (8-16 credits)**

BIOL 1310 Human Anatomy (4; F)

BIOL 1320 Human Physiology (4; Sp)

*BIOL 3550 Biochemistry (4; Sp)

*BIOL 4310 Microbiology for Biology Majors (4; Sp) **or**

BIOL 2310 Microbiology (4; F) - *provided that the student "upgrades" this course to make it equivalent to BIOL 4310 (4).*

*Course has prerequisites; check course descriptions on p. 130.

SAMPLE TOTAL PROGRAM

General Education Courses 55
Biology Major 56
Electives 13
TOTAL 124

PRE-PHYSICAL THERAPY MINOR

This minor is intended to guide students who want to pursue a post-baccalaureate Doctor of Physical Therapy (DPT) degree. The following courses fulfill the most common prerequisite requirements for DPT programs, as outlined by the American Physical Therapy Association (APTA) (<http://www.apta.org/ProspectiveStudents/Admissions/PTProcess/>), but students should research individual DPT programs to determine specific prerequisites. This minor may be integrated within some majors that have a large number of unrestricted electives, e.g. Psychology. It should be emphasized that this is not an easy course of study and that entrance into most DPT programs is competitive. In addition, students should plan to log time observing a working physical therapist and take the GRE. Completion of this minor does not guarantee acceptance into any DPT program. *(Biology majors cannot declare this minor)*

REQUIRED (41)

BIOL 1300 Human Anatomy (lab) (4; F) *(Will fulfill the lab-science requirement in most majors)*
BIOL 1320 Human Physiology (lab) (4; Sp) *(Will fulfill the non-lab science requirement in most majors)*
BIOL 1510 & 1520 General Biology I & II (lab) (8; F/Sp)
CHEM 1510 & 1520 General Chemistry I & II (lab) (8; F/Sp)
MATH 2440 Calculus for Life Sciences (3; F) *currently a prerequisite for PHYS 3110, MATH 1830 is a prereq. For MATH 2440*
PHYS 3110 & 3120 General Physics I & II (lab) (8; F/Sp)
PSYC 1600 Introduction to Psychology (3)
MATH 2610 Statistics (3)
Total 41-44 credits

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BIOTECHNOLOGY MAJOR

The Biotechnology (Bachelor of Science) major at Simpson University prepares students for future graduate or professional training and employment in academic and industrial research laboratories. The program addresses challenges in medical, agricultural, environmental, and pharmaceutical sciences with an emphasis on placing advances in biotechnology in a Christian ethical context.

Note: the Biotechnology major is in the process of a teach-out and will not be available for 18-19 incoming students. The last semester of BTEC course offerings are listed below.

GENERAL EDUCATION COURSES (55)

See courses on p.72.

Exceptions:

Take *MATH 2440 Calculus for Life Sciences under **BASIC LITERACY**

Take the following courses under **SCIENCES**:

BIOL 1510 General Biology I

BIOL 1520 General Biology II

Take the following course under **SOCIAL SCIENCES**:

PSYC 1600 Introduction to Psychology

MAJOR REQUIREMENTS (59)

*BIOL 2510 Cell and Molecular Biology (4; F)

*BIOL 2530 Genetics (4; Sp)

*BIOL 3550 Biochemistry (4; Sp)

*BTEC 3700 Biotechnology: Ethics and the Regulatory Environment (3; Sp)
 *BIOL 4110 Immunology (3; F)
 *BTEC 4700 Biotechnology: Microbes (4; 18F)
 *BTEC 4710 Biotechnology: Plants and Animals (4; 19Sp)
 *BTEC 4720 Bioinformatics (3; 19Sp)
 *BIOL 4730W Senior Project/Internship (3; TBA)
 CHEM 1510 General Chemistry I (4; F)
 *CHEM 1520 General Chemistry II (4; Sp)
 *CHEM 2510 Organic Chemistry I (4; F)
 *CHEM 2520 Organic Chemistry II (4; Sp)
 *MATH 2460 Math for the Life Sciences II: Statistics (3; Sp)
 *PHYS 3110 General Physics I (4; F)
 *PHYS 3120 General Physics II (4; Sp)

UNRESTRICTED ELECTIVES (10 credits)

**Course has prerequisites; check course descriptions on p. 130..*

SAMPLE TOTAL PROGRAM

General Education Courses 55
 Biotechnology Major (at least 24 upper division) 59
 Electives 10
TOTAL (at least 36 upper division) 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 for business ministry opportunities by shaping student knowledge, skills and development from within the context of a Christian worldview. The management concentration provides a broad and comprehensive view of business. the marketing concentration gives a more focused emphasis on the marketing function. The Accounting concentration is designed to prepare students to enter a career in accounting, students who wish to become a licensed CPA would require additional coursework post-graduation prior to licensure.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

Take *MATH 2610 Statistics under **BASIC LITERACY**

Take one of the following courses as an **ARTS & HUMANITIES ELECTIVE:**

*ENGL 3220 World Literature

MUSI 3690 Music in World Cultures

Take the following course under **SOCIAL SCIENCES:**

BUSS 1950 Introduction to Economics

MAJOR REQUIREMENTS (53)

Common Courses (41)

ACCT 2900 Accounting I (3; F)
 *ACCT 2910 Accounting II (3; Sp)
 BUSS 1900 Introduction to Business (3; F)
 BUSS 1910 Computer Applications (3; F)

BUSS 2190 Career Planning Seminar (1)
BUSS 2940 Principles of Management (3; F)
BUSS 2950 Principles of Finance (3; Sp)
BUSS 3930 Business Law (4; F)
BUSS 3955 Foundations of MIS (3; Sp)
BUSS 3980 Principles of Marketing (3; F)
*BUSS 4200 Business Strategy/Policy (3; Sp)
*BUSS 4910 Business Internship (3)
BUSS 4940W Ethics in Business (3; Sp)

Choose one of the following

BUSS 2920 Macroeconomics (3; F) *or*
BUSS 2930 Microeconomics (3; Sp)

SPECIALIZATIONS- (12 credits) (Select one of the following)

MANAGEMENT SPECIALIZATION (12)

*COMM 4670 Communication, Leadership, and Organizations (3; Sp)
*BUSS 4900 Human Resource Management (3; F)
*BUSS 4970 Production & Operations Management (3; F)
3 Upper-division credits from subjects BUSS and ACCT

MARKETING SPECIALIZATION (12)

COMM 3270 Desktop Publishing (3; OF)
*BUSS 4960 Consumer Behavior (3; OSp)
*BUSS 4980 Marketing Research (3; EF)
*BUSS 4990 Marketing Management (3; ESp)

ACCOUNTING SPECIALIZATION (24)

*ACCT 3900 Intermediate Accounting I (3; F)
*ACCT 3905 Intermediate Accounting II (3; Sp)
*ACCT 3910 Cost Accounting (3; Sp)
*ACCT 3920 Individual Taxation (3; OF)
*ACCT 3925 Corporate Taxation (3; ES)
*ACCT 4900 Auditing (3; EF)
*ACCT 4910 Accounting Information Systems (3; OF)
*ACCT 4920 Advanced Accounting (3; F)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54
Business Administration Major 53 (Accounting 58)
Unrestricted Electives 17 (Accounting 6)
TOTAL 124

**Course has prerequisites; check course descriptions on p. 130.*

BUSINESS ADMINISTRATION MINOR

REQUIRED (12 credits)

ACCT 2900 Accounting I (3; F)
BUSS 2940 Principles of Management (3; F)

BUSS 3980 Principles of Marketing (3; F)

*BUSS 4940W Ethics in Business (3; Sp)

ELECTIVES (9-10 credits)

Take 9-10 upper-division credits from subject BUSS. Other courses might be substituted with approval of the department and Registrar.

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21-22

ACCOUNTING MINOR

REQUIRED (15 credits)

ACCT 2900 Accounting I (3; F)

*ACCT 2910 Accounting II (3; Sp)

*ACCT 3900 Intermediate Accounting I (3; F)

*ACCT 3910 Cost Accounting (3; Sp)

*ACCT 3920 Individual Taxation (3; OF)

TWO OF THE FOLLOWING (6 credits)

*ACCT 3905 Intermediate Accounting II (3; Sp)

*ACCT 4900 Auditing (3; EF)

*ACCT 4910 Accounting Information Systems (3; OF)

TOTAL 21

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The Communications major has been reorganized see Communication Studies on p. 82, Journalism and Media Studies on p. 92, and Organizational Communication and Public Relations on p. 105.

COMMUNICATION STUDIES MAJOR

Simpson University Communication Department is a Christian Liberal Arts rhetoric based curriculum that prepares students for life. Communication processes create, maintain, and transform identities, communities, and organizations enabling people to flourish. As a rhetorically based program, speaking the truth in love in a competent, congruent manner that develops people is the primary approach to communication. As a liberal arts program, students are taught to think nimbly, solve problems effectively, and communicate eloquently. As a Christian program, the focus is on people in relationship with each other and God having strong virtues, values, and ethics that engage the world in meaningful ways. This approach prepares the person for life-long learning and adjustment with the necessary resources and skills to continually adapt to a changing occupational environment.

Melded into the liberal arts approach are specific professionally appropriate learning opportunities that teach skills necessary for employment. Students are given the opportunity to learn through internships, applied research, theory-based problem solving, processes of creating community, and a skill set to use in occupational and service applications. Professional opportunities abound and include a wide range of career choices such as law, political organizing and public affairs, marketing, advertising, public relations, consulting and many others.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

*Take the following course as an **ARTS & HUMANITIES ELECTIVE**:*

PHIL 3010 Philosophy and Critical Thought

*Take the following course under **SOCIAL SCIENCES**:*

*COMM 4330 Communicating Cross-Culturally

MAJOR REQUIREMENTS (36)

Common Courses (12 credits)

- *COMM 3240 Communication Ethics (3; Sp)
- *COMM 4220W Seminar in Speech Communication (3; Sp)
- *COMM 1270 Interpersonal Communication (3, OF)
- *COMM2090 Small Group Communication (3, EF)

Methods Electives (6)

Choose two of the following:

- *COMM 3060 Argumentation and Debate (3; ESp)
- *COMM 4130 Nonverbal Communication (3; OSp)
- *COMM 4290 Advanced Public Communication (3; F)

Theory Electives (3)

Choose one of the following:

- *COMM 3220 Rhetorical Theory (3; TBA)
- *COMM 3230 Communication Theory (3; F)

Professional Elective (3)

From the following courses, take a total of at least 3 credits:

- *COMM 2250/4120 Comm Practicum (1-4; TBA)
- *COMM 2900/4920/4922 Field Experience (1-9; TBA)

Guided Electives (12)

Consult with department chair or COMM advisor to selected guided elective options.

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54
Communication Generalist 36
Unrestricted Electives 34
TOTAL 124

COMMUNICATION MINOR

REQUIRED (6 credits)

- COMM 1260 Oral Communication (3)
- *COMM 3230 Communication Theory (3; F)

ELECTIVES (15 credits; 9 must be upper division)

Choose at least one Introductory Skill course:

- COMM 1270 Interpersonal Communication (3; OF)
- COMM 2090 Small Group Communication (3; EF)

Choose at least one Methods course:

- *COMM 3060 Argumentation & Debate (3; ESp)
- *COMM 4130 Nonverbal Communication (3; OSp)
- *COMM 4290 Advanced Public Communication (3; F)

Choose 9 credits of Communication Department electives

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

For **Journalism Minor**, see p. 95. For **Mass Communication Minor**, see p. 95. For **Spanish Journalism Minor**, see p. 117.

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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.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

Take one of the following course under SOCIAL SCIENCES:

- BUSS 1950 Introduction to Economics (3)
- PSYC 1600 Intro to Psychology (3)
- §RELI 3900 Religions of the World (3; Sp)
(If RELI 3900 taken here, cannot count in major)
- SOCI 1800 Intro to Sociology (3; Sp)

MAJOR REQUIREMENTS (45-48)

COMMON COURSES (33-36 credits)

- *ANTH 3110 Cultural Anthropology (3; F)
- THEO 4030 Doing Theology in Context (3; ES)
- *CCST 4020 Contemporary Issues in World Mission (3; F)
- *LING 4330 Communicating Cross-Culturally (3)
- MINS 3210 Principles & Practice of Evangelism (3; F)
- HIST 4010 History of World Mission (3; OF)
- THEO 4720 Theology of Transformation (3; OSp)
- *CCST 4900 Cross-Cultural Internship Preparation (2; Sp)
- *CCST 4910 Cross-Cultural Internship Experience (1; Su)
- *THEO 4710W Theology of World Mission (3; Sp)

One of the following:

- RELI 3900 Religions of the World (3; Sp)
- *RELI 3910 Introduction to Islam (3; OF)
- RELI 3920 Buddhism (3; EF)

One of the following (3-6 credits):

- LING 3350 Language Acquisition (3; Sp)
- *LANG 2xxx or 3xxx Modern Foreign Language (3)
- CCCU Language Course (3-6)

MINISTRY ELECTIVES (12 credits)

- *BUSS 3200 Business as Mission (3; ESp)
- CCST 3050 Intro to Community Development (3; OF)
- §CCST 3740 Peoples of the World (3; F)

CCST 4022 Issues in Missionary Life (3; ES_p)
 CCST 4100 Power Dynamics & Development (3; ES_p)
 CCST 4120 The Christian & Social Justice (3; EF)
 *MINS 3040 Preaching I (3; F)
 MINS 3510 Simpson in Historical Perspective
 MINS 4770 Church Planting (3; OS_p)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54
 Cross-Cultural Studies Major 45-48
 Unrestricted Electives 22-25
TOTAL 124

CROSS-CULTURAL STUDIES MINOR

*ANTH 3110 Cultural Anthropology (3; F)
 *CCST 4020 Contemporary Issues in World Mission (3; F)
 *HIST 4010 History of World Mission (3; OF)
 *THEO 4030 Doing Theology in Context (3; ES)
 RELI 3xxx Upper Division Religion course (3)
CCST 3xxx and/or 4xxx Any two courses (6)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

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ELEMENTARY EDUCATION PROGRAM

Students seeking a California Preliminary Multiple Subjects Teaching Credential should choose to **major in Liberal Studies**. The addition of the Education Minor may shorten the credentialing process. Students should receive advisement counseling regarding the use of the Education Minor courses. See **Liberal Studies** major, p. 96.

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 for application requirements for the California Preliminary Teaching Credential.

EDUCATION MINOR (21 credits)

- EDUC 2000 Intro to Education (3; Sp)
- +EDUC 4020 Psychological Applications in Education (3)
- +*EDUC 4250 Technology for Teaching and Learning (3)
- +EDUC 4400/4410 Language Arts (4)
- +EDUC 4420/4430 Curriculum and Instruction (5)
- +EDUC 4460/4470 Multicultural Instruction (3)

TOTAL 21**These courses are taken post-Baccalaureate to complete Preliminary Teaching Credential (14 credits)**

- *ED 5440/5441 Student Teaching (10)
- *ED 5601 Student Teaching Performance Development - A (1)
- *ED 5602 Student Teaching Performance Development - B (.5)
- *ED 5660 Induction Preparation (.5)
- *ED 6000 Philosophical Foundations in Education (2)

**Course has prerequisites; check course descriptions on p. 130.*

+Must be completed before student teaching.

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ENGLISH MAJOR

The English major is designed for professional careers in writing for communication, publication, journalism and teaching. It will also provide preparatory training for graduate studies in these and related fields. To these ends, the major offers a general degree for those interested in a broadly based program, two specializations: "Writing" and a "Literature, and an English for Teachers major for those who intend to teach at the secondary school.

ENGLISH MAJOR: GENERAL DEGREE OR LITERATURE SPECIALIZATION**GENERAL EDUCATION COURSES (54)**

See courses on p. 72.

Exceptions:

*Take the following courses as **ARTS & HUMANITIES ELECTIVES:***

ENGL 2100 Introduction to Literature (3; F)

Choose one of the following:

MUSI 3690 Music in World Cultures

HUMA 2440 Fine Arts in Western Culture

MAJOR REQUIREMENTS (42)**COMMON COURSES (30)**

- *ENGL 2200 British Literature to 1800 (3; OF)
- *ENGL 2205 British Literature from 1800 (3; ESsp)
- *ENGL 2210 American Literature to 1865 (3; EF)
- *ENGL 2215 American Literature from 1865 (3; OSp)
- ENGL 3100 Literary Theory (3; EF)
- *ENGL 3220 World Literature (3; Sp)
- *ENGL 3275 Grammar and Editing (3; F)
- *ENGL 4950 Senior Seminar (3; Sp)
- *ENGL 3240 Shakespeare (3 OF)

One of the following:

- *ENGL 3200W Advanced Composition (3; Sp)
- *ENGL 3360 Technical Writing (3; Sp)

SELECT ONE OF THE FOLLOWING:

GENERAL DEGREE (12) (6 MUST BE UPPER DIVISION)

REQUIRED

- One writing course (*in addition to either ENGL 3200W or ENGL 3360*)
- Nine credits of additional ENGL courses

LITERATURE SPECIALIZATION (12) (6 MUST BE UPPER DIVISION)

- Twelve credits of additional ENGL literature courses

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

- General Education Courses 54
- English Major 42
- Unrestricted Electives 28
- TOTAL 124**

ENGLISH MAJOR: WRITING SPECIALIZATION

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

*Take the following courses as **ARTS & HUMANITIES ELECTIVES**:*

ENGL 2100 Introduction to Literature

Choose one of the following:

MUSI 3690 Music in World Cultures

HUMA 2440 Fine Arts in Western Culture

MAJOR REQUIREMENTS (45)

- *ENGL 3200W Advanced Composition (3; Sp)
- *ENGL 3220 World Literature (3; Sp)
- *ENGL 3275 Grammar and Editing (3; F)
- *ENGL 3333 Field Experience in Writing (3)
- *ENGL 3700 Writing Center Internship (1)
- *ENGL 4950 Senior Seminar (3; Sp)

One of the following:

- *COMM 3230 Communication Theory (3; F)
- *COMM 4290 Advanced Public Communication (3; F)
- ENGL 3100 Literary Theory (3; EF)

LITERATURE (6 credits):

Six credits of literature in addition to ENGL 2100

WRITING ELECTIVES (20 credits):**Choose from the following:**

- COMM 2100 Media Writing (3; EF)
- COMM 2210 Writing for Mass Media (3; OSp)
- COMM 2300 Digital Photography (3; OF)
- *COMM 3240 Communication Ethics (3; OSp)
- *COMM 3270 Electronic Publishing (3; OF)
- COMM 3275 Magazine Studies (3; TBA)
- COMM 3305 Convergent Media (3; Sp)
- ENGL 2230 Fundamentals of Journalism (3)
- +ENGL 2231/3231 Newspaper Practicum (2)
- +ENGL 2240/3241 Yearbook Practicum (2)
- *ENGL 3295 Drama Writing (3; TBA)
- *ENGL 3360 Technical Writing (3; Sp)
- *ENGL 3362 Fiction Writing (3; OF)
- *ENGL 3364 Poetry Writing (3; EF)
- *ENGL 3366 Creative Non-Fiction (3; TBA)
- *ENGL 4110 Technical Editing (3; ESp)

**Course has prerequisites; check course descriptions on p. 130.*

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

SAMPLE TOTAL PROGRAM

General Education Courses 54
English Writing Specialization 45
Unrestricted Electives 25
TOTAL 124

ENGLISH MINOR**REQUIRED (6)**

*ENGL 3240 Shakespeare (3; OF)

One of the following:

- *ENGL 3200W Advanced Composition (3; Sp)
- *ENGL 3360 Technical Writing (3; OSp)

ELECTIVES (15 credits)

Take 15 credits from department ENGL; 6 must be upper division
(ENGL 1210 and 1220 do not qualify as part of this minor)

TOTAL 21

WRITING MINOR**RECOMMENDED PREREQUISITE**

ENGL 2100 Intro to Literature (3; F, OSp)

REQUIRED (12 credits)

- *ENGL 3200W Advanced Composition (3; Sp)
- *ENGL 3275 Grammar and Editing (3; F)
- *ENGL 3333 Field Experience (3)

One of the following:

- *COMM 3230 Communication Theory (3; F)
- *COMM 4290 Advanced Public Communication (3; F)
- ENGL 3100 Literary Theory (3; EF)

ELECTIVES (9 credits)**Choose from the following:**

- COMM 2210 Writing for Mass Media (3; OSp)
- COMM 2300 Digital Photography (3; OF)
- *COMM 3270 Electronic Publishing (3; OF)
- COMM 3275 Magazine Studies (3; TBA)
- COMM 3305 Convergent Media (3; Sp)
- ENGL 2230 Fundamentals of Journalism (3; F)
- +ENGL 2231/3231 Newspaper Practicum (2)
- +ENGL 2240/3241 Yearbook Practicum (2)
- *ENGL 3245 Communication Ethics (3; OSp)
- *ENGL 3295 Drama Writing (3; TBA)
- *ENGL 3360 Technical Writing (3; Sp)
- *ENGL 3362 Fiction Writing (3; OF)
- *ENGL 3364 Poetry Writing (3; EF)
- *ENGL 3366 Creative Non-Fiction (3; TBA)
- *ENGL 3700 Writing Center Internship (1-3)
- *ENGL 4110 Technical Editing (3; ESp)

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

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

ENGLISH FOR TEACHERS MAJOR**GENERAL EDUCATION COURSES (54)**

See courses on p. 72.

Exceptions:

Take ENGL 2100 Intro to Literature (3; F, OSp) under **ARTS & HUMANITIES ELECTIVES**

Choose one:

- MUSI 3690 Music in World Cultures
- HUMA 2440 Fine Arts in Western Culture

MAJOR REQUIREMENTS (57-59)**COMMON COURSES (45-47)**

- EDUC 2190 Field Experience for Teachers (1; F)
- *ENGL 2200 British Literature to 1800 (3; OF)
- *ENGL 2205 British Literature from 1800 (3; ESp)

*ENGL 2210 American Literature to 1865 (3; EF)
 *ENGL 2215 American Literature from 1865 (3; OSp)
 ENGL 2250 Intro to Theater (3; F)
 ENGL 3100 Literary Theory (3; EF)
 *ENGL 3200W Advanced Composition (3; Sp)
 *ENGL 3210 Western Literature (3; OSp)
 *ENGL 3220 World Literature (3; Sp)
 *ENGL 3240 Shakespeare (3; OF)
 *ENGL 3275 Grammar and Editing (3; F)
 COMM 3275 Magazine Studies (3; TBA)
 COMM 3305 Convergent Media (3; Sp)
 *ENGL 3700 Writing Center Internship (1-3)
 *EDUC 4250 Technology for Teaching and Learning (3)
 EDUC 4410 Language Arts in Secondary Schools (4)
 EDUC 4470 Multicultural Instruction for Secondary (3)
 LING 4320 Language Learning (3; F)

One of the following (3):

*COMM 3250 Oral Interpretation and Storytelling (3; F)
 *COMM 4220W Seminar in Speech Communication (3; Sp)
 *COMM 4290 Advanced Public Communication (3; F)

Six credits from the following:

ENGL 2230 Fundamentals of Journalism (3)
 +ENGL 2231/3231 Newspaper Practicum (2)
 +ENGL 2240/3241 Yearbook Practicum (2)
 COMM 2300 Digital Photography (3; OF)
 *ENGL 3360 Technical Writing (3; Sp)
 *ENGL 3362 Fiction Writing (3; OF)
 *ENGL 3364 Poetry Writing (3; EF)
 *ENGL 3366 Creative Non-Fiction (3;TBA)

*ENGL 3700 Writing Center Internship (1-3)

Any ENGL literature course not otherwise required

+ 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. 130.*

SAMPLE TOTAL PROGRAM

General Education 54
 English for Teachers Major 57-59
 Unrestricted Electives (no Education Minor) 11-13

TOTAL 124

The English for Teachers (English Single Subject) major is for students desiring a single-subject California Teaching Credential in English. For a description of the Secondary Education/California Preliminary Single Subject Teaching Credential, see p. 113.

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HISTORY MAJOR

The History major is designed for students interested in the richness and complexity of the human experience across geographic areas and time periods. At the heart of the liberal arts, history seeks to develop not only a knowledge of the past, but also an appreciation of history as an intellectual discipline that employs a wide variety of scholarly methodologies in its efforts to understand that past. A major in history at Simpson University provides excellent preparatory training for multiple career paths including education, public history, business, industry, commerce, and professional careers in public, private and governmental sectors, as well as graduate and professional school.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions

Take the following course under ARTS & HUMANITIES:

HUMA 1450 World Civilizations I (3; F)

MAJOR REQUIREMENTS (37-39)

COMMON COURSES (9)

HIST 2360 The Historian's Craft (3; Sp)

*HIST 4700 Selected Topics in Historiography (3; Sp)

*HIST 4890W Senior Seminar (3; F)

SPECIALIZED COURSES (28-30)

Choose three of the following in U.S. (9):

HIST 3420 The Civil War Era (3; TBA)

HIST 3430 U.S. in the Gilded Age and Progressive Era (3; TBA)

HIST 3450 U.S. in the 20th Century (3; TBA)

HIST 4300 Colonial America (3; TBA)

HIST 4305 American Revolution and Early Republic (3; TBA)

Choose two of the following in Europe (6):

HIST 3300 History of Modern Europe (3; TBA)

HIST 3400 Ancient Greece and Rome (3; TBA)

HIST 3410 Renaissance and Reformation (3; TBA)

HIST 4200 Enlightenment and Revolution (3; TBA)

Choose five of the following elective courses (13-15):

Note: At least 6 units must be upper-division credit (3000 or higher); HIST 2330 and HIST 2340 cannot be used as General Education courses if they are used to satisfy the major.

HIST 2330 U.S. History to 1877 (3; TBA)

HIST 2340 U.S. History from 1877 (3; TBA)

HIST 2350 Selected Topics in History (3; F)

HIST 3050 History & Literature of the Second Temple Period (3; EF)

HIST 3310 Latin American Civilization (3; TBA)

HIST 3320 History of Russia (3; TBA)

HIST 3340 History of California (3; Sp)

HIST 3350 History of East Asia (3; TBA)

HIST 3370 History of Early Christianity (3; ESsp)

HIST 3380 History of Sub-Saharan Africa (3; TBA)

HIST 3350 History of Islamic World (3; TBA)

HIST 4030 Old Testament History (3; EF)

HIST 4310 History of Britain (3; TBA)

*HIST 4700 Selected Topics in Historiography (3; Sp)

HIST 4900 Internship (1-3)

Any HIST 3xxx or 4xxx course listed above under the U.S. and Europe requirements

SAMPLE TOTAL PROGRAM

General Education 54

History Major 37-39

Unrestricted Electives 31-33

TOTAL 124

HISTORY MINOR

The History minor consists of 21 credits from courses prefixed "HIST," HUMA 1450, or HUMA 1460. At least 12 of those credits must be upper division (3000 and 4000 levels).

TOTAL 21

....

JOURNALISM MAJOR

Journalism standards* involve understanding the nature and purposes of the many different types of interviews conducted by journalists for research, or for publication or transmission, on a variety of platforms. It requires an appreciation of all the research and other work that must be carried out before the actual interview starts. It is about adopting an interview style appropriate to: the brief / the conditions / the behaviour and responses of the interviewee and the intended platform(s) when the interview is for publication.

*From the National Occupational Standards for Journalism at

[http://standards.creativeskillset.org/assets/0000/0917/111 PREPARE FOR AND CONDUCT INTERVIEWS.pdf](http://standards.creativeskillset.org/assets/0000/0917/111_PREPARE_FOR_AND_CONDUCT_INTERVIEWS.pdf)

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

*Take the following course as an **ARTS & HUMANITIES ELECTIVE**:*

PHIL 3010 Philosophy and Critical Thought

*Take the following course under **SOCIAL SCIENCES**:*

*COMM 4330 Communicating Cross-Culturally

MAJOR REQUIREMENTS (36)

Common Courses (15 credits)

COMM 2230 Fundamentals of Journalism (3, F)

COMM 3305 Convergent Media (3; Sp)

*COMM 3270 Desktop Publishing (3, OF)

*COMM 3230 Communication Theory (3; F)

*COMM 3240 Communication Ethics (3; Sp)

*COMM 4220W Seminar in Speech Communication (3; Sp)

Methods Electives (6) *Choose two of the following:*

- *COMM 3060 Argumentation and Debate (3; ESsp)
- *COMM 4130 Nonverbal Communication (3; OSp)
- *COMM 4290 Advanced Public Communication (3; F)

English Elective (3) Choose one of the following:

- *ENGL 3275 Grammar and Editing (3; F, ESsp)
- *ENGL 3200W Advanced Composition (3; EF, Sp)

Professional Electives (6) Choose two of the following:

- COMM 2100 Survey of Mass Media (3; EF)
- COMM 2300 Digital Photography (3; OF)
- COMM 2210 Writing for Mass Media (3; OSp)
- *COMM 3100 Editing (3, ESsp)
- COMM 3275 Magazine Studies (3; TBA)
- *COMM 3310 Making Short Movies I (3; TBA)
- *COMM 3315 Making Short Movies II (3; TBA)
- *COMM 4010 Special Assignments in Journalism (1-4)
- *ENGL 4110 Technical Editing (3; ESsp)

Guided Experience Electives (6) Choose at least two of the following:

Consult with CMFL chair or COMM advisor to selected guided elective options.

- +ENGL 2231/3231 Newspaper Practicum (2)
- *COMM 2250/4120 Comm Practicum (1-4; TBA)
- *COMM 2900/4920/4922 Field Experience (1-9; TBA)
- COMM 2120 Special Topics in Communication (3; TBA)
- *COMM 4005 Special Assignments in Journalism (1-4)

UNRESTRICTED ELECTIVES (33-34 credits)

(Consider taking additional Communication courses as electives)

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. 130.

SAMPLE TOTAL PROGRAM

General Education Courses 54
 Journalism Specialization 36
 Unrestricted Electives 34
TOTAL 124

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DIGITAL MEDIA MAJOR

Digital Media is analytical; we are concerned with developing in students the ability to assess the roles and impact of the major mass media on American life, rather than with developing media production skills. Through a liberal arts discipline, we combine coursework in communication and journalism with contemporary critical and cultural studies theory to analyze and assess the role and impact of media in contemporary society.

48 Unit Major

Forced-choice within the current SU GE (9 credits) :

COMM 1260 Oral Communication (3)
PHIL 3010 Philosophy & Critical Thought (3)
COMM 4330 Communicating Cross-Culturally (3)

Core courses within the department (9 credits) :

COMM 3230 Communication Ethics (3; S)
COMM 4220W Communication Seminar (3; S)

Choose One research methods course (3 credits): :

COMM 3060 Argumentation & Debate (3; ES)
COMM 4130 Nonverbal Communication (3; OS)
COMM 4290 Advanced Public Communication (3; F)

Digital Media Specific Courses (27 credits)

COMM 2100 Media and Culture (3; EF)
COMM 2300 Digital Photography (3; OF)
COMM 2330 Graphic Design (3; EF)
COMM 22360 Web Design (3; OS)
COMM 3320 Animation (3; OF)
COMM 4830 Interactive Design (3; ES)
MUSI 3700 Computer Music Technology (3; ES)
COMM 3270 Electronic Publishing (3; OF)
COMM 3305 Convergent Media (3; ES)

Choose One Movie Course (3 credits):

COMM 3310 Making Short Movies I (3; TBA)
COMM 3315 Making Short Movies II (3; TBA)

Choose One Writing Course (3 credits):

COMM 2230 Fundamentals of Journalism (3; F)
COMM 2210 Media Writing (3; OS)
ENGL 4110 Technical Writing (3; ES)
ENGL 2231/3231 Newspaper Practicum (2)

Choose One Support Course (3 credits):

COMM 4110 Public Relations (3; ES)
COMM 3250 Oral Interpretation and Storytelling (3; F)
COMM 3230 Communication Theory (3; F)
BUSS 1900 Intro to Business (3; F)
MATH 2830 Computer Programing (3; EF)
COMM 4005 Special Topics (3; TBA)

Choose One Professional Course (3 credits):

COMM 2250/4120 Communication Practicum (3)
COMM 2900/4920/4922 Field Experience (3)

JOURNALISM MINOR

REQUIRED (9 credits)

COMM 2230 Fundamentals of Journalism (3, F)
COMM 2300 Digital Photography (3; OF)
*COMM 3240 Communication Ethics (3; Sp)

12 CREDITS (9 credits must be upper division)

Choose at least one Technology course:

*COMM 3270 Electronic Publishing (3; OF)

COMM 3305 Convergent Media (3; Sp)

Choose at least one Professional Studies course:

COMM 3275 Magazine Studies (3, TBA)

*COMM 4010 Special Assignments in Journalism (1-3)

+ENGL 2231/3231 Newspaper Practicum (2)

ELECTIVES (6 - 8 credits)

COMM 2100 Media and Culture (3; EF)

COMM 2210 Media Writing (3; OSp)

*COMM 3100 Editing (3; ESp)

*COMM 3230 Communication Theory (3; F)

*COMM 3310 Making Short Movies I (3; TBA)

*COMM 3315 Making Short Movies II (3; TBA)

*COMM 4220W Seminar in Speech Communication (3; Sp)

*COMM 4920/4922 Field Experience (1-9; TBA)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

MASS COMMUNICATION MINOR

REQUIRED (12 credits)

COMM 2100 Media and Culture (3; EF)

*COMM 3240 Communication Ethics (3; Sp)

*COMM 3310 Making Short Movies I (3; TBA)

*COMM 3315 Making Short Movies II (3; TBA)

9 credits (3 must be upper division)

COMM 2210 Writing for Mass Media (3; OSp)

COMM 2230 Fundamentals of Journalism (3, F)

COMM 3305 Convergent Media (3; Sp)

*COMM 3100 Editing (3; ESp)

COMM 2300 Digital Photography (3; OF)

*COMM 3270 Electronic Publishing (3; OF)

*COMM 3420 Shakespeare in Film (3; EF)

*COMM 4120 Communication Practicum (1-4; TBA)

*COMM 4220W Seminar in Speech Communication (3; Sp)

*COMM 4810 World Cinema (3; OSp)

*COMM 4820 American Cinema (3; ESp)

*COMM 4920/4922 Field Experience (1-9; TBA)

*ENGL 3295 Drama Writing (3; TBA)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

DIGITAL MEDIA MINOR

REQUIRED (12 credits)

COMM 2100 Media and Culture (3; EF)
 COMM 3270 Electronic Publishing (3; OF)
 COMM 3305 Convergent Media (3: ES)
 COMM 3220 Communication Ethics (3; S)

CHOOSE 4 (12 credits)

Choose at least 2

COMM 2300 Digital Photography (3; OF)
 COMM 2330 Graphic Design (3; EF)
 COMM 2360 Web Design (3; OS)
 COMM 3320 Animation (3; OF)
 COMM 4830 Interactive Design (3; ES)
 MUSI 3700 Computer Music Technology (3; ES)
 COMM 3310/3315 Making Short Movies I or II (3; TBA)

Choose at least 1

COMM 4110 Public Relations (3; ES)
 COMM 3250 Oral Interpretation and Storytelling (3; F)
 COMM 2900/4920/4922 Field Experience 2250/4120 Practicum (3)
 COMM 4220W Communication Seminar (3: S)

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KINESIOLOGY MAJOR

The Kinesiology Major is new major at Simpson University starting in Fall 2019. This major offers separate options in Exercise Science and Applied Health. For more information regarding the major, including credit worksheets, please contact the Simpson University Registrar's Office directly.

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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.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

The General Education requirements have several places where students may select from several options. In order to best prepare students for the California Subject Examinations for Teachers (CSET) test, the following courses are required:

MATH 2400 Math Concepts for Teachers I
 HUMA 1450 World Civilizations I
 HUMA 2440 Fine Arts in Western Culture
 BIOL 2520 Intro to Biology
 PHYS 3200 Earth and Space Science

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 **ARTS & HUMANITIES**:

LANG 2XXX or 3XXX Modern Foreign Language (80)

Students who have met the criterion need to take:

*ANTH 4110 Cultural Anthropology (3; F)

MAJOR REQUIREMENTS (57)

ARTS 4100 Children's Art (1; Sp)

*BIOL 3510 Environmental Science (3; Sp)

EDUC 4420 Curriculum and Instruction (5)

*ENGL 2100 Introduction to Literature (3; F)

*ENGL 3200W Advanced Composition (3; Sp)

*ENGL 3280 Grammar and Editing (3; F)

*ENGL 4220 Children's Literature (3; ESp)

GEOG 3210 World Regional Geography (3)

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)

HUMA 1460 World Civilizations II (3; Sp)

*LING 4320 Language Learning (3; F)

*MATH 2410 Math Concepts for Teachers II (3; Sp)

MUSI 1500 Introduction to Music (3; F)

*MUAP 3770 Children's Music (3; Sp)

*PHED 3110 Motor Learning & Performance (2; Sp)

*PHYS 2530 Intro to Physics (4)

One of the following:

EDUC 4020 Psychological Applications in Education (3)

*PSYC 3016 Lifespan Development (3)

Optional EDUCATION MINOR (13 additional credits)

EDUC 2000 Intro to Education (3; Sp)

EDUC 4020 Psychological Applications in Education (3) *in major*

*EDUC 4250 Technology for Teaching & Learning (3)

+EDUC 4400/4410 Language Arts (4)

EDUC 4420 Curriculum and Instruction (5) *in major*

+EDUC 4460/4470 Multicultural Instruction (3)

**Course has prerequisites; check course descriptions on p. 130.*

+ Must be completed before student teaching.

SAMPLE TOTAL PROGRAM

General Education Courses 54

Liberal Studies Major 57

Unrestricted Electives (no Education Minor) 13

TOTAL 124

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MATHEMATICS MAJOR

The Mathematics major provides students with the knowledge and skills necessary to enter a career in teaching,

insurance, finance and industry, or to continue into graduate school.

Note: The Mathematics major is in the process of a teach-out and is no longer available to incoming students.

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.

The Math for Teachers (Math Single Subject) major is for students desiring a single-subject California Teaching Credential in Math. For a description of the Secondary Education/California Preliminary Single Subject Teaching Credential, see p. 113.

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MINISTRY MAJOR

The 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 Ministries Major may not double major in the Youth ministry major.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

MAJOR REQUIREMENTS (54-57)

MINISTRY COMMON COURSES (33-36 credits)

CHED 2410 Spiritual Formation in the Church (3; F)
MINS 3040 Preaching I (3; F)
MINS 3210 Principles and Practice of Evangelism (3; F)
MINS 3510 Simpson in Historical Perspective (3; F)
*MINS 4340W Ministry Seminar (3; Sp)
MINS 4500 Leadership in Ministry (3; Sp)
THEO 1100 Engaging Theology (3; Sp)
YUTH 4330 Youth Culture & Issues (3; Sp)

One of the following:

*BIBL 3030 Job (3; Osp)
*BIBL 3035 Genesis (3; Esp)
*BIBL 3060 Acts and Romans (3; F)
*BIBL 3310 Revelation (3; OF)
*BIBL 3320 Synoptic Gospels (3; ESp)
*BIBL 3340 General Epistles (3; ESp)
*BIBL 4010 Ezekiel (3; EF)
*BIBL 4110 Johannine Literature (3; EF)
*BIBL 4230 Psalms (3; OF)
*BIBL 4401 Isaiah (3; Osp)

One of the following:

CHED 3550 Small Group Ministries (3; Sp)
CHED 3450 Family Life & Ministry (3; Sp)

One of the following (3-6 credits):

*CCST 4900 Cross-Cultural Internship: Preparation (2; Sp) AND

*CCST 4910 Cross-Cultural Internship: Experience (1; Su)

OR

*MINS 3600 Ministry Internship I (2) AND

*MINS 3601 Ministry Internship II (2) AND

*MINS 3910 Ministry Internship Field Experience (2; Su)

OR

*MINS 3600 Ministry Internship I & *MINS 3920 Internship Experience (F; 2,1)
AND

*MINS 3601 Ministry Internship 2 & *MINS 3930 Internship Experience (Sp; 2,1)

MINISTRY ELECTIVES (21)

BUSS 3940 Business Issues in Ministry (3; ESsp)

CCST 3740 Peoples of the World (3; F)

*CCST 4020 Contemporary Issues in World Mission (3; F)

CHED 4400 Children's Ministry (3; OF)

CHED 4420 Ministry to Adults (3; OF)

*HIST 4010 History of World Missions (3; OF)

*MINS 3050 Preaching II (3; O Sp)

MINS 4520 Pastoral Skills (3; ESsp)

*PSYC 3016 Lifespan Development (3)

PSYC 3620 Counseling Skills (3)

THEO 4000 Spiritual Formation (3; ESsp)

THEO 4100 Theological Issues in Ministry (3; EF)

*THEO 4710W Theology of World Mission (3; Sp)

YUTH 3110 Youth Ministry I (3; F)

*YUTH 4340 Counseling Adolescents (3; EF)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54

Ministry Major 54-57

Unrestricted Electives 13-16

TOTAL 124

MINISTRY MINOR

REQUIRED (21 credits)

*MINS 3040 Preaching I (3; F)

YUTH 4330 Youth Culture and Issues (3; Sp)

CHED 2410 Spiritual Formation in the Church

MINS 4500 Leadership in Ministry (3; Sp)

THEO 1100 Engaging Theology (3; Sp)

CHED 3450 Family Life and Ministry (3; Sp)

ELECTIVES (3 credits) One of the following

THEO 4000 Spiritual Formation (3; ESsp)

CHED 3500 Small Groups (3; Sp)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

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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.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

Take MUSI 3690 Music in World Cultures under **ARTS & HUMANITIES**

MAJOR REQUIREMENTS (66-67)

Common Courses (40 credits)

MUAP xxxx Performance Ensemble (8)
MUAP xxxx Chamber Ensemble (2)
*MUAP 3710 Basic Conducting (3; F)
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 3640W Music History I (3; OF)
MUSI 3650 Music History II (3; ES_p)
MUSI 3700 Computer Music Technology (3; Sp)
MUSI 4620 Philosophy and History of Music in the Church (3; F)

PIANO PROFICIENCY (0)

Completion of Piano Proficiency Exam (0)

SELECT ONE AREA OF EMPHASIS (26-27):

APPLIED PIANO (26)

MUAP 17P4-47P4 Private Instruction (14; TBD) *(fee)*
MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
MUAP 3760 Piano Pedagogy (2; OS_p)
MUAP 37JR Junior Recital (1)
MUAP 37PA Accompanying (2; ES_p)
MUAP 47SR Senior Recital (1)
MUSI 2630 Music Theory IV (3; Sp)

Select one of the following:

MUSI 3620 Contemporary Songwriting (3; ES_p)
MUSI 3500 Practice of Music Ministry (3; OS_p)

APPLIED VOICE (26)

MUAP 17V4-47V4 Private Instruction (14; TBD) *(fee)*
MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
MUAP 2790 Vocal Diction (2; ES*p*)
MUAP 3761 Vocal Pedagogy (2; EF)
MUAP 37JR Junior Recital (1)
MUAP 47SR Senior Recital (1)
MUSI 2630 Music Theory IV (3; Sp)

Select one of the following:

MUSI 3620 Contemporary Songwriting (3; ES*p*)
MUSI 3500 Practice of Music Ministry (3; OS*p*)

APPLIED INSTRUMENTAL (26)

MUAP xxx4 Private Instruction (14; TBD) *(fee)*
MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
MUAP 37JR Junior Recital (1)
MUAP 47SR Senior Recital (1)
MUSI 2630 Music Theory IV (3; Sp)

Select one of the following:

MUSI 3620 Contemporary Songwriting (3; ES*p*)
MUSI 3500 Practice of Music Ministry (3; OS*p*)

Select two of the following (4 credits total):

*MUSI 4600 Form and Analysis (2; ES*p*)
*MUSI 4610 Tonal Counterpoint (2; EF)
*MUSI 4660 Instrumentation and Arranging (3; OS*p*)
MUSIC Electives (1-2)

Commercial Music (29 credits)

MUAP xxxx Private Instruction (8) *(fee)*
MUAP 2400 Pop Styles Lab (2)
MUSI 3400 Music Business (3)
MUSI 3420 Theory for Pop Music (3)
MUSI 3620 Contemporary Songwriting (3)
MUAP 3771 Pop/Rock Ensemble (4)
MUSI 4400 Introduction to the Recording Studio (5)
MUAP 4490 Senior Project (3)

COMPOSITION (26)

MUAP xxxx Private Composition (6) *(fee)*
MUAP xxx4 Private Instruction (6; TBD) *(fee)*
MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
*MUSI 2630 Music Theory IV (3; Sp)
MUSI 3620 Contemporary Songwriting (3; ES*p*)
*MUSI 4600 Form and Analysis (2; ES*p*)
*MUSI 4610 Tonal Counterpoint (2; EF)
*MUSI 4660 Instrumentation and Arranging (3; OS*p*)
MUAP 47SR Senior Recital (1)

WORSHIP (26)

MUAP xxx4 Private Instruction (8; TBD) *(fee)*
MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*

MUAP 3870 Choral Pedagogy/Resources (1; OF)
 *MUAP 4020 Worship Service Project (1)
 MUSI 3500 Practice of Music Ministry (3; OSp)
 MUSI 3620 Contemporary Songwriting (3; ESp)
 *MUSI 4500 Practicum in Music Ministry (4)
 *MUSI 4660 Instrumentation and Arranging (3; OSp)

Select three units of the following:

MUAP 1753 Class Guitar (1)
 MUAP 17C0 Private Instruction, secondary instrument,
 [Composition] (1) *(fee)*
 MUAP 17D0 Private Instruction, secondary instrument,
 [Percussion] (1) *(fee)*
 MUAP 17P0 Private Instruction, secondary instrument,
 [Piano] (1) *(fee)*
 MUAP 17G0 Private Instruction, secondary instrument,
 [Guitar] (1) *(fee)*
 MUAP 17V0 Private Instruction, secondary instrument,
 [Voice] (1) *(fee)*
 *MUAP 47Z0 Private Instruction [Conducting] (1) *(fee)*

MUSIC EDUCATION (27)

Note: At least one unit of MUAP xxxx Ensembles under the Common Courses (above) must be choral, and at least one must be instrumental.

MUAP xxx4 Private Instruction (8; TBD) *(fee)*
 MUAP 2000 Studio Class (0) *(Required with every semester of Private Instruction)*
 *MUSI 2630 Music Theory IV (3; Sp)
 *MUSI 4660 Instrumentation and Arranging (3; OSp)
 MUAP 3780 Secondary Music Methods (3; EF)
 MUAP 3870 Choral Pedagogy/Resources (1; OF)
 MUAP 3770 Children's Music (3; Sp)
 MUAP 47SR Senior Recital (1) (Half-recital)

Select five credits from the following (that have not been used elsewhere):

MUAP 17B0 Private Instruction, secondary instrument,
 [Brass] (1) *(fee)*
 MUAP 17D0 Private Instruction, secondary instrument,
 [Percussion] (1) *(fee)*
 MUAP 17S0 Private Instruction, secondary instrument,
 [Orchestral Strings] (1) *(fee)*
 MUAP 17W0 Private Instruction, secondary instrument,
 [Woodwinds] (1) *(fee)*
 MUAP 1753 Class Guitar (1)
 MUAP 3761 Vocal Pedagogy (2; EF)

Note: Private Instruction, secondary instrument will specifically emphasize pedagogy, as applied to a grade 4-12 music program.

Note: Students in this program will work with the School of Education for entrance to, and completion of, the 32-credit California Preliminary Teaching Credential program, which includes student teaching.

UNRESTRICTED ELECTIVES (3-4)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54

Music Major 65-67

Unrestricted Electives 3-4

TOTAL 124**MUSIC MINOR****REQUIRED (22 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)

MUSI 4620 Philosophy & History of Music in the Church (3; F)

MUAP xxxx Performance Ensembles (3)

MUAP xxx4 Private Instruction (3; TBD) (*fee*)MUAP 2000 Studio Class (0) (*Required with every semester of private instruction*)**Course has prerequisites; check course descriptions on p. 130.***TOTAL 22****WORSHIP MUSIC MINOR****REQUIRED (22 credits)**

MUSI 1620 Music Theory I (3, F)

MUSI 1720 Music Theory Lab I (2, F)

MUSI 3500 Practice of Music Ministry (3, OSp)

MUSI 3620 Contemporary Songwriting (3, ESp)

MUSI 4620 Phil and Hist of Music in the Church (3, F)

*MUSI 4500 Practicum in Music Ministry (2; F & Sp)

MUAP xxx4 Performance Ensemble (3)

MUAP xxx4 Private Instruction (3, TBA)

(At least one credit of Private Instruction must be upper division)

MUAP 2000 Studio Class (0) Required with Priv. Inst

Course has prerequisites; check course descriptions on p. 130.*TOTAL 22**

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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.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

Take MUSI 3690 Music in World Cultures under **ARTS & HUMANITIES**

MAJOR REQUIREMENTS (48-49)

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

Common Courses (34)

MUAP xxxx Private Instruction (6) (fee)
*MUAP 3710 Basic Conducting (3; 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 3640W Music History I (3; OF)
*MUSI 3650 Music History II (3; ESsp)

PIANO PROFICIENCY (0)

Completion of Piano Proficiency Exam (0)

UPPER-DIVISION PERFORMANCE ELECTIVES (2)

Two credits from the following:

MUAP xxxx Private Instruction (1-2) (fee)
MUAP xxxx Ensembles (1-2)
MUAP xxxx Chamber Music (1-2)
*MUAP 3100 Jazz Improvisation (2; TBA)
MUAP 37PA Accompanying (2; ESsp)
MUAP 37JR/47SR Junior and/or Senior Recital (1-2)

THEORY ELECTIVE (2-3)

Two credits from the following:

MUAP xxxx Private Composition (1-2) (fee)
*MUSI 2630 Music Theory IV (3; Sp)
MUSI 3700 Computer Music Technology (3; Sp)
*MUSI 4600 Form and Analysis (2; ESsp)
*MUSI 4610 Tonal Counterpoint (2; EF)
*MUSI 4660 Instrumentation & Arranging (3; OSsp)
*MUSI 4670 Composition (2; OF)

CONTEXTUAL STUDIES ELECTIVES (6)

Six credits from the following:

MUSI 3500 Practice of Music Ministry (3; OSsp)
MUSI 3620 Contemporary Songwriting (3; ESsp)
MUSI 4620 Philosophy and History of Music in Church (3; F)

UPPER-DIVISION MUAP and/or MUSI ELECTIVES (4)

(minimum of 4 credits)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54
Music – Liberal Arts Emphasis Major 48-49
Unrestricted Electives 21-22
TOTAL 124

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NURSING MAJOR (BSN) - See p. 188

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ORGANIZATIONAL COMMUNICATION and PUBLIC RELATIONS MAJOR

Organizational Communication and Public Relations is a professional degree that emphasizes the theory and application of communication in a variety of contexts. These include working in public relations, employee relations, media relations, public affairs, issue and crisis management, technical and employee communication, and related activities in business, industry, nonprofit, and governmental settings.

Organizational Communication and Public Relations Major gives students a look at the principles and practices of the public relations field. In doing so, students will study the importance of internal and external communication in organizations, PR theory, the history of PR, PR specializations, PR writing and PR case studies. By comprehending the complexities involved in public relations, students will enhance their abilities to function in a variety of roles in the field.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

*Take the following course as an **ARTS & HUMANITIES ELECTIVE**:*

PHIL 3010 Philosophy and Critical Thought

*Take the following course under **SOCIAL SCIENCES**:*

*COMM 4330 Communicating Cross-Culturally

MAJOR REQUIREMENTS (36)

Common Courses (21 credits)

- *COMM 3230 Communication Theory (3; F)
- *COMM 3240 Communication Ethics (3; Sp)
- *COMM 4220W Seminar in Speech Communication (3; Sp)
- *COMM 4290 Advanced Public Communication (3; F)
- COMM 3305 Convergent Media (3; Sp)
- *COMM 4110 Public Relations (3; ESsp)
- *COMM 4670 Comm, Leadership & Org (3; Sp)

Methods Elective (3) Choose one of the following:

- *COMM 3060 Argumentation and Debate (3; ESsp)
- *COMM 4130 Nonverbal Communication (3; OSsp)

Professional Elective (3) Choose at least one of the following:

- *COMM 2250/4120 Comm Practicum (1-4; TBA)
- *COMM 4920/4922 Field Experience (1-9; TBA)

Guided Electives (9)

Consult with department chair or COMM advisor to selected guided elective options.

UNRESTRICTED ELECTIVES (34)

(Consider taking additional Communication courses as electives)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54

Organizational Communication/Public Relations Spec. 36

Unrestricted Electives 34

TOTAL 124

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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 technical skills. 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 state and national park agencies, outdoor education, adventure guiding, adventure-based outdoor programs, as well as owning their own adventure business.

Physical Assessment and Application to the Outdoor Leadership Program: Prior to participating in longer field-based courses in the Outdoor Leadership program (Wilderness Journey Practicum and the Immersion Semester), students must complete an application and a physical assessment that demonstrates adequate fitness levels for the required activity of these courses. The Outdoor Leadership faculty will evaluate the results of the application, interview, and physical assessment, as well as the Medical History Form, to ensure that students are equipped to succeed in the Outdoor Leadership program.

Denying Student Participation: Students with medical and/or mental health conditions that pose a risk to their safety or the safety of others may not be accepted on a particular course or field experience. The decision to deny a student's participation in a course or field experience rests with the Outdoor Leadership faculty, and the faculty member(s) must be able to articulate clearly the reasoning behind this decision.

Students who are denied participation in the Immersion Semester will subsequently not be able to complete the degree requirements for a major in Outdoor Leadership. These students, however, may still be able to participate in the Outdoor Leadership traditional minor degree program.

For specific expectations for the physical assessment and the criteria for denial of student participation, contact the Leadership Studies Department chair.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

*The following courses are highly recommended under **SCIENCES**:*

BIOL 2520 Intro to Biology

*BIOL 3510 Environmental Science or

*PHYS 3200 Earth and Space Science

MAJOR REQUIREMENTS (48-58)

COMMON COURSES (27)

ODLE 1000 Intro to Outdoor Leadership (3; F)
ODLE 1005 Wilderness Journey Practicum (3; Su)
ODLE 2005 Outdoor Living Skills (3; Sp)
ODLE 2015 Group Processing and Program Design (3; F)
*ODLE 3000 Outdoor Leadership Internship (3; F, Sp, Su)
ODLE 3960 Survey of Leadership Theories (3; Sp)
*ODLE 4000 Administration and Management of Outdoor Leadership Programs (3; Sp)
*ODLE 4060W Theology and Philosophy in Experiential Education (3; Sp)
*ODLE 4950 Senior Seminar (3; Sp)

IMMERSION SEMESTER (13)

ODLE 1085 Leave No Trace (1; F)
ODLE 2020 Instructional Techniques (3; F)
ODLE 3005 Expedition Management (3; F)
*ODLE 3025 Immersion Skill Set (3; F)
ODLE 3930 Risk Management (3; F)

Two credits from the following (2-6):

ODLE 1010 Downhill Skiing (1; TBA)
ODLE 1015 Snowshoeing/Winter Camping (1; TBA)
ODLE 1020 Rock Climbing (1; TBA)
ODLE 1025 Mountaineering (1; TBA)
ODLE 1030 Orienteering (1; TBA)
ODLE 1040 Mountain Biking (1; TBA)
ODLE 1050 Kayaking (1; TBA)
ODLE 1055 Canoeing (1; TBA)
ODLE 1060 Hiking (1; TBA)
ODLE 1070 Cross-Country Skiing (1; TBA)
ODLE 1080 Backpacking (1; TBA)
ODLE 1950 Special Topics (1-2; TBA)

Three credits from the following (3-12):

ODLE 2010 Challenge Education (3; ESsp)
ODLE 3015 Environmental Education (3; OSp)
ODLE 3020 Wilderness Rescue (3; TBA)
ODLE 3040 Camp Programming (3; TBA)
ODLE 3100 Solitude and Outdoor Leadership (3; OF)
ODLE 3950 Special Topics (3; TBA)

Three credits from the following (3):

BIOL 3240 Ecology (F)
BIOL 3100 Marine Biology (Su)
CHED 3550 Small Group Ministry (Sp)
CHED 4420 Ministry to Adults (OF)
THEO 4000 Spiritual Formation (ESsp)
YUTH 3110 Youth Ministry (F)
YUTH 4330 Youth Culture & Issues (Sp)
PSYC 3016W Lifespan Development (F, Sp)
PSYC 3400 Multicultural Psychology (Sp)

PSYC 3620 Counseling Skills (Sp)
BUSS 3980 Principles of Marketing (F)

**Course has prerequisites; check course descriptions on p. 130*

SAMPLE TOTAL PROGRAM

General Education Courses 54
Outdoor Leadership 48-58
Unrestricted Electives 12-22
TOTAL 124

OUTDOOR LEADERSHIP MINORS

Students wishing to minor in Outdoor Leadership can choose between the traditional curriculum model or the field-based curriculum model. Those interested in the field-based model are encouraged to speak with Outdoor Leadership faculty to ensure compatibility with the student's major.

OUTDOOR LEADERSHIP MINOR (TRADITIONAL)

REQUIRED (15)

ODLE 1000 Intro to Outdoor Leadership (3; F)
ODLE 2005 Outdoor Living Skills (3; Sp)
ODLE 2015 Group Processing and Program Design (3; F)
ODLE 3960 Survey of Leadership Theories (3; Sp)
*ODLE 4060W Theology and Philosophy in Experiential Education (3; Sp)

Two credits from the following (2):

ODLE 1005 Wilderness Journey Practicum (3; Su)
ODLE 1010 Downhill Skiing (1; TBA)
ODLE 1015 Snowshoeing/Winter Camping (1; TBA)
ODLE 1020 Rock Climbing (1; TBA)
ODLE 1025 Mountaineering (1; TBA)
ODLE 1030 Orienteering (1; TBA)
ODLE 1040 Mountain Biking (1; TBA)
ODLE 1050 Kayaking (1; TBA)
ODLE 1055 Canoeing (1; TBA)
ODLE 1060 Hiking (1; TBA)
ODLE 1070 Cross-Country Skiing (1; TBA)
ODLE 1080 Backpacking (1; TBA)
ODLE 1230 First Aid/CPR (1; TBA)
ODLE 1950 Special Topic (1-2; TBA)

Six credits from the following (6):

ODLE 2010 Challenge Education (3; ESp)
ODLE 3015 Environmental Education (3; OSp)
ODLE 3020 Wilderness Rescue (3; TBA)
ODLE 3040 Camp Programming (3; TBA)
ODLE 3100 Solitude & Outdoor Leadership (3; OF)
ODLE 3950 Special Topics (3; TBA)

TOTAL 23

OUTDOOR LEADERSHIP MINOR (FIELD-BASED)

REQUIRED (19)

ODLE 1000 Intro to Outdoor Leadership (3; F)
ODLE 2005 Outdoor Living Skills (3; Sp)

Immersion Semester

ODLE 1085 Leave No Trace (1;F)
ODLE 2020 Instructional Techniques (3; F)
ODLE 3005 Expedition Management (3; F)
*ODLE 3025 Immersion Skill Set (3; F)
OLDE 3930 Risk Management (3; F)

Three credits from the following (3):

ODLE 1005 Wilderness Journey Practicum (3; Su)
ODLE 2010 Challenge Education (3; ESp)
ODLE 2015 Group Processing and Program Design (3; F)
ODLE 3015 Environmental Education (3; OSp)
ODLE 3040 Camp Programming (3; TBA)
ODLE 3100 Solitude & Outdoor Leadership (3; OF)
ODLE 3950 Special Topics (3; TBA)
ODLE 3960 Survey of Leadership Theories (3; Sp)
*ODLE 4060W Theology and Philosophy in Experiential Education (3; Sp)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 22

CERTIFICATE IN WILDERNESS LEADERSHIP

For information on the Certificate in Wilderness Leadership, see p. 125.

POLITICAL SCIENCE MAJOR

The Political Science major is designed for research, graduate education or professional careers in government, law, public or private service and beyond. The program allows students to address some of the most pressing problems of collective human activity with emphasis on American government, international and global politics, social and/or criminal justice. To those ends, the major offers concentrations with specialized courses or a multidisciplinary track along with optional pre-law preparation and career guidance.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

Take *MATH 2610 Statistics under **MATH**
Take POLS 2700 Intro to Political Science under **ARTS & HUMANITIES**

MAJOR REQUIREMENTS (39-40)

COMMON COURSES (30 credits)

(HIST course taken here cannot be counted as an elective below)

HIST Xxxx One upper-division U.S. History elective
POLS 2010 Administration of Justice (3; OF)

POLS 2720 American Government (3; Sp)
POLS 2910 Selected Topics in Political Science (3; ESsp)
POLS 3000 Political Thought (3; EF)
POLS 3730 Public Policy (3; OF)
POLS 4010W Senior Seminar (3; F)

Choose two of the following:

POLS 2000 Politics & Culture of the Developing World (3; OSp)
POLS 3700 International Relations (3; ESsp)
POLS 3740 Comparative Politics (3; OF)

Choose one of the following:

COMM 3060 Argumentation and Debate (3; ESsp)
*COMM 3240 Communication Ethics (3; Sp)
COMM 4290 Advanced Public Communication (3; F)
*ENGL 3275 Grammar and Editing (3, F, ESsp)
ENGL 3360 Technical Writing (3; Sp)

SELECT ONE OF THE TWO FOLLOWING SPECIALIZATIONS

General (9-10 credits)

BUSS 3930 Business Law (4; F)
HIST Xxxx Additional upper-division U.S. History elective
POLS 3720 Political Ethics (3; EF)
POLS 4200 U.S. Constitutional Law (3; EF)
POLS 4910 Internship (3)
*POLS 4005 Selected Topics in Political Science (3; ESsp)

Criminal-Justice (9 credits)

POLS 2910 Selected Topics (3; TBA)
POLS 3010 Criminal Law (3; OSp)
POLS 4000 Criminology (3; TBA)
POLS 4005 Selected Topics in Political Science (3; ESsp)
POLS 4200 U.S. Constitutional Law (3; EF)
POLS 4910 Internship (3)

SAMPLE TOTAL PROGRAM

General Education Courses 54
Political Science Major 39-40
Unrestricted Electives 30-31
TOTAL 124

POLITICAL SCIENCE MINOR

REQUIRED (6 credits)

POLS 2700 Intro to Political Science (3; F)
POLS 2720 American Government (3; Sp)

ELECTIVES (15 credits)

Take 15 credits from any POLS, , BUSS 3930; 12 must be upper-division

TOTAL 21

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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. In addition to exploring human behavior from the discipline of psychology, students will also have the opportunity to incorporate a basic general understanding of sociological systems and their impact on the individual and society. Students have the opportunity to choose a general psychology concentration, clinical psychology graduate school concentration, or a social work concentration. The purpose of the major is to prepare students for graduate education or vocational opportunities with a mature, uniquely Christian approach, providing students with the opportunity to develop critical thinking and collaborative problem solving skills, as well as the development of the ability to empathize with others, all of which can be applied to the student's chosen vocation.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

Take MATH 2610 Statistics (3) under **BASIC LITERACY**

Take PSYC 1600 Intro to Psychology (3) OR SOCI 1800 Intro to Sociology (3, Sp) under **SOCIAL SCIENCES**

MAJOR REQUIREMENTS (40)

REQUIRED (22 credits)

*PSYC 1700 Foundations in Psychology and Social Work (1)

*PSYC 2625 Research Methods (3; Sp)

PSYC 2040 Psychopathology (3; Sp)

*PSYC 3016W Lifespan Development (3)

PSYC 3400 Multicultural Psychology (3, Sp)

*PSYC 3640 Theories of Personality (3, OSp)

*PSYC 4690 Senior Seminar (3)

One of the following:

(Course taken here cannot count as elective, below)

***PSYC 2710 Cognitive Psychology (3; OF)**

***PSYC 4680 Physiology Psychology (3; EF)**

CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:

GENERAL CONCENTRATION (18 credits)

Choose six courses from the following:

PSYC 2015 Group Processing & Program Design (3; F)

*PSYC 2050 Social Psychology (3; Sp)

*PSYC 2710 Cognitive Psychology (3; OF)

*PSYC 3015W Adult Development (3; TBA)

*PSYC 3025W Child Development (3; TBA)

*PSYC 3100 Psychological Testing (3; OF)

PSYC 3110 Introduction to Social Work (3; F)

*PSYC 3500 Selected Topics in Psychology (3; TBA)

*PSYC 3600 Marriage and Family (3, F)

PSYC 3620 Counseling Skills (3, Sp)

*PSYC 3700W Theories of Counseling (3; Sp)

*PSYC 3900 Psychology Teaching Assistantship (1)

PSYC 4100 Human Sexuality (3, ESp)

*PSYC 4200W History/Systems of Psychology (3; OSp)

*PSYC 4410W Selected Topics in Psychology (3; TBA)

*PSYC 4680 Physiological Psychology (3; EF)

*PSYC 4922/4923 Field Experience (3, 3; Year)**

*PSYC 4930/4931 Research Experience (3, 3; Year)**

CLINICAL PSYCHOLOGY GRADUATE SCHOOL CONCENTRATION (18 credits)

PSYC 3100 Psychological Testing (3; ESs)

PSYC 3600 Marriage and Family (3, F)

PSYC 3620 Counseling Skills (3, Sp)

PSYCW 3700 Theories of Counseling (3, Sp)

PSYC 4922/4923 Field Experience (3, 3; Year)** **OR**

PSYC 4930/4931 Research Experience (3, 3; Year)**

SOCIAL WORK CONCENTRATION (18 credits)

SOCI 2050 Social Psychology (3, Sp)

SOCI 3110 Introduction to Social Work (3, F)

SOCI 3600 Marriage and Family (3, F)

SOCI 4100 Human Sexuality (3, Sp)

SOCI 4922/4923 Field Experience (3, 3; Year)**

**Course has prerequisites; check course descriptions on p. 130.*

***Completion of both courses required for credit.*

Please note that at least one W course is required for graduation.

SAMPLE TOTAL PROGRAM

General Education Courses 54

Psychology Major 40

Unrestricted Electives 30

TOTAL 124

PSYCHOLOGY MINOR

REQUIRED (6 credits)

PSYC 1600 Intro to Psychology (3)

*PSYC 2040 Psychopathology (3; Sp)

ELECTIVES (15 credits)

Take 15 credits from department PSYC; 12 must be upper division.

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

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PRE-PHYSICAL THERAPY MINOR

For information on the Pre-Physical Therapy minor, see p. 79.

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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, or Social Science for Teachers (see the following pages). An Education Minor is recommended as it may shorten the credentialing process.

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 for application requirements for the California Preliminary Teaching Credential.

EDUCATION MINOR FOR SINGLE SUBJECTS (21 credits)

- EDUC 2000 Intro to Education (3; Sp)
- +EDUC 4020 Psychological Applications in Education (3)
- +*EDUC 4250 Technology for Teaching and Learning (3)
- +EDUC 4410 Language Arts (4)
- +EDUC 4430 Curriculum and Instruction (5)
- +EDUC 4470 Multicultural Instruction (3)

These courses are taken post-Baccalaureate to complete Preliminary Teaching Credential (14 credits)

- *EDUC 5450/5451 Student Teaching (10)
- *ED 5601 Student Teaching Performance Development - A (1)
- *ED 5602 Student Teaching Performance Development - B (.5)
- *ED 5660 Induction Preparation (.5)
- *ED 6000 Philosophical Foundations in Education (2)

**Course has prerequisites; check course descriptions on p. 130.*

+Must be completed before student teaching.

For information on the Spanish for Educators minor, see p. 117

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SOCIAL SCIENCE MAJOR

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

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

*Take the following courses under **ARTS & HUMANITIES**:*

- HUMA 1450 World Civilizations I
- LANG 2xxx or 3xxx Modern Foreign Language (3)

*Take the following course under **SOCIAL SCIENCES**:*

- BUSS 1950 Introduction to Economics

MAJOR REQUIREMENTS (48)

Common Courses (33)

GEOG 3210 World Regional Geography (3; F)
HIST 2330 U.S. History to 1877 (3; F)
HIST 2340 U.S. History from 1877 (3; Sp)
HIST 2360 The Historian's Craft (3; Sp)
*HIST 3340 History of California (3; Sp)
HIST 4320 Selected Topics in Historiography (3; Sp)
*HIST 4320W Senior Seminar (3; F)
HUMA 1460 World Civilizations II (3; Sp)
PHIL 3900 Religions of the World (3; Sp)
PSYC 1600 Intro to Psychology (3)
SOC1 1800 Intro to Sociology (3; Sp)

One of the following (3):

*ANTH 3110 Cultural Anthropology (3; F)
*LING 4330 Communicating Cross-Culturally (3)
*SOCI 2050 Social Psychology (3; Sp)

Choose two from the following in U.S. (6):

HIST 3420 The Civil War Era (3; TBA)
HIST 3430 U.S. in the Gilded Age and Progressive Era (3; TBA)
HIST 3450 U.S. in the 20th Century (3; TBA)
HIST 4305 American Revolution and Early Republic (3; TBA)
HIST 4300 Colonial America (3; TBA)
HIST 4305 American Revolution & Early Republic (3; TBA)

Choose two from the following in Europe (6):

HIST 3300 History of Modern Europe (3; TBA)
HIST 3400 Ancient Greece and Rome (3; TBA)
HIST 3410 Renaissance and Reformation (3; TBA)
HIST 4200 Enlightenment and Revolution (3; TBA)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54
Social Science Major 48
Unrestricted Electives 22
TOTAL 124

SOCIAL SCIENCE FOR TEACHERS MAJOR

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.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

*Take the following courses under **ARTS & HUMANITIES**:*

HUMA 1450 World Civilizations I
LANG 2xxx or 3xxx Modern Foreign Language (3)

Take the following courses under ***SOCIAL SCIENCES:***

BUSS 1950 Introduction to Economics

MAJOR REQUIREMENTS (66)

Common Courses (33)

GEOG 3210 World Regional Geography (3; F)
HIST 2330 U.S. History to 1877 (3; F)
HIST 2340 U.S. History from 1877 (3; Sp)
HIST 2360 The Historian's Craft (3; Sp)
*HIST 3340 History of California (3; Sp)
HIST 4320 Selected Topics in Historiography (3; Sp)
*HIST 4320W Senior Seminar (3; F)
HUMA 1460 World Civilizations II (3; Sp)
PHIL 3900 Religions of the World (3; Sp)
PSYC 1600 Intro to Psychology (3)
SOC 1800 Intro to Sociology (3; Sp)

One of the following (3):

*ANTH 4110 Cultural Anthropology (3; F)
*LING 4330 Communicating Cross-Culturally (3)
*SOC 2050 Social Psychology (3; Sp)

**Course has prerequisites; check course descriptions on p. 130.*

Education Courses (18)

+EDUC 4020 Psychological Applications in Education (3)
*EDUC 4250 Technology for Teaching and Learning (3)
+EDUC 4400/4410 Language Arts (4)
+EDUC 4420/4430 Curriculum and Instruction (5)
+EDUC 4460/4470 Multicultural Instruction (3)
+EDUC 4610 Teaching Performance Assessment I (0)

**Course has prerequisites; check course descriptions on p. 130.*

+Must be completed before student teaching.

Choose two from the following in U.S. (6):

HIST 3420 The Civil War Era (3; TBA)
HIST 3430 U.S. in the Gilded Age and Progressive Era (3; TBA)
HIST 3450 U.S. in the 20th Century (3; TBA)
HIST 4300 Colonial America (3; TBA)
HIST 4305 American Revolution and Early Republic (3; TBA)

Choose two from the following in Europe (6):

HIST 3300 History of Modern Europe (3; TBA)
HIST 3400 Ancient Greece and Rome (3; TBA)
HIST 3410 Renaissance and Reformation (3; TBA)
HIST 4200 Enlightenment and Revolution (3; TBA)

SAMPLE TOTAL PROGRAM

General Education Courses 54

Social Science for Teachers Major 66

Unrestricted Electives 4

TOTAL 124

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SPANISH MINOR

REQUIRED (12 credits)

- *LANG 2530 Spanish III (3; F)
- *LANG 2540 Spanish IV (3; Sp)
- *LANG 3100 Advanced Spanish Grammar (3; ESp)
- *LANG 3200 Advanced Spanish Oral Expression (3; EF)

ELECTIVES (9 credits)

Spanish Culture (choose at least 6 credits)

- *LANG 3580 Literature of Spain (3; OF)
- *LANG 3585 Literature of Latin America (3; ESp)
- *LANG 3025 Hispanic Short Stories (3; OF)
- *LANG 4100 Film in Spain & Latin America (3; OSp)

Spanish Electives

- *LING 4330S Communicating Cross-Culturally (3)
- *LANG 4000 Field Experience (1-9; TBA)
- *LANG 4500W Advanced Spanish Composition (3; OSp)
- *LANG 4510 Seminar in Spanish Communication.: Capstone (3; OSp)
- *LANG 4530 Spanish Practicum (1-4; TBA)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

SPANISH FOR HEALTH CARE MINOR

REQUIRED (21 CREDITS)

- *LANG 2530 Spanish III (3; F)#
- *LANG 2540 Spanish IV (3; Sp)#
- *LANG 2005 Selected Topics: Spanish for Health Care I (3; Su)
- *LANG 3100 Adv. Spanish Grammar & Composition (3. Su)
- *LANG 3200 Adv. Spanish Oral Expression (3; F)
- *NURS 3380SP Health Promotion w/ Spanish (3)
- *NURS 4320SP Nursing Care for Comm/Pub w/ Spanish (5)

**Course has prerequisites; check course descriptions on p. 130.*

#Students who place out of LANG 2530 and/or LANG 2540 must still complete 21 credits in LANG or approved bilingual course.

TOTAL 21

SPANISH FOR EDUCATORS MINOR

REQUIRED (23 CREDITS)

- *LANG 2530 Spanish III (3; F)#
- *LANG 2540 Spanish IV (3; Sp)#

- *LANG 3100 Adv. Spanish Grammar & Composition (3; Su)
- *LANG 3200 Adv. Spanish Oral Expression (3; F)

ELECTIVES (9 CREDITS)

- *LANG 2005-45 Spanish for Educators I (3)
- *HIST 3340-SP History of California (3)
- *LANG 4550-45 Spanish for Educators II (3)
- *EDUC 4420-SP Curriculum and Instruction (5)

**Course has prerequisites; check course descriptions on p. 130.*

#Students who place out of LANG 2530 and/or LANG 2540 must still complete 21 credits in LANG or approved bilingual course.

TOTAL 21

SPANISH JOURNALISM MINOR

REQUIRED (9 CREDITS)

- COMM 2230S Fundamentals of Journalism (3; F)
- COMM 2300 Digital Photography (3; OF)
- *COMM 3240 Communication Ethics (3; Sp)

12 credits (9 credits must be upper division):

Choose at least one Technology course:

- *COMM 3270 Electronic Publishing (3; OF)
- COMM 3305S Convergent Media (3; Sp)

Choose at least one Professional Studies course:

- COMM 3275S Magazine Studies (3, TBA)
- COMM 4010S Special Assignments in Journalism (1-3)
- +ENGL 2231/3231 Newspaper Practicum (2)

ELECTIVES (up to 8 credits):

- COMM 2100 Media and Culture (3; EF)
- COMM 2210S Media Writing (3; EF)
- *COMM 3100S Editing (3; Sp)
- *COMM 3230 Communication Theory (3; F)
- *COMM 3310 Making Short Movies I (3; TBA)
- *COMM 3315 Making Short Movies II (3; TBA)
- *COMM 4920S/4922S Field Experience (1-9; TBA)
- *LANG 3100 Advanced Spanish Grammar (3; ESsp)
- *LANG 4500W Advanced Spanish Composition (3; EF)
- *LANG 4510 Semester in Spanish Composition (3; OSp)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

CERTIFICATE IN SPANISH

For information on the Certificate in Spanish Language, see p. 125.

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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)

- *LING 4320 Language Learning (3; F)
- *LING 4330 Communicating Cross-Culturally (3)
- TESL 3000 TESOL Theory (3; F)
- *TESL 3020 TESOL Methods (3; Sp)
- *TESL 4900 TESOL Practicum Preparation (2; TBA)
- *TESL 4910 TESOL Practicum Experience (1; 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. 130.*

TOTAL 21

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TRANSFORMATIONAL COMMUNITY DEVELOPMENT MINOR

- CCST 3050 Intro to Community Development (3; OF)
- CCST 3150 Prac. in Trans. Development (3; ESsp/TBA)
- CCST 4100 Power Dynamics and Development (3; ESsp)
- CCST 4120 The Christian and Social Justice (3; EF)
- *THEO 4720 Theology of Transformation (3; OF)
- CCST 3xxx and/or 4xxx Any two courses (6)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

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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.

GENERAL EDUCATION COURSES (54) - See courses on p. 72.

Exceptions:

Take one of the following course under SOCIAL SCIENCES:

BUSS 1950 Introduction to Economics (3)
PSYC 1600 Intro to Psychology (3)
\$RELI 3900 Religions of the World (3; Sp)
(If RELI 3900 taken here, cannot count in major)
SOCI 1800 Intro to Sociology (3; Sp)

MAJOR REQUIREMENTS (45-48)

COMMON COURSES (33-36 credits)

*ANTH 3110 Cultural Anthropology (3; F)
THEO 4030 Doing Theology in Context (3; ES)
*CCST 4020 Contemporary Issues in World Mission (3; F)
*LING 4330 Communicating Cross-Culturally (3)
MINS 3210 Principles and Practice of Evangelism (3; F)
HIST 4010 History of World Mission (3; OF)
THEO 4720 Theology of Transformation (3; OSp)
*CCST 4900 Cross-Cultural Internship: Preparation (2; Sp)
*CCST 4910 Cross-Cultural Int. Experience (1; Su)
*THEO 4710W Theology of World Mission (3; Sp)

One of the following:

RELI 3900 Religions of the World (3; Sp)
*RELI 3910 Introduction to Islam (3; OF)
RELI 3920 Buddhism (3; EF)

One of the following (3-6 credits):

LING 3350 Language Acquisition (3; Sp)
*LANG 2xxx or 3xxx Modern Foreign Language (3)
CCCU Language Course (3-6)

MINISTRY ELECTIVES (12 credits)

*BUSS 3200 Business as Mission (3; ESp)
CCST 3050 Intro to Community Development (3; OF)
\$CCST 3740 Peoples of the World (3; F)
CCST 4022 Issues in Missionary Life (3; ESp)
CCST 4100 Power Dynamics & Development (3; ESp)
CCST 4120 The Christian & Social Justice (3; EF)
*MINS 3040 Preaching I (3; F)

MINS 4770 Church Planting (3; OSp)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education 54
World Missions Major 45-48
Unrestricted Electives 22-25
TOTAL 124

WORLD MISSIONS MINOR

*ANTH 3110 Cultural Anthropology (3; F)
*CCST 4020 Contemporary Issues in World Mission (3; F)

*HIST 4010 History of World Mission (3; OF)
*THEO 4030 Doing Theology in Context (3; ES)
RELI 3xxx Upper Division Religion course (3)
CCST 3xxx and/or 4xxx Any two courses (6)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 21

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YOUTH MINISTRY MAJOR

The Youth Ministry 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 and have acquired skills to interpret and apply the scriptures responsibly and to lead youth ministry. They have also demonstrated spiritual growth as demonstrated by commitment to God, the church, and the world.

GENERAL EDUCATION COURSES (54)

See courses on p. 72.

Exceptions:

*Take the following course under **SOCIAL SCIENCES:***

*LING 4330 Communicating Cross-Culturally (3)

MAJOR REQUIREMENTS (51)

MINISTRY COMMON COURSES (30)

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 3510 Simpson in Historical Perspective (3; F)
*MINS 3600 Ministry Internship I (2)
*MINS 3601 Ministry Internship II (2)
*MINS 3610 Ministry Internship Field Experience (2; Su)
*MINS 4340W Ministry Seminar (3; Sp)
MINS 4500 Leadership in Ministry (3; Sp)
THEO 1100 Engaging Theology (3; Sp)

YOUTH MINISTRY MAJOR (21)

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

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education Courses 54
Youth Ministry Major 51
Unrestricted Electives 19
TOTAL 124

YOUTH MINISTRY MINOR

REQUIRED (12 credits)

CHED 3550 Small Group Ministries (3; Sp)
YUTH 3110 Youth Ministry I (3; F)
*YUTH 3310 Youth Ministry II (3; ESp)
YUTH 4330 Youth Culture and Issues (3; Sp)

ELECTIVES (9 credits)

Choose from the following:

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

**Course has prerequisites; check course descriptions p. 130.*

TOTAL 21

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.

GENERAL EDUCATION REQUIREMENTS (21)

BASIC LITERACY (9)

Any college level MATH course: MATH 1830 or higher (3)
COMM 1260 Oral Communication (3)
*†ENGL 1220 Principles of College Writing II (3)

ARTS & HUMANITIES (9)

One of the following (3):

POLS 2700 Intro to Political Science (3, F)
POLS 2720 American Government (3, F)

One of the following (3):

HUMA 1450 World Civilizations I (3; F)

HUMA 1460 World Civilizations II (3; Sp)

One of the following (3):

*ENGL 3220 World Literature (3; OF, Sp)

MUSI 3690 Music in World Cultures (3)

HUMA 2440 Fine Arts in Western Culture (3)

SCIENCES & SOCIAL SCIENCES (3 credits)

One of the following (3):

*ANTH 3110 Cultural Anthropology (3; F)

BUSS 1950 Introduction to Economics (3)

*LING 4330 Communicating Cross-Culturally (3)

PSYC 1600 Intro to Psychology (3)

RELI 3900 Religions of the World (3; Sp)

SOCI 1800 Intro to Sociology (3; Sp)

BIBLICAL STUDIES/THEOLOGY (24 credits)

BIBL 1300 Literature of the Old Testament (3)

BIBL 1310 Literature of the New Testament (3)

*BIBL 2220 Hermeneutics/Bible Study (3)

*THEO 3600 Christian Theology (3)

*BIBL/THEO Electives (12)

THEMATIC CORE (6 credits)

*CORE 2000 (3)

*CORE 3XXX (3)

ELECTIVES (12)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education 21

Biblical Studies 30

Unrestricted Electives 12

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 pursue upper division study at Simpson or programs of study at other institutions.

GENERAL EDUCATION REQUIREMENTS (54)

BASIC LITERACY (9)

COMM 1260 Oral Communication (3)

*ENGL 1220 Principles of College Writing II (3)

Any college MATH course: MATH 1830 or higher (3)

ARTS & HUMANITIES (12)

One of the following (3):

POLS 2700 Intro to Political Science (3; F)
POLS 2720 American Government (3; Sp)

One of the following (3):

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

One of the following (3):

*ENGL 3220 World Literature (3; OF, Sp)
MUSI 3690 Music in World Cultures (3)
HUMA 2440 Fine Arts in Western Culture (3)

One of the following (3):

HIST 2330 US History to 1877 (3; F)
HIST 2340 US History from 1877 (3; Sp)
ENGL XXXX Any Literature (3)
*LANG 2XXX or 3XXX Modern Foreign Language (3)
MUSI 1600 Music in History and Context (3; Sp)
PHIL 3010 Philosophy and Critical Thought (3)

SCIENCES & SOCIAL SCIENCES (12 credits)

Sciences (9)

Lab science (BIOL, CHEM or PHYS) (4)
Non-lab science (BIOL or PHYS) (3)
PHED 1100 Fitness and Wellness (1)
PHED Activity or ODLE Skill Acquisition (1)

Social Sciences

One of the following (3):

*ANTH 4110 Cultural Anthropology (3; F)
BUSS 1950 Introduction to Economics (3)
*LING 4330 Communicating Cross-Culturally (3)
PSYC 1600 Intro to Psychology (3)
RELI 3900 Religions of the World (3; Sp)
SOCI 1800 Intro to Sociology (3; Sp)

BIBLICAL STUDIES & THEOLOGY (12 credits)

BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)
*BIBL 2220 Hermeneutics/Bible Study (3)
*THEO 3600 Christian Theology (3)
LEAD 2000 Service Seminar (0)

THEMATIC CORE (9 credits)

*CORE 2000 (3)
*CORE 3XXX (3)
*CORE 3XXX (3)

ELECTIVES (8)

**Course has prerequisites; check course descriptions on p. 130.*

SAMPLE TOTAL PROGRAM

General Education 54
Unrestricted Electives 8
TOTAL 62

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.

BIBLICAL STUDIES/THEOLOGY (24 credits)

BIBL 1300 Literature of the Old Testament (3)
BIBL 1310 Literature of the New Testament (3)
*BIBL 2220 Hermeneutics/Bible Study (3)
*THEO 3600 Christian Theology (3)
*BIBL/THEO Electives (12)

THEMATIC CORE (6 credits)

*CORE 2000 (3)
*CORE 3XXX (3)

**Course has prerequisites; check course descriptions on p. 130.*

TOTAL 30

SPANISH LANGUAGE

The Spanish Language Certificate is designed for students who would like to have the ability to communicate in Spanish, a skill which can improve their chances of employment and/or advancement in particular fields. In addition, the Spanish Language Certificate will help develop an awareness and appreciation of Spanish and Latino cultures.

*LANG 1530 Spanish I (3; F)
*LANG 1540 Spanish II (3; Sp)
*LANG 2530 Spanish III (3; F)
*LANG 2540 Spanish IV (3; Sp)
*LANG 3025 Hispanic Short Stories (3; OF) OR
*LANG 3100 Advanced Spanish Grammar (3; ES)

**Course has prerequisites; check course descriptions on p. x130*

At least 3 courses (9 units) must be upper-division LANG courses or approved bilingual -SP courses.

9 units of Spanish must be taken at Simpson University. Students may transfer in or test out of (using the CLEP, AP or a challenge exam) a maximum of 6 units. For example, a native speaker who tests out of Spanish I-IV (using the CLEP, AP or a challenge exam) or someone who transfers in Spanish I-IV, must take 9 units of upper division electives to earn the certificate.

Note: Students should also be aware that classes for the Spanish Language Certificate are only eligible for financial aid if they also apply to the student's degree requirements (major or minor). Please check with Student Financial Services if you have questions.

TOTAL 15

WILDERNESS LEADERSHIP

The Outdoor Leadership major offers a Certificate in Wilderness Leadership through participation in the Outdoor Leadership Immersion semester. This is an intense, field-based experience that is available to students as a stand-alone certificate, or as part of a Bachelor of Arts degree in Outdoor Leadership. The semester allows students to take a concentration of Outdoor Leadership courses in a semester format in order to gain valuable outdoor skills, take part in an intentional community, and develop as Christian leaders. Successful completion of the certificate program will also include certification in Wilderness First Responder, a nationally recognized medical certification and an industry standard in the field of Outdoor Leadership.

ODLE 1000 Introduction to Outdoor Leadership (3; F)

ODLE 1085 Leave No Trace (1; F)

ODLE 2020 Instructional Techniques (3; F)

ODLE 3005 Expedition Management (3; F)

ODLE 3025 Immersion Skill Set (3; F)

ODLE 3930 Risk Management (3; F)

TOTAL 16

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.

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.

INDIA STUDIES PROGRAM

The India Studies Program is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India including an extensive two-week travel portion of the program to provide students a close up look at India's diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical, and economic landscape of India. Building on their basic understanding of India's past and contemporary realities, students will have opportunities to explore a variety of issues —poverty, social justice, rapid social change, religious pluralism — through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors.

At its heart, the India Studies Program strives to encourage and equip students to effectively relate to India and its people in an informed, constructive and Christ-centered manner.

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 the 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.

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 the 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 and literature; theology and religious studies; philosophy; psychology 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 studies in and about East Africa, for authentic cross-cultural exposure, and for participation in the lively faith and worship of Global South Christianity.

Students live and study with the UCU Honours College, a group of approximately 30 students committed to high academic standards and self-guided learning. Core courses focus on religion, culture, literature, and history of Africa. Electives give students the opportunity to explore areas of interest, studying with and learning from Ugandans. USP participants gather together in a faith and practice seminar where they will process and apply their experiences in Uganda.

The program will feature group travel to sites in Uganda. Students also may enjoy the opportunity of visiting the home village of fellow UCU students. Each USP student finds a place to serve regularly in the local community. These 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 University 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 COURSE

Though not affiliated with the Council for Christian Colleges and Universities, Simpson University's three-week Israel Study Course gives students an opportunity to study in the Holy Land. In an arrangement with Jerusalem University College, students who participate in the study course 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

School of Traditional Undergraduate Studies

Please look up courses under the appropriate division heading. *Course descriptions for the Bachelor of Science in Nursing program can be found in the Betty M. Dean School of Nursing section on p. 188. Course descriptions for adult studies (ASPIRE) and graduate programs can be found in their respective 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 worksheets, financial statements, and balance sheets.

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. (Prerequisite: 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 2910)

ACCT 3920

Individual Taxation (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. (Prerequisite: ACCT 2910)

ACCT 3925

Corporate Taxation (3, Even Spring) A study of corporate taxes and the tax-reporting requirements related to partnerships, estates, and trusts. (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. (Prerequisite: ACCT 2910)

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. (Prerequisite: ACCT 2910)

ACCT 4920

Advanced Accounting (3, Fall) The study of accounting for combined corporate entities, currency transactions, international financial reporting, and accounting for partnerships. (Prerequisite: ACCT 3915)

ANTH 3110

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: Sophomore standing) *This course satisfies the General Education cross-cultural requirement.*

ANTH 4200

Anthropological Methods (3, 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)

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, economic, and religious backgrounds of the first century.

BIBL 1330

Biblical Backgrounds (3) 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, 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, BIBL 2220)

BIBL 3035

Genesis (3, Even Spring) 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, BIBL 2220)

BIBL 3050

History and Literature of Second Temple Period (3, Even Fall) This course examines history between the Deportation (587 BC) and the First Jewish Revolt (70 AD). It investigates unity and diversity in Jewish belief and practice, and studies the Jewish literature of this period against the backdrop of a developing Scripture collection. (Prerequisites: BIBL 1300, BIBL 1310) (Also HIST 3050)

BIBL 3060

Acts and Romans (3, Fall) An examination of the New Testament books of Acts and Romans. The course will consider the birth and expansion of the early church and the life of Paul as seen in Acts and other New Testament documents, and conclude with an in-depth treatment of the background, theology and current impact of Paul's letter to the Romans. (Prerequisites: BIBL 1310, BIBL 2220)

BIBL 3065

Paul, the Cross and the End of the World (3, Odd Spring) A study of the writings of the Apostle Paul his understanding of Jesus' crucifixion, and his view of the future. The course will delve deeply into Paul's world and thought in order to interpret politics, ethics and other contemporary issues in the world today from a cross-centered perspective. (Prerequisites: BIBL 1310, BIBL 2220)

BIBL 3099

Honors Project I (1, TBA, offered upon approval) 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, TBA, offered upon approval) 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, BIBL 2220)

BIBL 3320

Synoptic Gospels (3, Even 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, 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, BIBL 2220)

BIBL 4010

Ezekiel (3, Even Fall) A study of the historical context, literary shape, themes, and arguments of the book of Ezekiel. Also examines the book's function as Christian Scripture and the book's reception history, and considers the book in light of current theological thinking on gender and violence. (Prerequisites: BIBL 1300, 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, BIBL 2220) (Also HIST 4030)

BIBL 4080

Biblical Criticism (3, Fall) A survey of various methods that are utilized by biblical scholars in the study of the Old and New Testaments. Reading and writing assignments will give attention to newer critical methods as well as standard methods from earlier periods. (Prerequisites: BIBL 1300, BIBL 1310, BIBL 2220. Recommended: BILA 2210/2220 and/or BILA 2260/2270)

BIBL 4099

Honors Project III (1, TBA, offered upon approval) 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, Odd Fall) 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 4430W

Biblical Theology (3; Spring)

An overview of the major themes of Old and New Testament theology. The course gives attention to the central theological themes that integrate the message of the Hebrew scriptures and their relation to the New Testament. (Also THEO 4430W) (Prerequisite: BIBL 1310, BIBL 1300, BIBL 2220, THEO 3600)

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 2210 is a prerequisite for BILA 2220)

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. (BILA 2260 is a prerequisite for BILA 2270)

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 63.*

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 129.*

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. (Prerequisites: MATH 1511 or MATH 1520 or demonstrated algebra competency; pre-

nursing major or instructor consent) *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. Registration for this course restricted to declared biology or biotechnology majors, or by consent of instructor. *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 to 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. *Note: There is a lab fee for this course.*

BIOL 2100

Introduction to Marine Biology (4; Summer) A comprehensive introduction to the marine environment and the taxonomy, anatomy, physiology, development and reproductive strategies of marine organisms. Sixteen hours of lecture and sixteen hours of lab work (in the form of field trips and interactive group sessions) per week. This course satisfies a lab science requirement in General Education. *Note: There is a lab fee for this course.*

BIOL 2110

Nutrition (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. This course does not satisfy the non-lab science requirement in General Education. (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: 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. (Prerequisite: BIOL 1510) *Note: There is a lab fee for this course.*

BIOL 2520

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 two-and-a-half-hour lab session per week. This course satisfies the lab science requirement in General Education. *Note: There is a lab fee for this course.*

BIOL 2530

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. (Prerequisites: BIOL 1510, BIOL 2510) *Note: There is a lab fee for this course.*

BIOL 3100

Marine Biology (4; Summer) A comprehensive, detailed introduction to the marine environment and the taxonomy, anatomy, physiology, development and reproductive strategies of marine organisms. Emphasis placed on life history of

marine invertebrates and fishes. Sixteen hours of lecture and sixteen hours of lab work (in the form of field trips and interactive group sessions) per week. This course satisfies a lab elective in the Biology major. (Prerequisite: BIOL 1520).
Note: There is a lab fee for this course.

BIOL 3240

Ecology (4, Fall) An introduction to population, community and ecosystem dynamics. Three hours lecture, three hours lab per week. (Prerequisites: BIOL 1520, CHEM 1520, and one of the following statistics courses: MATH 2460 or MATH 2610)
Note: There is a lab fee for this course.

BIOL 3510

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. This course satisfies the non-lab science requirement in General Education. (Prerequisite: Completion of 30 units.) *This course does not satisfy the requirements for the biology major.*

BIOL 3540

Human Biology (3, Fall) An introduction to cell structure and the function of the major organ systems. Special topics will be presented to emphasize the relevance of biology to Christian decision-making in today's world. *Note: Course does not fulfill elective requirements for the Biology major.*

BIOL 3545

Human Biology Lab (2, TBA) 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 90-minute lab sessions per week. (Prerequisite: BIOL 3540 or permission of professor) *Note: There will be a lab fee for this course.*

BIOL 3550

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 postgraduate 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 1510, BIOL 2510, CHEM 2510; completion of 30 units) *Note: There is a lab fee for this course.*

BIOL 3600

Special Topics in Biology (1-4, Spring) This is an advanced course on a topic chosen by the professor. The course will be applicable as an upper division biology elective.

BIOL 4110

Immunology (3, Fall) This course will introduce students to the workings of the vertebrate immune system. Topics covered in this course include innate immunity, development and functions of leukocytes, autoimmune diseases, allergies, immune deficiencies, and immune responses to tumors. (Prerequisites: BIOL 1520, BIOL 2510, BIOL 2530; completion of 30 units.)

BIOL 4240

Watershed Ecology (4, TBA) Watersheds are defined as terrain that drains into a common waterway. This course employs a watershed approach to the study of freshwater and marine ecosystems, thus the interaction of terrestrial and aquatic habitats will be emphasized. Hands-on activities will present water testing methods, a survey of aquatic organisms, and techniques to assess aquatic habitat quality. Three hours of lecture per week, plus 3 Saturdays (dates TBA). (Prerequisites: CHEM 1520, MATH 2460, BIOL 3240)

BIOL 4310

Microbiology for Biology Majors (4, Spring) This course is intended for Biology majors. A study of the physiology, metabolism, 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 2510, CHEM 2520; completion of 30 units.) *Note: There is a lab fee for this course.*

BIOL 4550W

Senior Seminar (3, Fall) A discussion-based and writing-based capstone experience for biology majors, covering topics chosen by the professor. (Prerequisite: Junior or senior standing)

BTEC 3700

Biotechnology: Ethics and the Regulatory Environment (3, Spring) This course is an introduction to biotechnology, with an emphasis on the ethical implications, within a Christian context, of the emerging disciplines. The current regulatory environment in the United States and European Union will be surveyed, and specific ethical and regulatory questions will be explored.

BTEC 4700

Biotechnology: Microbes (4, Fall) This advanced course covers biotechnology as related to the microbial world. Lectures and laboratory experiments will focus on molecular characterization and genetic modification of microorganisms including recombinant protein production as well as strain modification for diverse applications such as industrial bioprocessing and environmental restoration. (Prerequisite: BTECH 3700) *Note: There is a lab fee for this course.*

BTEC 4710

Biotechnology: Plants and Animals (4, Spring) This advanced course covers biotechnology in plant and animal systems. Lectures and laboratory experiments will focus on aspects of tissue culture, molecular characterization and genetic modification of higher plants, animal cell culture and transgenic animals. Special emphasis will be placed on industrial application of genetically modified organisms, including the ethics and regulations involved with such organisms and their products. (Prerequisites: BIOL 3550, BTCH 3700) *Note: There is a lab fee for this course.*

BTEC 4720

Bioinformatics (3, Spring) This advanced course focuses on computational methods used in biotechnology, encompassing genomics, proteomics and biological process characterization and control. Students will gain experience with industry and research tools used for mathematical description and prediction of biological systems. (Prerequisites: BIOL 3550 and BTEC 3700)

BTEC 4730W

Senior Project/Internship (3, TBA) This is an advanced course where students either participate in an internship at a participating biotechnology company or conduct directed research under a faculty advisor. This will serve as a capstone experience for all biotechnology majors and will emphasize demonstrated expertise via written and oral expression. (Prerequisite: BTEC 3700)

BUSS 1900

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 business person in society. Understanding these principles helps the student better understand the economy and the workplace.

BUSS 1910

Computer Applications (3, Fall) Fundamentals of computer literacy: operations, terminology and applications. A brief history of computers and some of the problems resulting from the computer revolution. The laboratory portion of the class will focus on the use of word processing, spreadsheet, database applications, and educational applications. IBM-compatible computers are used in the laboratory.

BUSS 1950

Introduction to Economics (3, Fall and Spring) An introduction to the development of economies and the basic principles, theories, terminology, ethics and problems of economics. The production, exchange, distribution, and consumption of income and wealth will be covered. The course will also emphasize the importance of trade, trade-offs and government policies and how they impact production and comparative advantage in an economy. The course will focus on the economics in the United States.

BUSS 2190

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.

BUSS 2920

Macroeconomics (3, Fall) An introduction to the basic principles, theories, terminology and problems of macroeconomics. The production, exchange, distribution, and consumption of income and wealth will be covered; national income, 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.

BUSS 2930

Microeconomics (3, Spring) Economics is the study of these choices in relation to the scarcity of resources. Microeconomics is the relationship between supply and demand. This is a specific study of the individual, business firm and government agencies. The course examines how prices are determined and how various markets condition, such as the monopolies, oligopolies, and other market conditions.

BUSS 2940

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.

BUSS 2950

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.

BUSS 3200

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 organizations. 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.

BUSS 3930

Business Law (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.

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.

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.

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 courses. 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 4900

Human Resource Management (3, Fall) This course is a study of human resource needs in the modern business organization, including recruitment strategies; screening, selection and placement of applicants; job analysis; training and development; appraising and rewarding performance. Emphasis is placed on the application of research findings to diagnose and solve organizational problems. Ethical implications of management decisions will be considered and evaluated. (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.

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.

BUSS 4950

Entrepreneurship (3, Odd 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 4960

Consumer Behavior (3, Odd Spring) This course focuses on the behavior of the individual as a consumer in the context of traditional buying settings such as retail stores as well as the use of e-commerce settings. The psychology of purchase behavior will be emphasized as well as the practical aspects of consumer research. Some field work in the retail environment will be required. (Prerequisite: Junior standing)

BUSS 4970

Production & Operations Management (3, Fall) This course is an introduction to the concepts, techniques and applications of production/operation management, with practical applications in manufacturing and service organizations. Topics include product and process design, total quality management, capacity planning, Just-In-Time (JIT) production systems, production, planning and control including work measurement, forecasting, scheduling, inventory control, material requirements planning, project management and systems maintenance improvement. Ethical and moral implications of management decisions will be considered and evaluated. Managerial issues will be combined with technical methods and quantitative applications. (Prerequisites: MATH 2610, ACCT 2910, BUSS 2920 or BUSS 2930; BUSS 2940).

BUSS 4980

Marketing Research (3, Even Fall) This course stresses the development and implementation of marketing research theory and practice. An emphasis is made on consumer research as it supports marketplace planning and consumer decision making. The course reviews major research methods and designs. Students also must complete several research projects that help them develop their analytical skills. (Prerequisite: MATH 2610)

BUSS 4990

Marketing Management (3, Even Spring) Marketing management is an upper division course which gives students the knowledge needed to operate a U.S. based corporate marketing department. The topics of study include management of creative teams, development of marketing strategies and operational plans for their execution, including detailed budgets and response tracking mechanisms. There will be a review of current economic literature dealing with cost benefits of different media and the new trends in the management of e-commerce and social media. (Prerequisite: BUSS 3980)

C

CCST 3050

Introduction to Community Development (3, Odd Fall) This course teaches the theories and skills used in accessing, planning, implementing, monitoring and evaluating a community development program. Students will also learn the history of development.

CCST 3110

Management for Development (3, Even Fall) This course teaches skills and theories of management necessary in a community development organization.

CCST 3120

Microenterprise Development (3, Odd Spring) This course is a study of microenterprise development and microfinance methods from a Christian point of view.

CCST 3150

Practicum in Transformational Development (3; TBA) This course provides students within the field experiences working with and relating to poor and marginalized people. Students volunteer to serve and be with the poor in various secular and faith-based social service programs. They write reflective essays about the poor, poverty and the presence of Christ among the poor.

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. *This course satisfies the General Education cross-cultural requirement.*

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 4100

Power Dynamics and Development (3, Even Spring) This course examines power and its effects on the social, political, spiritual, and economic aspects of community life from a biblical perspective and how this interacts with issues of poverty and justice.

CCST 4120

The Christian and Social Justice (3, Even Fall) This class gives students an introductory knowledge of the issues related to social justice, a Biblical perspective on injustice, and skills for advocating social justice.

CCST 4900

Cross-Cultural Internship Preparation (2, Spring) Preparation for a summer experience in working in a foreign culture. The course entails intentional reading and written reflection for participation in a cross-cultural internship experience under the supervision of a mission organization or leader. (Prerequisite: Junior standing)

CCST 4910

Cross-Cultural Internship Experience (1, Summer) Field experience working in a foreign culture. The course entails observation and participation under the supervision of a mission organization or leader. (Prerequisite: CCST 4900)

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 overseeing 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. (Prerequisite: Sophomore standing)

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, Spring) A study and application of the principles and skills of biblical leadership and management. The course develops leadership skills in planning, organizing and staffing ministries and in conflict management and working with volunteers. (Also MINS 4500)

CHEM 1300

Introduction to Chemistry (4, Fall) This is a survey lab science course, but it is very fast-moving and designed to prepare pre-nursing students. The course 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 1510

General Chemistry I (4, Fall) The first half of a two semester sequence, intended for the biology major, covering the nature of atoms, molecules, and ions, chemical reactions, stoichiometry, electronic structure, periodicity, and chemical bonding. This course also provides an introduction to thermodynamics, equilibrium, precipitation, oxidation-reduction, and acid/base chemistry. Three hours of lecture and three hours of lab per week. Registration for this course restricted to declared gy majors, or by consent of instructor. *Note: There is a lab fee for this course.*

CHEM 1520

General Chemistry II (4, Spring) A continuation of CHEM 1510 covering properties of solids, liquids, gases, solutions, 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 lab fee for this course.*

CHEM 2510

Organic Chemistry I (4, Fall) The first half of a two semester sequence, this course introduces the main functional groups encountered in organic chemistry focusing on structure, bonding, and stereochemistry. Also presented is an overview of the nomenclature, physical properties, and chemistry of alkanes, alkenes, and alkyl halides, including nucleophilic

substitutions and eliminations. The fundamentals of chemical spectroscopy (IR/NMR/MS) and standard organic laboratory procedures are also covered. Three hours of lecture and three hours of lab per week. (Prerequisite: CHEM 1520) *Note: There is a lab fee for this course.*

CHEM 2520

Organic Chemistry II (4, Spring) A continuation of CHEM 2510 covering the nomenclature, physical properties, spectroscopy, and chemistry of alkynes, alcohols, phenols, thiols, sulfides, ethers, epoxides, aromatic compounds, carbonyl compounds, and amines. Three hours of lecture and three hours of lab per week. (Prerequisite: CHEM 2510) *Note: There is a lab fee for this course.*

CIST 1100

Introduction to Web Development (3, online, or on campus as scheduled) This course covers the basics of web development. In the first module, students will learn how a website is composed of html, css, and javascript and how to use each one. The second module is defined as Front End and is an extension of the Coding Basics module, further exploring advanced concepts. This course is intended to enable students to create modern and robust web applications without leveraging any advanced frameworks. Students will strengthen their foundational knowledge of how web applications and client-side coding works. Students explore web animations, transitions, transformations and how to structure and organize code for a large web project. Course may be delivered in 1.5 credit modules reflecting the units within the overall course design.

CIST 1200

Introduction to Programming (3, online, or on campus as scheduled) The programming course is an introduction to basic programming principles as expressed in the elective language. In the first module, students will develop a foundational knowledge of programming concepts, algorithms, design patterns and theory. Language-specific concepts will be covered, outlining the nuances associated with the elective language. The Frameworks module is an introduction to JavaScript Frameworks which enable rapid front-end development meeting modern best practices. Students will learn how to create Single Page Web Applications (SPA). Framework-specific concepts will be covered, outlining the nuances associated with the elective framework (React or Angular2). Course may be delivered in 1.5 credit modules reflecting the units within the overall course design. PRE-REQ: CIST 1100

CIST 1300

Introduction to Server-Side Applications, Services, and Database Design (3, online, or on campus as scheduled) The Back End module is an introduction to creating server-side web applications and services. Students will learn how to create server-side APIs and render websites. Language-specific concepts will be covered, outlining the nuances associated with elective framework. The Database module is an introduction to working within and designing databases. Students will develop a foundational knowledge of database concepts, theory, and an overview of the various implementations and architectures. Students will work with both relational (aka SQL) and non-relational (aka document) databases. Course may be delivered in 1.5 credit modules reflecting the units within the overall course design. PRE-REQ: CIST 1200

CIST 1400

Responsive Design and Agile Project Management (3, online, or on campus as scheduled) The Mobile Apps and Responsive Design module explores the principles and implementations of Responsive Design . Responsive Design is the practice of creating application which seamlessly adapt to the size and capabilities of different devices (Desktop, Tablet, Phone, etc.) Students learn the techniques and tooling required to enable web sites to be responsive. The second module is about Agile Project Management. This is an introduction to the processes and practices of managing software projects and teams. Students become familiar with the roles on a software team and their various responsibilities, while also familiarizing with the stages of Software Development Lifecycle (SDLC). students gain knowledge in both traditional Waterfall management methods as well as Agile Software Development. The concepts learned in this module will prepare students to manage their group project as an agile software team. Course may be delivered in 1.5 credit modules reflecting the units within the overall course design. PRE-REQ: CIST 1300

CIST 1500

Deployment and Group Project (3, online, or on campus as scheduled) The Deployment module is an introduction to building and deploying applications to cloud hosting providers. Students develop a foundational understanding of the benefits and process of deploying a web application to a cloud hosting provider. The second module combines many parts of software development skills to develop a full-stack application as an Agile Project Team. Each student participates in several roles, including making contributions to the code base. The team will have daily scrum meetings to cover tasks and will work separately to complete them. The final product is presented as a capstone activity before potential employers. Course may be delivered in 1.5 credit modules reflecting the units within the overall course design. PRE-REQ: CIST 1400

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 1260S

Oral Communication in Spanish (3, Fall)

An introduction to the Hispanic communication process beginning with skills in interpersonal and small group communication and including effective techniques for the research, organization and presentation of public speeches. A variety of student communication experiences will be provided. Only Spanish will be spoken/written in this course.

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 2100

Media and Culture Provides a foundation of the field in general with a strong emphasis on critically thinking about the impacts and ethics of mediated communication. This course also provides a taste of the history and place of media as it functions to reflect, shape, and change people and culture. This course will explore interactive relationships between culture and media and provide analytical tools to evaluate media critically. An overall goal is to become media literate, to gain an understanding of mass media as cultural industries that seek to influence our behavior and affect our values as a society.

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) An introductory course that emphasizes article writing and also touches on digital photography and layout design. (Also ENGL 2230)

COMM 2250

Communication Practicum (1-4, TBA) A course designed to provide students with practical engagement with professional communication both as part of the discipline and as occupational experience. This may involve public relations, mass media, Internet, newspaper, magazine, local church, or other possibilities. Site and placement subject to instructor approval. May be repeated for credit.

COMM 2300

Digital Photography (3, Odd Fall) Digital photography introduces the student to the ethics and legal issues of journalistic photography and still photographic techniques of news, feature, and sports photography for newspaper, magazine, and internet reproduction providing skills in how to tell stories and augment stories through visualization with photography.

COMM 2900

Field Experience (1-4, 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.

COMM 3040

Preaching I (3, Fall) An application of various theories of preaching. The course covers basic patterns of sermons, sermon preparation, sermon delivery, and sermon evaluation as they relate to a variety of audiences. (Prerequisite: COMM 1260) (Also MINS 3040)

COMM 3050

Preaching II (3, Odd Spring) An opportunity to develop further preaching skills. The course expands preaching styles, addresses special concerns of preachers, and develops skills in evaluating sermons. (Prerequisite: COMM 3040) (Also MINS 3050)

COMM 3060

Argumentation and Debate (3, Even Spring) An introduction to argumentation and debate including analysis of propositions, issues, evidence, and reasoning. Varied debate styles will be studied, and students will prepare and present debate cases in class utilizing proven constructive and rebuttal strategies. (Prerequisites: COMM 1260, junior or senior standing)

COMM 3100

Editing (3, Even Spring) Instruction and practice in principles of copy editing. Students will learn to recognize and correct errors of content, grammar, and style. (Prerequisite: Sophomore standing)

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. (Prerequisites: COMM 1260, junior or senior standing)

COMM 3240

Communication Ethics (3, 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. (Prerequisite: Junior or senior standing) (Also ENGL 3245)

COMM 3250

Oral Interpretation and Storytelling (3, Fall) This course explores the dramatic embodiment of literature through implicit interpretive understanding and skillful oral presentations. Emphasis is on analysis and performance of narratives, poetry, and biblical literature through reading texts aloud and dramatically telling stories leading to a creation of a community of listeners who experience the text. (Prerequisites: COMM 1260, sophomore standing)

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. (Prerequisite: Sophomore standing)

COMM 3275

Magazine Studies (3, TBA) A course designed to teach the basic skills of writing and publishing for a magazine and Web-based publications. Integration of photography, multimedia and design into documents will enable students to produce professional results in a growing industry.

COMM 3305

Convergent Media (3, Spring) The Convergent Media course teaches skills that cross communication modes of text, image, sound, and vision as well as creation of relationships through social media and collaboration tools. Complex communication messages will be formed from multimedia environments blending text with audio, visual, and graphic elements.

COMM 3310/3315

Making Short Movies I & II (3/3, TBA) Making Short Movies is a practical overview of the entire Cinematography process beginning with understanding film and then gaining the skills necessary to make a short film, from writing the storyboard, filming, directing, producing, on through the final cuts and then entering the results into film festivals. (Prerequisites: ENGL 1220, COMM 1260, and COMM 2260. COMM 3310 is a prerequisite for COMM 3315.) *Note: There is an additional fee for this course.*

COMM 4005

Special Topics in Communication (1-4, TBA) This is an advanced course on a topic chosen by the professor. The course will be applicable as an upper division communication requirement. (Prerequisite: Sophomore standing)

COMM 4010

Special Assignments in Journalism (1-4, TBA)

This is an advanced freelance journalism course taking current assignments from wire services or other publishers or producers and forming them into publishable products. This may include written articles, photographs, or video submitted for publication. May be repeated for credit. (Prerequisites: COMM 2210 or 2230 and two additional writing courses or instructor's consent.)

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, TBA) 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 Cicero's model of developing competent speakers by teaching theory, modeling and practice as an outline for the course, students will improve their written and oral communication skills through spoken and written persuasive rhetoric. The course also incorporates the philosophy and history of rhetoric. (Prerequisite: Junior or senior standing)

COMM 4330

Communicating Cross-Culturally (3, Fall and Spring) A study of the principles and processes of communicating from one culture or subculture to another. Attention is given to the study of language as well as nonverbal forms of communication. (Prerequisite: Junior or senior standing) (Also LING 4330)

COMM 4330S

Communicating Cross-Culturally (3, Spring) A study of the principles and processes of communicating from one culture or co-culture to another. Attention is given to the study of language as well as nonverbal forms of communication. Only Spanish will be spoken/written in this course. (Prerequisite: Junior or senior standing) (Also LING 4330S)

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)

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)

CORE 2000

Engaging Faith and Society (3, Fall and Spring) This course opens a conversation between Christian faith and practice and a range of issues facing modern societies. Students will learn to think critically, reflect theologically, and engage constructively a number of pressing topics in the contemporary world. (Prerequisites: Sophomore-level standing, ENGL 1210)

CORE 3xxx

(3, Fall and Spring) *Course titles and descriptions are to be determined.* Various courses will be offered each semester that engage students in interactive and interdisciplinary topics. Examples of previously taught courses include Jesus, Politics, and Violence; and Pop Culture, Social Media, and Faith. (Prerequisite: CORE 2000)

E

For ED courses, see course descriptions in Graduate Studies: School of Education section.

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 4020

Psychological Applications in Education (3, Summer, Fall, Spring) 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.

EDUC 4250

Technology for Teaching and Learning (3, Summer, Fall, Spring) Fundamentals of computer literacy: operations, terminology, and applications. The laboratory portion of the course focuses on use of word processing, spreadsheets, database applications, interactive whiteboard tablets, educational applications, and advanced use of the Internet to access information and enhance professional productivity. Students receive an iPad tablet with this course. This course meets the requirements for a preliminary teaching credential. (Prerequisite: Permission of School of Education.) *Note: There is a technology fee for this course.*

EDUC 4400

Language Arts in the Elementary School (4, Fall and Spring) 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, 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 meeting the state of California Academic Content Standards in the Language Arts. Students will further their understanding of the content through 15 hours of field experience in classrooms of beginning and middle-grade reading. This course meets requirements for English Language Learner Instruction.

EDUC 4410

Language Arts in the Secondary School (4, Fall and Spring) 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 teachers who can model instruction of language arts in the content areas. This course meets requirements for English Language Learner Instruction.

EDUC 4420

Curriculum and Instruction in the Elementary School (5, Fall and Spring) 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; curriculum and instructional processes; classroom management, teaching strategies, and standards for the content areas. Includes 15 hours of guided experience in elementary schools. This course meets requirements for English Language Learner Instruction.

EDUC 4430

Curriculum and Instruction in the Secondary School (5, Fall and Spring) The scope and function of the secondary school, subject-specific curriculum and pedagogy, lesson planning, classroom management, unit construction and assessment techniques. Includes 15 hours of guided experience in secondary schools. This course meets requirements for English Language Learner Instruction.

EDUC 4460

Multicultural Instruction for Elementary (3, Fall and Spring) 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 14 hours of guided teaching experience in a multicultural elementary school setting. *This course satisfies the General Education cross-cultural requirement.*

EDUC 4470

Multicultural Instruction for Secondary (3, Fall and Spring) 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 14 hours of guided teaching experience in a multicultural school setting. *This course satisfies the General Education cross-cultural requirement.*

EDUC 4500

Technology in the Classroom (1, Summer, Fall, Spring) 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.

EDUC 4610

Teaching Performance Assessment 1 (0, Summer, Fall and Spring) Candidates demonstrate their knowledge of principles of developmentally appropriate pedagogy and content-specific pedagogy.

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.

ENGL 2100

Introduction to Literature (3, Fall) 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, Odd 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, Even 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, Even Fall) Focusing on the ways authors have conceived and constructed their literary understandings of the relationship between land and its inhabitants, this study examines Native American religious views, Puritanism, the Enlightenment, and American Romanticism and Transcendentalism. (Prerequisite: ENGL 1220)

ENGL 2215

American Literature from 1865 (3, Odd Spring) Continuing the study of the relationship between the people and the land, this study examines the literary expressions of Realism, Naturalism, Modernism, and Post-Modernism. (Prerequisite: ENGL 1220. Recommended: ENGL 2210)

ENGL 2230

Fundamentals of Journalism (3, Fall) An introductory course that emphasizes article writing and also touches on digital photography and layout design. (Also COMM 2230)

ENGL 2231/3231

Newspaper Practicum (2, Fall and Spring) Participation on the staff of the college's student newspaper. Upper division credit may be granted after two semesters are taken at lower division level. (This course is graded pass/fail)

ENGL 2240/3241

Yearbook Practicum (2, Fall and Spring) Participation on the staff which produces the annual yearbook. Upper division credit may be granted after two semesters are taken at lower division level.

ENGL 2250

Introduction to Theater (3, Odd Spring) An introduction to theater as an art form, its history and schools of thought, and the theatrical disciplines of acting, directing, and stagecraft. A field trip to the Oregon Shakespeare Festival in Ashland, OR, is required. Required for the English Single Subject Major.

ENGL 2930

Selected Topics in English (1-4, TBA) A course on a topic chosen by the English Department.

ENGL 310

Literary Theory (3, Even Fall) This course examines the theories and practices of literary theory. Students will read key influential writings by philosophers that have served as the analytical basis of literary criticism past and present. Covers current forms of literary theory, including Marxism, feminism, structuralism, deconstruction, queer theory, post-colonialism, reader response, New Historicism, and cultural studies.

ENGL 3200W

Advanced Composition (3, Spring) Advanced instruction and practice in aesthetic, conceptual, and formal elements of writing with an emphasis on the writing process. (Prerequisites: ENGL 1220, ENGL 3280)

ENGL 3210

Western Literature (3, Odd Spring) A chronological survey of major canonical works of the Western world. Emphasis is placed on Western literature in its enduring literary forms and on the role of Western literature as a reflection and agent of historical, cultural, and philosophical development. (Prerequisite: ENGL 1220)

ENGL 3220

World Literature (3, Odd 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.) *This course satisfies the General Education cross-cultural requirement.*

ENGL 3240

Shakespeare (3, 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. (Prerequisite: Junior or senior standing) (Also COMM 3240)

ENGL 3275

Grammar and Editing (3; Fall) The study of English grammar, mechanics, and punctuation with a focus on practical editing and some attention given to the pedagogy of grammar and writing. (Prerequisite: ENGL 1220.)

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 frameworks, and actor readings. (Recommended: ENGL 3200W)

ENGL 3333

Field Experience (3, TBA) A course designed to provide students with practical engagement with the writing discipline. Supplemented with faculty oversight to provide analysis and oversight of on-site experience, the course is appropriate for upper division students in the midst of their major requirements. Site and placement subject to department approval. (Prerequisite: Junior or senior standing; instructor permission)

ENGL 3360

Technical Writing (3, Spring) Focuses on elements of writing unique to business organizations and technology, with attention paid to professional genres, style, and formats. (Prerequisite: ENGL 1220. Recommended: Junior status)

ENGL 3362

Fiction Writing (3, Odd Fall) Instruction and practice in the elements and techniques of fiction writing. Emphasis on the development of the writer's critical and expressive voice. Includes peer review. (Recommended: ENGL 3200W)

ENGL 3364

Poetry Writing (3, Even Fall) Instruction and practice in the elements and techniques of poetry writing. Emphasis on the development of the writer's critical and expressive voice. Includes peer review. (Recommended: ENGL 3200W)

ENGL 3366

Creative Non-Fiction (3, TBA Instruction and practice in the elements and techniques of the expository essay. Emphasis on analysis, reasoning, persuasion, and development of the writer's critical angle as a way to interpret the human experience. (Recommended: ENGL 3200W)

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 3200W)

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, Even 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 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.. (Prerequisite: Senior standing)

G

GEOG 3210

World Regional Geography (3, Fall) 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. *This course satisfies the General Education cross-cultural requirement.*

H

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 since 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. (Satisfies state requirements in U.S. history, constitution, state and local government.)

HIST 2350

Selected Topics in History (3, Fall) An introduction to a particular field of historical inquiry designed to be of interest to students from across the university. This thematic lecture course will introduce students to the way in which historians approach the past through reading primary sources. This course may be taken more than once for credit.

HIST 2360

The Historian's Craft (3, Spring) 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. It also introduces approaches to integrating Christian faith with the academic study of history.

HIST 3050

History and Literature of the Second Temple Period (3, Even Fall) An investigation of Jewish history and literature from the 400 years between the Old and New Testaments. The course examines history between the Captivity and the Second Jewish Revolt and studies the extra-canonical Jewish literature of the period 250 BC to AD 100 against the backdrop of the Old Testament canon. (Prerequisites: BIBL 1300, BIBL 1310) (Also BIBL 3050)

HIST 3300

History of Modern Europe (3, TBA) An examination of European history from the Congress of Vienna to the present. *This course satisfies the General Education cross-cultural requirement.*

HIST 3310

Latin American Civilization (3, TBA) 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. *This course satisfies the General Education cross-cultural requirement.*

HIST 3320

History of Russia (3, TBA) 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 3340

History of California (3, Spring) An examination of the history of California from the Spanish conquest to the present. (Prerequisites: HIST 2330, HIST 2340)

HIST 3350

History of East Asia (3, TBA) 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. *This course satisfies the General Education cross-cultural requirement.*

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. (Prerequisite: THEO 3600) (Also THEO 3370)

HIST 3380

History of Sub-Saharan Africa (3, TBA) Surveys the history of the region from the pre-historical time period to the present. Explores the various phases in African history: hunter-gatherer 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. *This course satisfies the General Education cross-cultural requirement.*

HIST 3385

History of the Islamic World (3, TBA) 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. *This course satisfies the General Education cross-cultural requirement.*

HIST 3400

Ancient Greece and Rome (3, TBA) A study of antiquity in the Mediterranean focusing on the civilizations of Greece and Rome.

HIST 3410

Renaissance and Reformation (3, TBA) A study of European history focusing on the Renaissance and the Reformation.

HIST 3420

The Civil War Era (3, TBA) 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.

HIST 3430

United States in the Gilded Age and Progressive Era (3, TBA) A study of the political, economic, and social history of the United States from 1877 to 1917. Emphasis is placed on industrialization, the rise of big business, immigration, urbanization, and social reform.

HIST 3450

United States in the 20th Century (3, TBA) A history examining the United States since 1918. Emphasis is placed on the emergence of the U.S. as a modern nation. Topics include the Great Depression, New Deal, World War II, Civil Rights, Cold War, and post 9/11 America.

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, BIBL 2220) (Also BIBL 4030)

HIST 4200

Enlightenment and Revolution (3, TBA) A seminar in European history focusing on topics in the "Long Eighteenth Century."

HIST 4300

Colonial America (3, TBA) A study of British colonial society, politics, economics, and religion in North America from European contact up to the American Revolution. Emphasis is placed on European encounters with Native Americans, British colonial life, and the origins of the Revolution.

HIST 4305

American Revolution and Early Republic (3, TBA) A history of the political, social, and cultural developments in the United States from the American Revolution to the Mexican-American War. Emphasis is placed on the U.S. Constitution, nation-building, democratization, and westward expansion. This course meets state requirements in the United States Constitution.

HIST 4310

History of Britain (3, TBA) A study of British history from the Tudor dynasty to the present.

HIST 4700

Selected Topics in Historiography (3, Spring) A seminary on the historiography of a particular topic. This course will teach students how to analyze and critique the state of the field concerning a particular historical topic. Students in this course will also write a substantive historiographical paper on a topic of their choosing. This course may be taken more than once for credit. (Prerequisite: Junior or senior standing)

HIST 4890W

Senior Seminar (3, Fall) A seminar course in which students research and write a substantial and original research paper, while considering how the Christian faith informs the writing of history. Passing this course with a C or higher demonstrates writing competency in the History and Social Science majors. (Prerequisite: Senior standing.)

HIST 4900

Internship (3-6, Fall and Spring) This course provides upper-division history and social science students with experiential learning in an off-campus internship. Students are given the opportunity to apply concepts learned in the major or specialization and further develop these concepts through work experience within the community. Students will be assessed on their recorded observations, service, and successful completion of the stated outcomes. Site and placement are subject to department approval. (Prerequisite: Junior or senior standing; consent of instructor.)

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. *This course satisfies the General Education cross-cultural requirement.*

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. *This course satisfies the General Education cross-cultural requirement.*

HUMA 2440

Fine Arts in Western Culture (3, Spring) A study of the development of painting, sculpture and architecture from Hellenic Greece to the present. Attention given to representative individual works and period styles and their relation to artistic, intellectual, political, religious factors. Emphasis on the role of art in the imagination and the Christian life.

L

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. (Prerequisite: Instructor's consent based on placement exam)

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. (Prerequisite: Instructor's consent based on placement exam or C or better in LANG 1530)

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. *This course satisfies the General Education cross-cultural 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) *This course satisfies the General Education cross-cultural requirement.*

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) *This course satisfies the General Education cross-cultural requirement.*

LANG 2580

Civilization and Culture of Spain (3, Even Fall) A study of Spanish culture of the past and present, with emphasis on literature, philosophy and the arts. Only Spanish will be spoken/written in this course. (Prerequisite: LANG 2540 or satisfactory score on placement exam) *This course satisfies the General Education cross-cultural requirement.*

LANG 2585

Civilization and Culture of Latin America (3, Odd Spring) A study of Latin American culture of the past and present, with emphasis on literature, philosophy and the arts. Only Spanish will be spoken/written in this course. (Prerequisite: LANG 2540 or satisfactory score on placement exam) *This course satisfies the General Education cross-cultural requirement.*

LANG 3025

Hispanic Short Stories (3, Odd Fall) A study of the 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) *This course satisfies the General Education cross-cultural requirement.*

LANG 3100

Advanced Spanish Grammar and Composition (3, Even Spring) Intensive review of significant systemic features of modern Spanish grammar including morphology, syntax, and semantics. Only Spanish will be spoken/written in this course. (Prerequisite: LANG 2540 or satisfactory score on placement exam) *This course satisfies the General Education cross-cultural requirement.*

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. Only Spanish will be spoken/written in this course. (Prerequisite: LANG 2540 or satisfactory score on placement exam) *This course satisfies the General Education cross-cultural requirement.*

LANG 3580

Literature of Spain (3, Odd Fall) A study of the important movements, authors and works in Spanish literature through the Middle Ages to the present. Only Spanish will be spoken/written in this course. (Prerequisite: LANG 2540 or satisfactory score on the placement exam) *This course satisfies the General Education cross-cultural requirement.*

LANG 3585

Literature of Latin America (3, Even Spring) A study of the important movements, authors and works in Latin American literature through the colonial, revolutionary and modern periods. Only Spanish will be spoken/written in this course.

(Prerequisite: LANG 2540 or satisfactory score on the placement exam) *This course satisfies the General Education cross-cultural requirement.*

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 4500W

Advanced Spanish Composition (3, Odd Spring) Advanced instruction and practice of written Spanish through formal and informal composition including conceptual and aesthetic dimensions of the writing process. Only Spanish will be spoken/written in this course. (Prerequisite: LANG 3100 or satisfactory score on the placement exam).

LANG 4510

Seminar in Spanish Communication: Capstone (3, Odd Spring) An examination of specialized fields of Spanish communication. Each student will have opportunity for specialized research in a senior paper, create a resumé and form an assessment portfolio. Only Spanish will be spoken/written in this course. Passing this course with a C or higher demonstrates writing competency in the major. (Prerequisite: Junior or senior standing)

LANG 4530

Spanish Practicum (1-6, 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.

LEAD 1100

First Year Experience (FYE) (1, Fall) The FYE course is required for all new students with less than 24 credits on their transcript. The class utilizes lectures from speakers, teachings from professors, and discussions from student FYE leaders. A heavy emphasis is placed on using StrengthsQuest development from the Gallup Organization.

LEAD 1220/1221

Chapel Leaders Training Seminar I, II (1, Fall-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 2000

Service Seminar (0) Within their first two semesters at Simpson University students will complete Service Seminar, a one-semester/non-credit graduation requirement for all traditional undergraduate students. This course has three basic components: (a) A minimum of 30 hours of service at an approved off-campus service site (church, a para-church organization, or an outreach-oriented organization), (b) A mentoring relationship provided by the place of service. The mentor and the student are required to meet at least five times throughout the semester, and (c) Required class time, which consists of weekly class, assigned readings, and reflection papers.

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.

LING 4320

Language Learning (3, Fall) This course offers an overview of the nature of human language, including language acquisition as well as the structure and formation of sounds, words, and sentences. An understanding of these basic components and associated vocabulary is then applied to human linguistic interactions within social, educational, and international contexts. (It is highly recommended that ENGL 3280 be taken prior to or concurrent with this course.)

LING 4330

Communicating Cross-Culturally (3, Fall and Spring) A study of the principles and processes of communicating from one culture or subculture to another. Attention is given to the study of language as well as nonverbal forms of communication. (Prerequisite: Junior standing) (Also COMM 4330)

LING 4330S

Communicating Cross-Culturally (3, 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 nonverbal forms of communication. Only Spanish will be spoken/written in this course. (Prerequisite: Junior or senior standing) (Also COMM 4330S)

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.

M

MATH 1500

Elementary Algebra I (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 General Education math requirement.)

MATH 1511

Elementary Algebra II (3, Spring) A continuation of MATH 1500 Elementary Algebra I. (Prerequisite: MATH 1500) (This course does not satisfy the General Education math requirement, but does meet the prerequisites that require MATH 1520)

MATH 1520

Intermediate Algebra (3, Fall) 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: Elementary Algebra or placement by examination.) *Note: This course does not satisfy the General Education math 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 MATH 1511 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) 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. (Recommended: MATH 2430) (Course is graded pass/fail.) [No longer offered]

MATH 2130/3130

Mathematics Seminar (1) 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.) [No longer offered]

MATH 2300

Math for the Educated Citizen (3, TBA) A study of some of the uses of mathematics in society today. Topics may include propositional logic, the metric system, management science methods, probability and statistics, business applications, growth and expansion problems, tilings, and the analysis of patterns. (Prerequisite: MATH 1520 or MATH 1511 or demonstrated math competency)

MATH 2400

Math Concepts for Teachers I (3, Fall) A study of sets, logic, number theory, whole numbers, integers, rational numbers (as fractions and decimals), irrational numbers, and problem solving. A conceptual approach is supplemented with laboratory activities. (Prerequisite: MATH 1520 or MATH 1511 or demonstrated algebra competency)

MATH 2410

Math Concepts for Teachers II (3, Spring) A study of geometric figures, measurement, algebra and functions, mappings, statistics, and probability. A conceptual approach is supplemented with laboratory activities. (Prerequisite: MATH 1520 or MATH 1511 or demonstrated algebra competency)

MATH 2430

Calculus I (4) 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) [No longer offered]

MATH 2440

Calculus for Life Science (3; Fall) Provides a general introduction to calculus concepts for life science majors. The course includes a review of pre-calculus and covers limits, differentiation, integration, and differential equations. Science related applications will be emphasized. This course is not intended for mathematics majors. (Prerequisite: MATH 1830 Precalculus or consent of instructor)

MATH 2530

Calculus II (4) 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) [No longer offered]

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 MATH 1511 or demonstrated algebra competency)

MATH 2630

Calculus III (4) 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) [Fall 2016 last offering]

MATH 2730

Linear Algebra (3, Spring) A study of linear systems, matrices, determinants, linear independence, eigenvalues and eigenvectors. The study of matrices will include topics such as vector spaces, linear operators and transformations, canonical forms, scalar products, characteristic values and Jordan normal form. (The concepts in this course will form the basis for exploring problems in other disciplines). (Prerequisite: MATH 2530)

MATH 2830

Computer Programming (3) 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) [Spring 2018 last offering]

MATH 2930

Math Modeling (3) 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) [No longer offered]

MATH 3210

Math Lab Internship (1-3) 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) [No longer offered]

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) [Fall 2016 last offering]

MATH 3530

Mathematical Statistics with Probability (3) 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) [No longer offered]

MATH 3630W

Math History (3) 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. Recommended: MATH 2030.) [Fall 2017 last offering]

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) [Spring 2017 last offering]

MATH 4020

Senior Project Reading (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. (Prerequisites: MATH 2030 and MATH 2730, or consent of instructor) [Spring 2018 last offering]

MATH 4120W

Senior Project Writing (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) [Fall 2017 last offering]

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.) [Spring 2018 last offering]

MATH 4400

Selected Topics in Mathematics (1-4, TBA) An advanced course on a topic chosen by the instructor. (Prerequisite: Consent of instructor) [Spring 2017 last offering]

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) [Spring 2018 last offering]

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 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 3510

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 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 3910

Ministry Internship Experience (2, Summer) Students are required to find a ministry internship position that matches one's major. Students must find a mentor who has been in full-time ministry for at least five years and willing to oversee the internship field experience as well as complete an assessment developed by the ministry department. Field experience begins mid-May and ends mid-August and averages a minimum of 20 hours a week. (Prerequisite: MINS 3600)

MINS 3920

Ministry Internship Experience (1, Fall) Students are required to find a ministry internship position that matches one's major. Students must find a mentor who has been in full-time ministry for at least five years and willing to oversee the internship field experience as well as complete an assessment developed by the ministry department. Field experience will begin in September and be expected to be completed at the end of the spring semester and average 10 hours a week. (Corequisite: MINS 3600)

MINS 3930

Ministry Internship Experience (1, Spring) Students are required to find a ministry internship position that matches one's major. Students must find a mentor who has been in full-time ministry for at least five years and willing to oversee the internship field experience as well as complete an assessment developed by the ministry department. This field experience is a completion of the ministry experience begun in the fall semester and averages 10 hours a week. (Corequisite: MINS 3601)

MINS 3940

Ministry Internship Experience (0, Summer) Students are required to find a ministry internship position that matches one's major. Students must find a mentor who has been in full-time ministry for at least five years and willing to oversee

the internship field experience as well as complete an assessment developed by the ministry department. Field experience begins mid-May and ends mid-August and averages a minimum of 20 hours a week. (Prerequisite: MINS 3600)

MINS 3945

Ministry Internship Experience (0, Fall) Students are required to find a ministry internship position that matches one's major. Students must find a mentor who has been in full-time ministry for at least five years and willing to oversee the internship field experience as well as complete an assessment developed by the ministry department. Field experience will begin in September and be expected to be completed at the end of the spring semester and average 10 hours a week. (Corequisite: MINS 3600)

MINS 3950

Ministry Internship Experience (0, Spring) Students are required to find a ministry internship position that matches one's major. Students must find a mentor who has been in full-time ministry for at least five years and willing to oversee the internship field experience as well as complete an assessment developed by the ministry department. This field experience is a completion of the ministry experience begun in the fall semester and averages 10 hours a week. (Corequisite: MINS 3601)

MINS 4340W

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, Spring) 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)

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 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.

MUAP 1712/3712

Simpson Chorale (2, Full year) Open to all by audition. Standard choral literature is 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. *Note: This course is a Performance Ensemble.*

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. *Note: This course is a Performance and Chamber Ensemble.*

MUAP 1714/3714

Shasta Symphony Orchestra (1, Fall and Spring) Open to students by audition at Simpson. Especially applicable to string players, but also open to woodwind, brass, and percussion players. Upper division credit is granted those students with two years' experience in large ensembles. *Note: This course is a Performance Ensemble.*

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 Shasta Symphony Orchestra. This group meets once a week for two hours. *Note: This course is a Chamber Ensemble.*

MUAP 1741/1751

Piano Class I, II (1, Fall-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-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. *Note: This course is a Performance and Chamber Ensemble.*

MUAP 1791/3791

Women's Concert Choir (1-2, 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) (*No studio required*)

MUAP 17D4, 27D4, 37D4, 47D4 - Private Instruction [Percussion] (1 or 2) (I)

MUAP 17G4, 27G4, 37G4, 47G4 - Private Instruction [Guitar](1 or 2) (I)

MUAP 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 Juries, studio class and recital performance required.

PRIVATE INSTRUCTION FOR NON-MUSIC MAJORS AND MAJORS WITH A SECONDARY INSTRUMENT No juries, studio class and recital performance required.

MUAP 17B0 - Private Instruction [Brass] (1)

MUAP 17C0 - Private Instruction [Composition] (1)

MUAP 17D0 - Private Instruction [Percussion] (1)

MUAP 17G0 - Private Instruction [Guitar] (1)

MUAP 17P0 - Private Instruction [Piano] (1)

MUAP 17S0 - Private Instruction [Orchestral Strings] (1)

MUAP 17V0 - Private Instruction [Voice] (1)

MUAP 17W0 - Private Instruction [Woodwind] (1)

MUAP 47Z0

Private Instruction [Conducting] (1) (Prerequisite: MUAP 3710 and instructor permission.)

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 200I, 200V, 200G, 200P

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 2790/3790

Vocal Diction (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

Basic Conducting (3, Fall) The study of fundamental conducting skills including gestures, rehearsal technique, and score study. Gestures include cues, simple, mixed, and compound beat patterns in multiple articulations; score-reading abilities include transposition, musical terms, score layout, and the musical interpretation of the written score. Equal emphasis given to choral, band, and orchestral music. (Corequisite: MUSI 2620)

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 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. *Note: This course is a Chamber Ensemble.*

MUAP 3780

Secondary Music Methods (3, Even Fall) An introduction to the principals of secondary school music education for prospective teachers. Observation and analysis of a variety of music curricula used by private and public schools with small and large enrollments. Students will also observe school music programs throughout the semester.

MUAP 37JR

Junior Recital (1, Fall and Spring) Required of all applied majors, optional for others. One-half hour of 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 applied and composition music majors, elective option for Worship, Music Liberal Arts, and the music minor. Applied majors will perform in public one hour of music. All other majors will perform in public thirty minutes 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 (1, TBA) 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 1500

Introduction to Music (3, Spring) Skills and talent recognition and development from the premise of rhythmic, 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, Fall and 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. A grade of C or better is required to advance to the next level. (Corequisite: MUSI 1720)

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. (Prerequisite: MUSI 1620) (Corequisite: MUSI 1730)

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. A grade of C or better is required to advance to the next level. (Corequisite: MUSI 1620)

MUSI 1730

Music Theory Lab II (2, Spring) A continuation of MUSI 1720. A grade of "C" or better is required to advance to the next level. (Prerequisites: MUSI 1620, MUSI 1720) (Corequisite: MUSI 1630)

MUSI 2010

Chapel Worship Team or Church Internship (1-1, Fall-Spring) 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. *Note: Requires full-year commitment.*

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. (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. (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. A grade of C or better is required to advance to the next level. (Prerequisites: MUSI 1630, MUSI 1730) (Corequisite: MUSI 2620)

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 3640W

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 3650

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 & Spring) An introduction to the music of cultures outside of the European tradition. Discussion of the role of ethno-musicology in missiology. *This course satisfies the General Education cross-cultural requirement.*

MUSI 3700

Computer Music Technology (3, 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 (2, Fall and Spring) 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)

MUSI 4670

Composition (2, Odd Fall) A writing course designed to provide opportunity for developing basic skills in the utilization of musical materials. (Prerequisite: MUSI 2620 or instructor consent)

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For NURS course descriptions, see p. 218.

O

ODLE 1000

Introduction to Outdoor Leadership (3, Fall) An introduction to the history, philosophy and education theory of outdoor leadership. Special attention is given to the competencies required for an outdoor leader including: decision-making and judgment; teaching and facilitating groups; environmental stewardship; program management; and others. Students are exposed to many occupational expressions of outdoor leadership, and assignments are oriented to help them discover their own particular interest, as a Christian, within this broad field.

ODLE 1005

Wilderness Journey Practicum (3, Summer) This course is designed to be an introductory field experience for students interested in an outdoor-related career. The class will be formatted as a field-based "Wilderness Odyssey" which may include backpacking, canoeing, kayaking, rock climbing, orienteering, and/or a solo experience. Through these activities students are provided with opportunities to cultivate a sense of self-awareness, interdependence, and an appreciation for the environment. Offered in the month of May. *Additional ODLE Level 2 Course Fee.*

ODLE 1010

Downhill Skiing (1, TBA) This course is designed to learn the fundamental techniques of downhill skiing. Topics include equipment selection, care and safety issues. Specific objectives depend on students' level of expertise. Course includes several daylong field experiences. *Additional ODLE Level 2 Course Fee.*

ODLE 1015

Snowshoeing/Winter Camping (1, TBA) An introduction to snowshoeing and winter camping. Participants learn about informed equipment selection and practice a variety of techniques for hiking with snowshoes, building shelters, and living comfortably in the winter. Winter hazards like hypothermia, frostbite, and basic avalanche safety are also covered. The course finishes with a winter camping trip. *Additional ODLE Level 1 Course Fee.*

ODLE 1020

Rock Climbing (1, TBA) The fundamentals of rock climbing. Lesson topics include appropriate use of equipment, knot-tying, movement-techniques, and belaying skills. In an effort to prepare outdoor leaders, emphasis is given to safely conducting a top-roping site. Students will use natural, *in situ*, and placed protection to construct reliable anchors. Leadership issues such as cliff-top group-management, and environmental stewardship at a climbing site, will also be considered. *Additional ODLE Level 1 Course Fee.*

ODLE 1025

Mountaineering (1, TBA) An introduction to general mountaineering. The course will emphasize techniques for ascending, traversing, and descending snow-clad slopes. Attention will also be given to mountain hazards, such as avalanches, glaciers, lightning, and the effects of altitude. Students will learn how to use ice axes, crampons, and rig their team for roped travel. The class culminates in a multi-day alpine trip. *Additional ODLE Level 1 Course Fee.*

ODLE 1030

Orienteering (1, TBA) A course on terrestrial navigation. Students will learn to use a compass, and read a topographic map. Class format will be both theory-based within the classroom and experiential on and off the trail. Slope angle, pacing, timing, and route finding strategies are a few of the techniques covered in this skills course. Electronic navigational aids, such as mapping software and the use of GPS will also be introduced. *Additional ODLE Level 1 Course Fee.*

ODLE 1040

Mountain Biking (1, TBA) 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. *Additional ODLE Level 1 Course Fee.*

ODLE 1050

Kayaking (1, TBA) 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. *Additional ODLE Level 1 Course Fee.*

ODLE 1055

Canoeing (1, TBA) An introduction to the art of flat- and moving-water canoeing. The course provides instruction in equipment selection, stroke technique, navigation, and trip planning. Attention will also be given to canoeing-specific risk-management concerns, including water-rescue skills. The class culminates in a multi-day backcountry paddle. *Additional ODLE Level 1 Course Fee.*

ODLE 1060

Hiking (1, TBA) Fundamentals of day hiking. This course focuses on the skills necessary to lead day-length hikes. The curriculum will center around the "10 essentials." Students will lead a number of hikes in a variety of terrain within our local wilderness areas. During these outings, students will demonstrate leadership through time-control plans, safe group management, Leave No Trace practices, and emergency rope-work. *Additional ODLE Level 1 Course Fee.*

ODLE 1070

Cross-Country Skiing (1, TBA) An introduction to cross-country skiing. Participants learn about informed equipment selection, and practice a variety of techniques for ascending, descending, and traversing snow-clad slopes. Winter hazards like hypothermia and basic avalanche safety are also covered. Weather-permitting, the course finishes with a winter camping trip. *Additional ODLE Level 1 Course Fee.*

ODLE 1080

Backpacking (1, TBA) In this course students will gain the skills necessary to prepare for, lead and facilitate multi-day wilderness travel. From emergency procedures to nutritional considerations, participants will learn how to "live outdoors", not merely camp. A nationally recognized curriculum is used to prepare students for employment as wilderness educators. The course culminates in a student-led backpacking trip in one of our local wilderness areas. *Additional ODLE Level 1 Course Fee.*

ODLE 1085

Leave No Trace (1, Fall) Leave No Trace (LNT) is a nationally recognized curriculum for minimizing impacts in both front and backcountry environments. Although the aim of the course is to cultivate LNT practices, these habits are seldom maintained unless they are undergirded with a wilderness ethic. For this reason a significant portion of the class is given to the development of an ecological ethos. Philosophically oriented classroom sessions lay a theoretical foundation for an

overnight mini-expedition where students can earn an LNT Trainer certificate. This course is part of the Immersion Semester. *Additional ODLE Level 1 Course Fee.*

ODLE 1230

First Aid/CPR (1, TBA) These urban certifications are through the American Red Cross. In the First Aid for the Lay Responder component, students will learn to treat a variety of injuries, including: burns; wounds; head and spinal trauma; temperature related emergencies; and a number of sudden illnesses. The CPR/AED for the Professional Rescuer component is designed for professionals who have a duty to respond. Attention is given to protective barriers such as the CPR mask. Depending on student interest, special trainings in administering emergency oxygen, the use of epinephrine injectors and asthmatic inhalers will be given. *Additional ODLE Level 1 Course Fee.* (Also PHED 1230)

ODLE 1950

Special Topics in Outdoor Leadership (1-2, TBA) A course on a specific topic chosen by the Outdoor Leadership Department. *Additional ODLE Level 1 Course Fee.*

ODLE 2005

Outdoor Living Skills (3, Spring) This course will introduce the student to basic living skills required to participate in and lead safe, enjoyable, and environmentally sound outdoor experiences. Students will learn fundamental skills such as cooking, water purification, shelter construction and navigation using a map and compass (orienteering). This is a highly experiential course where students will have many opportunities to practice these skills. *Additional ODLE Level 1 Course Fee.*

ODLE 2010

Challenge Education (3, Even Spring) This course introduces students to effective team-building and group-facilitation techniques. Utilizing both high and low elements, students gain knowledge of challenge by choice principles, activity sequencing, and interpretation of group dynamics. These skills will allow students to effectively build teams and promote personal development. Technical topics covered include building and maintaining courses, safety issues, and rescue techniques. In addition to the experiential emphasis of this course, challenge education is theoretically grounded in a Theology of Play and Play for Peace. *Additional ODLE Level 2 Course Fee.*

ODLE 2015

Group Processing and Program Design (3, Fall) This course is a study of the broad theoretical background of group dynamics and small group processing. Students will gain knowledge in group assessment, program design, facilitation strategies, debriefing an experience, and group development theory. The content of this course is discussed and practiced in an experiential format; students will gain practical experience which will solidify theoretical concepts. (Also PSYC 2015)

ODLE 2020

Instructional Techniques (3, 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 have opportunities to practice teaching in an experiential format. This course is part of the Immersion Semester. *Additional ODLE Level 1 Course Fee.*

ODLE 3000

Outdoor Leadership Internship (3, Fall, Spring, Summer) This upper-division internship course correlates field experience with academic relevance and life applications. In this mentored experience, the student is exposed to the day to day inner workings of an outdoor adventure or outdoor recreational organization as they gain insight and competence for a selected career direction. (Prerequisites: ODLE 1000, ODLE 2005; preferably conducted after the Immersion Semester)

ODLE 3005

Expedition Management (3, Fall) This wilderness leadership course offers advanced instruction in expeditionary

leadership skills such as judgment and decision-making, group management In a multi-day setting, land navigation, search and rescue, and risk-safety management. Emphasis is on professional leadership development and program planning. This course is part of the Immersion semester.

ODLE 3015

Environmental Education (3, Odd Spring) This course combines elements from natural and cultural interpretation, ecology, and stewardship. Content will focus on the skills necessary for outdoor leaders to introduce and facilitate their participants' relationship to the land through which they travel. Identification of flora and fauna, astronomical observation, meteorological forecasting, and environmental sensitization are a few of the topics addressed in the class. *Additional ODLE Level 1 Course Fee.*

ODLE 3020

Wilderness Rescue (3, TBA) Taking place in the Trinity Mountains during spring break, this five-and-a-half-day course will give students an opportunity to practice their outdoor leadership skills in wilderness rescue scenarios. Benefits include increased ability to problem-solve and adapt to various situations. Successful completion of this course will certify student in Vertical Rescue I and Swift Water Rescue I. *Additional ODLE Level 3 Course Fee.*

ODLE 3025

Immersion Skill Set (3, Fall) This skills course will introduce the student to correct techniques in an assortment of land- and water-based activities such as backpacking, rock climbing, rappelling, orienteering, canoeing, and/or kayaking. Students will learn proper techniques as well as group processing, leadership, planning, and risk management of activities. Emphasis is placed on skill development, risk management procedures, and program planning. Students will begin developing leadership and teaching skills. (Prerequisites: ODLE 1000, ODLE 1005 and ODLE 2005; *Note:* ODLE 1005 is not a required prerequisite for students taking ODLE 3025 as part of the Field-Based Minor) This course is part of the Immersion semester. *Additional ODLE Immersion Skills Set Course Fee.*

ODLE 3030

Wilderness First Responder (3, TBA) This course trains students to completely respond to emergencies in remote settings. Topics include: prevention and decision-making, wound management, patient monitoring, the use of portable and improvised equipment, and search and rescue operations. Upon successful completion of practical and written exams, students will receive a Wilderness First Responder Certificate. The Wilderness First Responder certification is the most widely recognized certification for outdoor leaders. The course takes place over an eight- to nine-day period, utilizing both the classroom and field-based experiential scenarios. *Additional ODLE Level 3 Course Fee.*

ODLE 3040

Camp Programming (3, TBA) This experientially oriented 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 3100

Solitude and Outdoor Leadership (3, Odd Fall) This course examines the role of solitude in Outdoor Leadership. Solitude's historical relationship to Christian discipleship provides a theological framework through which to investigate its importance and contribution to outdoor programs. These reflective and theoretical aspects of the course content are complimented by solo experiences, on campus, at a Trappist Monastery, and overnight within the wilderness. A final assignment allows the student to conduct and facilitate another participant in a brief solo experience within a front country environment. *Additional ODLE Level 1 Course Fee.*

ODLE 3930

Risk Management (3, Fall) This course begins by providing an ethical foundation for the educational use of risk, then proceeds to examine how best to manage this risk. Legal expectations, including the development of risk management plans, connect theory to practice. The students' ability to assess risk through judgment and decision-making will be

fostered through the use of case studies. Emergency response, post-emergency procedures, and future incident prevention close the course. This course is part of the Immersion semester.

ODLE 3950

Special Topics in Outdoor Leadership (3, TBA) A course on a topic chosen by the Outdoor Leadership Department. *There may be an additional course fee for this class.*

ODLE 3960

Survey of Leadership Theories (3, Spring) A premise of this course is that good leadership starts with self-leadership. Readings and assignments are oriented to facilitate a student in “knowing thyself.” A variety of leadership theories are explored with special emphasis given to both care and servant leadership models. Through the course, the life of Christ is used as a leadership exemplar, and as a critique of modern approaches to power.

ODLE 4000

Administration and Management of Outdoor Leadership Programs (3, Spring) This 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 4060W

Theology and Philosophy in Experiential Education (3, Spring) This writing intensive course studies the theory and practice of experiential education and its relevance for the outdoor leader. The course is divided into three parts: an introduction to the work of philosophy; theological and ethical considerations in outdoor leadership; and epistemological models of experiential education. Students will explore traditional and contemporary models of educational philosophy as they develop their own philosophy of experiential education for the outdoor leader. (Prerequisite: Junior or Senior standing. It is recommended that this course be taken after completing the Immersion semester. Students must receive a “C” or better on the final paper to pass this course.)

ODLE 4950

Senior Seminar (3, Spring) This course is designed to prepare the student to make the transition from student to professional in the field of outdoor leadership. This course will focus on job searching, building a portfolio, and developing interview skills. Additionally, students will complete a capstone assignment and a comprehensive assessment and exit interview. (Prerequisite: Senior standing)

P

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 1120

Basketball (1, Spring) Basic rules, strategy and skill techniques of basketball. *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1203

Walking for Fitness (1, TBA) This course is designed to give the student an opportunity to improve his/her fitness through the activity of walking. Students will be taught the proper techniques and body mechanics of efficient walking patterns and will be introduced to the components of health-related fitness and contemporary concepts of wellness. *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1211

Group Fitness (1, Fall and Spring) This class incorporates all elements of fitness. Students will increase their cardiorespiratory endurance and build strength, as well as improve their balance and flexibility. *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1230

First Aid/CPR (1, TBA) These urban certifications are through the American Red Cross. In the First Aid for the Lay Responder component, students will learn to treat a variety of injuries, including: burns; wounds; head and spinal trauma; temperature related emergencies; and a number of sudden illnesses. The CPR/AED for the Professional Rescuer component is designed for professionals who have a duty to respond. Attention is given to protective barriers such as the CPR mask. Depending on student interest, special trainings in the administration of emergency oxygen, the use of epinephrine injectors and asthmatic inhalers will be given. *Additional ODLE Level 1 Course Fee. (Also ODLE 1230)*

PHED 1290

Weight Training (1, TBA) Basic knowledge, safety, lifting techniques and fitness development through weight training. *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1300

Recreational Kayaking (1, TBA) 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. *Additional ODLE Level 1 Course Fee. (This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

The following courses offer college physical education credit to members of Simpson University varsity athletic teams.

PHED 1130 – Varsity/Jr Varsity Wrestling

[Men] (1, Spring)

PHED 1140 – Varsity/Jr Varsity Cross-Country

[Men and Women] (1, Fall) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1510 – Varsity/Jr Varsity Baseball

[Men] (1, Spring) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1520 - Varsity/Jr Varsity Basketball

[Men] (1, Spring) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1525 - Varsity/Jr Varsity Basketball

[Women] (1, Spring) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1540 - Varsity/Jr Varsity Golf

[Men and Women] (1, Spring) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1550 - Varsity/Jr Varsity Soccer

[Men] (1, Fall) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1555 - Varsity/Jr Varsity Soccer

[Women] (1, Fall) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1560 - Varsity/Jr Varsity Softball

[Women] (1, Spring) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1580 - Varsity/Jr Varsity Swimming & Diving

(1, Spring) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1585 - Varsity/Jr Varsity Track & Field

(1, Spring) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1590 - Varsity/Jr Varsity Volleyball

[Men] (1, Spring) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1595 - Varsity/Jr Varsity Volleyball

[Women] (1, Fall) *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1600

Table Tennis (1, Fall and Spring) This class is designed for students with little or no table tennis experience. Students will come away with knowledge of various strokes, serves, strategies, and rules that govern the game of table tennis both for singles and doubles match play. Skill areas to be covered include grip, ready position, footwork, forehand/backhand push, block, chop, drive, loop, and smash, plus various serves (sidespin, topspin, and chop). *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 1660

Special Topics in Physical Education (1, TBA) A course or an activity/topic chosen by the professor. *(This course may be repeated for credit up to four times. To repeat this course, manual registration is required.)*

PHED 2xxx

Prevention and Care of Athletic Injuries (3, Spring). Major topics include the prevention, evaluation, and initial care of athletic injuries. Students will also learn the fundamental principles and concepts underlying the therapeutic application of modalities and manual therapy. (Also KINS 2xxx)

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)

PHIL 3010

Philosophy and Critical Thought (3, Fall and Spring) Philosophy and Critical Thought includes an introduction to the techniques of critical thought with an emphasis on deductive and inductive logic. The course is an investigation into the questions, problems, and viewpoints of philosophy, particularly as they relate to issues of the contemporary world and how they fit into a synoptic vision or systematic worldview.

PHIL 3900

Religions of the World (3, Spring) An introduction to the background, teachings, and influence of the world's living religions, and Christian attitudes toward them. The course provides a first step toward understanding different worldviews in order to minister effectively to their adherents. (Also RELI 3900)

PHYS 2530

Introduction to Physics (4, Fall and Spring) A conceptual introduction designed to give the student an appreciation for the physical laws inherent in God's creation. Topics include mechanics, conservation laws, electricity, magnetism, and light. Three hours of lecture and two hours of laboratory. This course satisfies the lab science requirement in General Education (Prerequisite: MATH 1520 or MATH 1511). *Note: There is a lab fee for this course.*

PHYS 3090

Introduction to Astronomy (3, TBA) 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. (Prerequisite: Completion of 30 units.) *This course satisfies the non-lab science requirement.*

PHYS 3110, 3120

General Physics I & II (4-4, Fall-Spring) A two-semester sequence, providing a general introduction to physics for science and mathematics majors. 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.*

PHYS 3200

Earth and Space Science (3, Fall) An introduction to the science of geology and astronomy designed to give the student an appreciation for the forces that shape the surface of the earth and for the size and complexity of the universe. Topics covered include rocks, landscapes, earthquakes, volcanoes, sedimentary layers, the structure of the solar system and the universe. Particular emphasis will be placed on reconciling the current understanding of geology and cosmology with the biblical account. (Prerequisite: Completion of 30 units.) *This course satisfies the non-lab science requirement in General Education.*

POLS 2000

Politics and Culture of the Developing World (3, Odd Spring) This course focuses on the economic, political and social dynamics of selected developing nations. Major emphasis will be on challenges associated with poverty, colonialism, comparative political structure and behavior, international relations and community development.

POLS 2010

Administration of Justice (3, Odd Fall) The history, philosophy and structure of administration of justice systems in America are covered in this course. Topics include various theories of crime, punishment, rehabilitation ethics and community relations within local, state and federal judicial systems.

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 2910

Selected Topics in Political Science (3; Even Spring) This lower division course offers students the opportunity to study a specific topic within the field of political science. The topic is selected from relevant areas of interest and will provide students with an opportunity to gain breadth in the areas of political science, international affairs, criminal justice or

related topics. This course may be repeated if the subsequent offerings address different subjects or distinct course content.

POLS 3000

Political Thought (3, Even Fall) This course is an introduction and analysis of political philosophy and theory with emphasis on major traditions within Christian political thought. Readings explored will include Augustine, Aquinas, Luther, Calvin, Locke, Niebuhr, Hauerwas, and others.

POLS 3010

Criminal Law (3, Odd Spring) This course offers an analysis of the doctrines of criminal liability in the United States and proceeds through the criminal justice system from first police contact, interrogation and investigation, judicial proceedings, trial and appeal. Classification of crimes against persons, property, morals, and public welfare are included with special emphasis on specific case studies and U.S. Supreme Court decisions.

POLS 3700

International Relations (3, Even 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. *This course satisfies the General Education cross-cultural requirement.*

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 4000

Criminology (3, Odd Spring)

POLS 4005

Selected 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. (Prerequisite: Junior or senior standing)

POLS 4010W

Senior Seminar (3, Fall) This capstone course allows students to explore in greater depth a particular topic in political science consistent with their academic and professional goals. Students will demonstrate sound methodology, research, reasoning and writing skills through the completion and presentation of a major research paper. Career/graduate school preparation will be addressed along with program assessment. (Prerequisite: 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.

POLS 4910

Internship (1-3, TBA) Students participate in supervised fieldwork in politics, law, international studies or criminal justice with reading and writing assignments that explore the theory and practice of these fields. One credit hour is earned for each 45 hours of experience.

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 and Social Work (1, Fall and Spring) This one unit, follow-up course to Introduction to Psychology or Introduction to Sociology will focus on preparing students for a psychology major, with all concentration options, and provide an overview of the field of psychology and social work. Highlights from the course include careers in psychology and social work, research and writing skills, and integrating Christianity and psychology and social work. (Prerequisite: PSYC 1600 or SOCI 1800)

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 2015

Group Processing and Program Design (3, Fall) This course is a study of the broad theoretical background of group dynamics and small group processing. Students will gain knowledge in group assessment, program design, facilitation strategies, debriefing an experience, and group development theory. The content of this course is discussed and practiced in an experiential format; students will gain practical experience which will solidify theoretical concepts. (*Additional ODLE Level 1 course Fee*) (Also ODLE 2015)

PSYC 2625

Research Methods (3, Spring) This course involves application of basic statistics for the social sciences in that students will be required to propose and carry out an original research project, culminating in an APA formatted research paper. Students will be exposed to quantitative and qualitative research methodology, along with ethical considerations and other challenges involved in solid research design. (Prerequisite: Grade of C or better in MATH 2610)

PSYC 2710

Cognitive Psychology (3, Odd Fall) This course focuses on the underlying cognitive processes directing behavior. Topics include, but are not limited to, the neural basis of cognition, perception and attention, perception and meaning-based knowledge representations (schemas), memory concepts and principles, problem solving, reasoning, language structure and use, cognitive development, and the nature of intelligence. (Prerequisite: PSYC 1600)

PSYC 3015/PSYC 3015W

Adult Development (3, TBA) A consideration of physical, cognitive, emotional and social development from adolescence through death. A life course perspective will explore the theories and research related to human development. (Prerequisite: PSYC 1600 or SOCI 1800)

PSYC 3016W

Lifespan Development (3) A consideration of physical, cognitive, emotional and social development from conception

through death. A life course perspective will explore the theories and research related to human development. (Prerequisite: PSYC 1600 or SOCI 1800; PSYC 1700)

PSYC 3025/3025W

Child Development (3, TBA) This course will focus on the physical, cognitive, social, and emotional aspects of child development through adolescence. Theories and research related to development and growth will be surveyed. The parent-child relationship and factors that affect development during the early years of life will be highlighted. (Prerequisite: PSYC 1600 or SOCI 1800; PSYC 1700)

PSYC 3100

Psychological Testing (3, Odd Fall) An introduction to the theoretical and practical issues of psychological and educational testing. Topics include: ethical issues in testing; basic psychometric concepts such as standard scores, norms, reliability, standard error or measurement, and validity; test development methods; social issues in assessment. (Prerequisite: PSYC 1600)

PSYC 3110

Introduction to Social Work (3, 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 also be examined. (Also SOCI 3110)

PSYC 3400

Multicultural Psychology (3, Spring) This seminar-style course is designed as an introduction to the basic principles of multicultural psychology, infused with the ethics and values of Christianity. Students of psychology have an obligation to be sensitive to the ways in which norms and values shape their understanding of themselves and others from diverse backgrounds. As such, theoretical and practical issues will receive attention on the academic and personal levels, considering both psychological and sociological principles. (Prerequisite: PSYC 1600 or SOCI 1800) *This course satisfies the General Education cross-cultural requirement.*

PSYC 3500

Selected Topics in Psychology (3, TBA) This course exposes upper-level students to specific areas of study in the field of psychology. The topic is selected from areas of interest and experience to the professor and will provide students with an opportunity to gain breadth in the study of psychology and/or psychological practices. (Prerequisite: PSYC 1600 or SOCI 1800)

PSYC 3600

Marriage and Family (3, Fall) An introduction to marriage and family relationships from developmental, sociological, historical, cross-cultural and Christian perspectives. Theoretical consideration of how marriage and family life are structured, the crises that may disrupt family life, and effective intervention and prevention is included. Research methods that apply to marriage and family life are also explored. (Prerequisite: PSYC 1600 or SOCI 1800) (Also SOCI 3600)

PSYC 3620

Counseling Skills (3, Spring) This course will provide an overview of the counseling process. Practical and theoretical dimensions will be included, with an emphasis on skill-building activities. This course will provide a foundational learning experience for students who plan to go on to more advanced training in counseling.

PSYC 3640

Theories of Personality (3, Odd Spring) A consideration of major traditional and contemporary theories of personality, with a view toward usefulness in accounting for human behavior. Psychological research and assessment of the unique variety of personalities will be studied. (Prerequisite: PSYC 1600)

PSYC 3700W

Theories of Counseling (3, Spring) This course will provide an overview of current theory and practice in psychotherapy. These theories can help inform students of the different ways to help alleviate human suffering, which is often related to social, emotional, cognitive, and behavioral factors. (Prerequisites: PSYC 1600 or SOCI 1800; PSYC 1700)

PSYC 3900

Psychology Teaching Assistantship (1) Students enrolled in this course will be taught how to teach students taking Foundations in Psychology and Social Work (PSYC 1700). This will include training in, and execution of, teaching students how to write papers within the discipline of psychology, grade assignments, and facilitate small-group learning activities. As part of this course, students will participate in and lead activities such as those listed above and will engage in reading and discussion pertaining to pedagogical skills specifically related to the teaching of psychology. (Prerequisites: PSYC 1600 or SOCI 1800; PSYC 1700; and instructor consent)

PSYC 4100

Human Sexuality (3, Even Spring) This course explores sexuality from psychological, socio-cultural, biological and spiritual perspectives, with an emphasis on an integrative Christian perspective. Topics include the physiological, psychological and socio-cultural variables associated with the development and manifestations of sexual identity and sexual behavior. (Also SOCI 4100)

PSYC 4200W

History and Systems of Psychology (3, Odd Spring). This course focuses on the various systems of thought which were advanced and developed by groups of theorists throughout the history of psychology. Systems include, but are not limited to structuralism, functionalism, behaviorism, gestalt psychology, psychoanalysis and humanistic psychology. (Prerequisites: PSYC 1600 or SOCI 1800; PSYC 1700)

PSYC 4410W

Selected Topics in Psychology (3, TBA) This course exposes upper-level students to specific areas of study in the field of psychology. Students will be exposed to primary sources of information related to the selected topic. Students are expected to make periodic presentations regarding their reading of primary sources. Students are also expected to generate research proposals or term papers on a selected subject pertaining to the topic. This course fulfills the requirement for intensive writing in Psychology. Course may be repeated for varying topics. (Prerequisite: PSYC 1600 or SOCI 1800; PSYC 1700)

PSYC 4680

Physiological Psychology (3, Even Fall) This course examines the physiological basis of human behavior. The role of sensation, central and peripheral nervous system functions and glandular and muscular responses in the total organization of behavior will be assessed. (Prerequisite: PSYC 1600 or SOCI 1800)

PSYC 4690

Senior Seminar (3, Fall and Spring) A course for advanced psychology students designed to actively pursue integration issues in a seminar setting. Theoretical and practical issues will receive attention on the academic as well as the personal level. (Prerequisites: Psychology major 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 human services field. Must be taken in sequence beginning with the fall semester. In order to receive credit for PSYC 4922 as a psychology elective, students must also complete PSYC 4923. (Prerequisite: Psychology major or minor with at least 75 completed credits; PSYC 4922 must be completed with a passing grade in order to enroll in PSYC 4923.) (Also SOCI 4922/4923)

PSYC 4930/4931

Research Experience (3-3, Fall and Spring) An upper-division course designed to prepare students for graduate programs in psychology. Requirements may include, but are not limited to, reading and evaluating research literature, designing a research project, data collection and analysis, and a written summary of the research in APA format. Research is performed under the supervision of a full-time psychology faculty member and includes regular meetings with supervising faculty member and group meetings with other students conducting research. (Prerequisite: Consent of faculty supervisor; PSYC 4930 is a prerequisite for PSYC 4931) Students are required to pass 4930/4931 with a 'C' or better.)

R

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) *This course satisfies the General Education cross-cultural requirement.*

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) *This course satisfies the General Education cross-cultural requirement.*

RELI 3920

Buddhism (3, Even Fall) This course studies Buddhism from several vantage points: 1) the historical origins and sociological context of Theravada and Mahayana traditions; 2) the philosophical assumptions and their resultant theological systems; 3) the existential experience of practicing these two streams of Buddhism; and 4) the methods and dynamics of Christian witness among Buddhists. *This course satisfies the General Education cross-cultural requirement.*

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. (Prerequisite: THEO 3600) (Also THEO 4020)

S

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. (Prerequisite: PSYC 1600 or SOCI 1800) (Also PSYC 2050)

SOCI 3110

Introduction to Social Work (3, 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, Fall) An introduction to marriage and family relationships from developmental, sociological, historical, cross-cultural and Christian perspectives. Theoretical consideration of how marriage and family life are structured, the crises that may disrupt family life, and effective intervention and prevention is included. Research methods that apply to marriage and family life are also explored. (Prerequisite: PSYC 1600 or SOCI 1800) (Also PSYC 3600)

SOCI 4100 Human Sexuality (3, Even Spring) This course explores sexuality from psychological, socio-cultural, biological and spiritual perspectives, with an emphasis on an integrative Christian perspective. Topics include the physiological, psychological and socio-cultural variables associated with the development and manifestations of sexual identity and sexual behavior. (Also PSYC 4100)

SOCI 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 human services field. Must be taken in sequence beginning with the fall semester. In order to receive credit for SOCI 4922 as a psychology elective, students must also complete SOCI 4923. (Prerequisite: Psychology major or minor with at least 75 completed credits; SOCI 4922 must be completed with a passing grade in order to enroll in SOCI 4923.) (Also PSYC 4922/4923)

T

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. (Recommended: ENGL 3280 and LING 4320 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 administering and grading language ability tests and in designing and modifying curricula for specific situations (Prerequisites: TESL 3000, TESL 3020)

TESL 4900

TESOL Practicum Preparation (2, TBA) This course involves intentional readings and written reflection that readies the student for participation in a TESOL teaching experience. The teaching experience chosen must meet the requirements of the TESOL Practicum Experience course. (Prerequisites: TESL 3000, TESL 3020)

TESL 4910

TESOL Practicum Experience (1, 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. (Prerequisite: TESL 4900)

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, TBA, offered upon approval) Explores an area of student interest, culminating in a 5,000-word research project. The course is taken in conjunction with any upper division course in the Bible and Theology major, in consultation with a faculty supervisor. (Prerequisite: Bible and Theology Honors Program) (Also BIBL 3099)

THEO 3199

Honors Project II (1, TBA, offered upon approval) 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. (Prerequisite: THEO 3600) (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, BIBL 1310, BIBL 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 4430W

Biblical Theology (3; Spring)

An overview of the major themes of Old and New Testament theology. The course gives attention to the central theological themes that integrate the message of the Hebrew scriptures and their relation to the New Testament. (Also BIBL 4430W) (Prerequisite: BIBL 1310, BIBL 1300, BIBL 2220, THEO 3600)

THEO 4000

Spiritual Formation (3, Even Spring) An examination of the diverse dynamics of personal and corporate Christian spiritual growth. The course studies and applies key theological issues, insights from spiritual giants, classic spiritual disciplines, and contemporary insights on discipleship.

THEO 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 4030

Doing Theology in Context (3, Even Spring) This course is designed to help students understand and begin to use methods for doing theology in context. It wrestles with the tension between the call to biblically authentic interpretations of the gospel and the need to communicate and understand the gospel in social-cultural contexts. The focus of this class is on method. It is concerned with methods of theologizing in context in order to communicate the gospel and disciple new believers. (Prerequisites: BIBL-1300, BIBL-1310, BIBL-2220, and THEO 3600)

THEO 4099

Honors Project III (1, TBA, offered upon approval) Exploration of an area of student interest, culminating in a 5,000-word research project. The course is taken in conjunction with any upper division course in the Bible and Theology major. The course serves as a capstone and is conducted in consultation with a faculty supervisor. (Prerequisite: Bible and Theology Honors Program) (Also BIBL 4099)

THEO 4100

Theological Issues in Ministry (3, Even Fall) An examination of issues faced in contemporary ministry from a theological perspective. Students will constructively engage selected topics in order to assist the church in its mission in the world.

THEO 4400

Selected Topics in Theology (3, TBA) An advanced course on a topic chosen by the professor and of special interest to theological studies. (Prerequisite: Junior or senior standing)

THEO 4405W

Contemporary Theology (3, Odd Fall) An examination of the issues that Enlightenment rationalism created for the discipline of theology. Beginning with the foundational figures of Schleiermacher, Kant, and Hegel, the course explores their impact on subsequent theologies, such as Protestant Liberal Theology, Dialectical Theology, Liberation Theologies, Evangelical Theology, and Theology of World Religions. (Prerequisite: THEO 3600)

THEO 4710W

Theology of World Mission (3, Spring) A study of the theological foundations for evangelism and mission. The course explores the biblical basis for mission, introduces the understandings of different church traditions, and develops the implications of theology for ministry. (Prerequisites: THEO 3600 and junior standing)

THEO 4720

Theology of Transformation (3, Odd Fall) An in-depth study of the Bible's teachings regarding God's relationship with the poor and the issues of poverty, social justice, peace and reconciliation. Students make progress in their personal journey of spiritual transformation by reflecting on God's identification with the poor and our own spiritual poverty. (Prerequisites: BIBL 1300, BIBL 1310, BIBL 2220)

Y

YUTH 3110

Youth Ministry I (3, Fall) An exploration of philosophies and models of youth ministry as well as adolescent development from preadolescent through college age. The course examines the fundamental elements for planning and maintaining a balanced youth ministry and highlights working with four key audience groups: teens, parents, senior pastor, and boards.

YUTH 3310

Youth Ministry II (3, Even Spring) A study of methods and strategies for discipling teens. The course examines such methods as social action and mission projects, retreat and outdoor experiences, socials, group community development, and sports ministries. It also surveys leadership recruitment and training and current curricular resources. (Prerequisite: YUTH 3110)

YUTH 4330

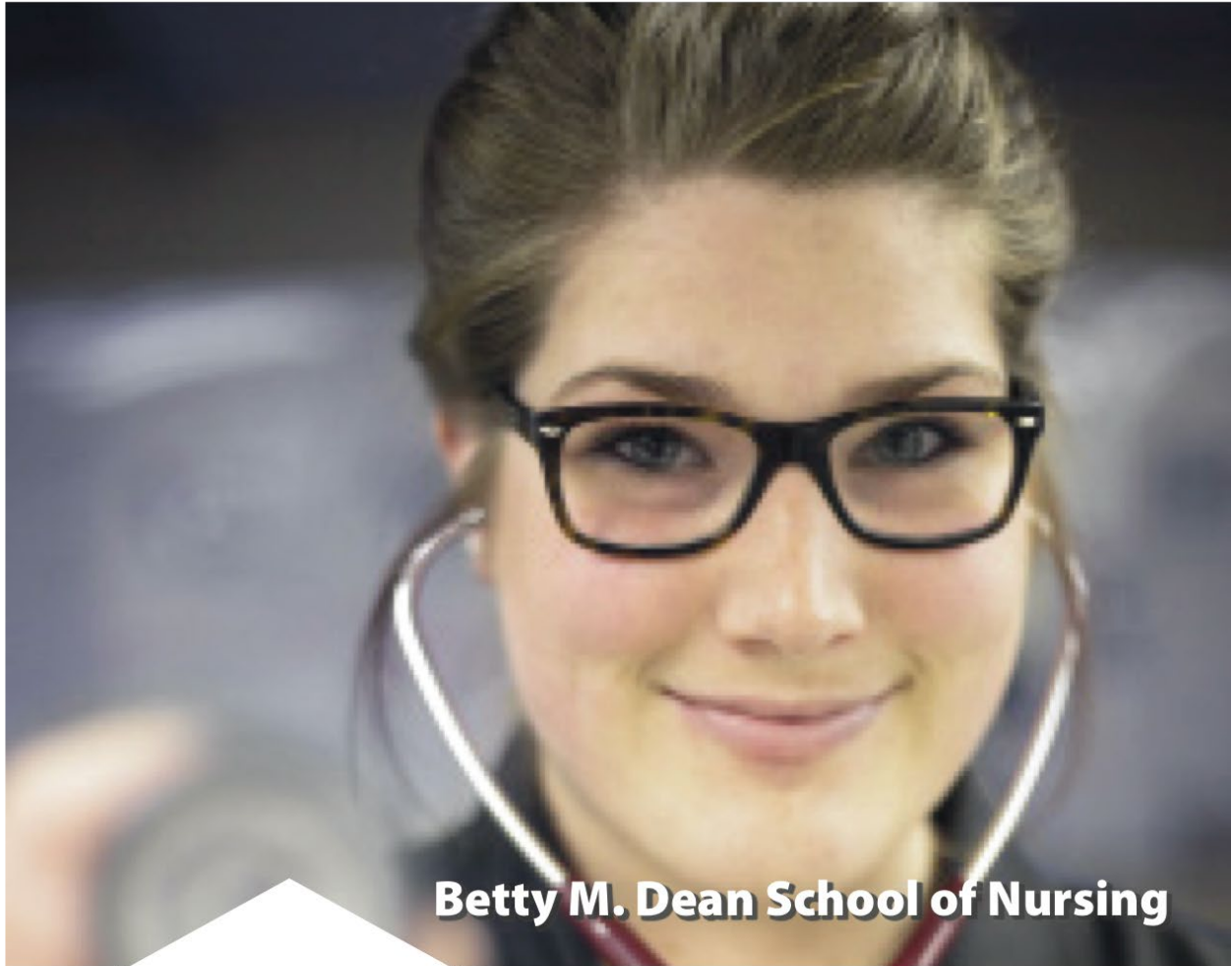
Youth Culture and Issues (3, Spring) An interdisciplinary approach to understanding the values, fashions, norms, influences, and issues of the contemporary teen culture. The course emphasizes understanding why teenagers act the way they do and developing ministry responses that meet those needs.

YUTH 4340

Counseling Adolescents (3, Even Fall) An introduction to counseling strategies and teen problems and issues. The course also considers legal and ethical responsibilities and the use of community resources. (Prerequisite: PSYC 3620)

YUTH 4430

Selected Topics in Youth Ministry (3, TBA) An advanced course on a topic chosen by the professor and of special interest to youth ministry.



Betty M. Dean School of Nursing



Overview
BSN Program of Study
BSN Course Descriptions
RN-BSN Track Information
RN-BSN Program of Study & Course Descriptions

Betty M. Dean School of Nursing

Simpson University's Betty M. Dean School of Nursing offers students a quality Christian education embracing a faith-based nursing curriculum where caring is at the core of nursing. Through innovative programs and personalized faculty attention, nursing students engage in challenging discussions, small classroom settings and invaluable hands-on experience in state-of-the-art simulation labs that enhance learning outcomes.

OVERVIEW: Pre-Licensure Nursing (BSN)

Simpson University offers a Bachelor of Science in Nursing, preparing entry-level professional nurses to effectively serve the health needs of the individual, community, society, and the world, integrating Christian caring into nursing practice.

Upon completion, students will be eligible to take the NCLEX-RN state-licensing exam. Graduates are also eligible for the California Public Health Nurse (PHN) certificate upon passing NCLEX.

OVERVIEW: Post-Licensure Nursing (RN-BSN)

The Betty M. Dean School of Nursing offers an accelerated Registered Nurse to Bachelor of Science in Nursing program (RN – BSN) catering to working registered nurses (currently licensed in the U.S.) who want to develop professional skills.

GENERAL INFORMATION

CAMPUS LOCATION & MAP

The Simpson University campus is at 2211 College View Drive, about 1.5 miles east of Interstate 5, just off Highway 299 East. Simpson can also be accessed from its south entrance along Shasta View Drive. For a campus map, see p. 14.

ACADEMIC CALENDAR

The traditional undergraduate program (BSN) follows the academic calendar for the School of Traditional Undergraduate Studies. See p. 27. The academic calendar for the RN-BSN Track can be found on p. 200.

CAMPUS LIFE

The traditional undergraduate program follows the same campus-life guidelines as the School of Traditional Undergraduate Studies. See p. 28 for the Campus Life section. Student-life guidelines for the RN-BSN Track can be found on p. 215.

ADMISSIONS INFORMATION

Note: For a detailed list of admissions criteria, please see the Betty M. Dean School of Nursing website at simpsonu.edu/nursing.

TRADITIONAL UNDERGRADUATE (BSN)

When applying to the Betty M. Dean School of Nursing, students are bound to the application requirements in effect the semester of application, regardless of the catalog year they are accepted or readmitted into the university.

Application packets are available at the beginning of February (fall start) and the beginning of April (spring start). All packets are to be submitted to the Admissions Office by 5:00 p.m., on the day the packet is due. Students will be informed of their admission status by the dean and must accept or decline their space in the School of Nursing by the date designated in the acceptance letter. Accepted students must be 18 years of age by the first day of semester start.

Two GPA calculations are used, in part, to determine priority for acceptance into the School of Nursing. A minimum cumulative GPA of 2.5 is required for application and will be calculated from all classes attended at all institutions. A separate GPA will be calculated for prerequisite courses (designated with a + in the Program of Study). A minimum GPA of 3.0 is required for all prerequisite courses completed before the semester of application; some prerequisite courses may be in-progress the semester of application. All in-progress prerequisite courses must be completed with a grade of C or better, by the date designated in the application packet. Failure to complete in-progress courses on time may disqualify a candidate from the School of Nursing.

Admission into the School of Nursing is conditional until all prerequisite courses are completed, and health/immunization forms, criminal background check, American Heart Association CPR Certification for Healthcare Professionals, and drug screening are completed and accepted.

Students with previous nursing education who have been enrolled in the School of Nursing will be given an opportunity to receive units and credit toward the completion of the BSN program by challenge in theory and clinical performance.

Licensed vocational nurses (LVNs) may elect to take a non-degree program under Board of Registered Nursing regulation 1429 — the 30-unit option. This consists of 20 units in nursing and 10 units of related science. NURS 2340, NURS 3330, NURS 3380, NURS 4310, and NURS 4340 are required for nursing, plus BIOL 1320, and BIOL 2310 for the related science. Students must see the School of Nursing dean if considering this option. The 30-unit option is based on space availability.

Under California Board of Registered Nursing regulation SB 466, military personnel and veterans may be eligible to receive nursing course credit based on education and experience. Please contact the dean of the Betty M. Dean School of Nursing if considering this option.

RN-BSN TRACK

Admissions information for the RN-BSN Track can be found on p. 200.

FINANCIAL INFORMATION

The traditional undergraduate program (BSN) follows the same fee schedule and financial aid guidelines as the School of Traditional Undergraduate Studies. See page 39.

Financial information pertaining to the RN-BSN Track can be found on p. 39.

ACADEMIC POLICIES & PROCEDURES

The traditional undergraduate program (BSN) follows the same academic policies and procedures as the School of Traditional Undergraduate Studies. However, once students are accepted into the School of Nursing, the policies and procedures in the School of Nursing handbook take precedence.

Academic policies and procedures for the RN-BSN Track can be found on p. 201.

PROGRAM LEARNING OUTCOMES

1. Integrate knowledge from the physical and behavioral sciences, informatics, and the humanities into professional nursing practice.
2. Integrate faith and professional practice in a manner that is respectful of other's spiritual beliefs and congruent with personal spirituality.

3. Design competent, client centered professional nursing care for individuals, families, and populations across the health continuum in a variety of community based settings, emphasizing patient safety and quality.
4. Implement health promotion and disease prevention plans for individuals, families, and populations.
5. Demonstrate cultural competence in providing and working with others.
6. Use critical thinking and evidence-based practice and research findings in professional nursing practice.
7. Demonstrate ethical and professional nursing roles, values, social justice and human dignity.
8. Form interdisciplinary collaborative relationships to improve professional nursing practice and the quality of health care for all.
9. Exhibit effective communication skills for professional nursing practice.
10. Participate in political regulatory processes to influence health care systems and quality improvement policies.

INSTITUTIONAL LEARNING OUTCOMES

In addition to program outcomes, Simpson University is dedicated to developing professionals who reflect the institutional learning outcomes of:

- **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.

Programs of Study

Traditional Undergraduate BSN

Traditional Undergraduate BACHELOR OF SCIENCE IN NURSING

The pre-licensure baccalaureate program combines nursing courses and general education courses. The catalog in effect during the student's first semester of the nursing program is the one to be followed in determining graduation requirements. In the event that the graduation requirements change between the year of acceptance or readmission into the university and the student's first semester of the nursing program, equivalent courses may be considered.

GENERAL EDUCATION COURSES (58 credits)

BASIC LITERACY (12)

- + COMM 1260 Oral Communication (3)
- *+ENGL 1210 Principles of College Writing I (3)
- *+ENGL 1220 Principles of College Writing II (3)
- *+MATH 2610 Statistics (3)

ARTS & HUMANITIES (3)

One of the following:

- HUMA 1450 World Civilizations I (3; F)
- HUMA 1460 World Civilizations II (3; Sp)

SCIENCES (19)

- *+BIOL 1310 Human Anatomy (4; F)
- *+BIOL 1320 Human Physiology (4; Sp)
- *+BIOL 2110 Nutrition (3; F)
- *+BIOL 2310 Microbiology (4; F)
- +CHEM 1300 Introduction to Chemistry (4; F)

SOCIAL SCIENCES (9)

- *+ANTH 4110 Cultural Anthropology (3; F)
- + PSYC 1600 Intro to Psychology (3)
- *+PSYC 3016 Lifespan Development (3; F)

BIBLICAL STUDIES/THEOLOGY (12)

- + BIBL 1300 Literature of the Old Testament (3)
- + BIBL 1310 Literature of the New Testament (3)
- *BIBL 2220 Hermeneutics/Bible Study (3)
- *THEO 3600 Christian Theology (3)
- LEAD 2000 Service Seminar (0)

CORE (3)

- *+CORE 2000 Christian, University & World (3)

+ Courses that must be completed with a grade of "C" or better, be waived, or be in-progress, when applying to the Betty M. Dean School of Nursing.

MAJOR REQUIREMENTS (68 credits)

- *NURS 2310 Foundations of Nursing & Professional Seminar (5)
- *NURS 2320 Health Assessment & Nursing Skills (3)
- *NURS 2330 Pathophysiology for Nurses (3)
- *NURS 2340 Nursing Care of the Older Adult (2)
- *NURS 3310 Nursing Care of the Adult I (5)
- *NURS 3320 Pharmacology for Nurses (3)
- *NURS 3330 Nursing Care for Mental Health & Professional Seminar (5)
- *NURS 3340 Evidence Based Practice & Informatics for Nurses (2)
- *NURS 3350 Nursing Care of the Adult II (5)
- *NURS 3360 Nursing Care of Maternal & Newborn (3)
- *NURS 3370 Nursing Care of Children & Adolescents (3)
- *NURS 3380 Health Promotion (3)
- *NURS 4310 Nursing Care of the Critically Ill Adult (5)
- *NURS 4320 Nursing Care for the Community & Public Health (5)
- *NURS 4330 Nursing Research & Professional Seminar (3)
- *NURS 4340 Leadership & Management in Nursing (5)
- *NURS 4350W Nursing Capstone & Professional Seminar (5)
- *NURS 4360 Preparation for Professional Practice (3)

**Course has prerequisites; check course descriptions on p. 194.*

SAMPLE TOTAL PROGRAM

General Education 58

Nursing Major 68

TOTAL 126

Course Descriptions

Traditional Undergraduate BSN

Please look up courses under the appropriate division heading.

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

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)

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, economic, and religious backgrounds of the first century.

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, BIBL 1310)

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 1511) *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 2110

Nutrition (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. This course does not satisfy the non-lab science requirement in General Education. (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. (Prerequisite: CHEM 1300) *Note: There is a lab fee for this course.*

C

CHEM 1300

Introduction to Chemistry (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.*

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.

CORE 2000

The Christian, the University, and the World (3, Fall and Spring) This course introduces patterns for thinking critically and theologically about the complex issues facing modern society by examining the ways a Christian education in the liberal arts prepares students to engage a diverse world. (Prerequisites: Sophomore-level standing; BIBL 1300, BIBL 1310, ENGL 1220)

E

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)

H

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.

L

LEAD 2000

Service Seminar (0) Within their first two semesters at Simpson University students will complete Service Seminar, a one-semester/non-credit graduation requirement for all traditional undergraduate students. This course has three basic components: (a) A minimum of 30 hours of service at an approved off-campus service site (church, a para-church organization, or an outreach-oriented organization), (b) A mentoring relationship provided by the place of service. The mentor and the student are required to meet at least five times throughout the semester, and (c) Required class time, which consists of weekly class, assigned readings, and reflection papers.

M

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 MATH 1511 or demonstrated algebra competency) (Also BUSS 2610)

N

NURS 2310

Foundations of Nursing and Professional Seminar (5, Fall and Spring) The course focus is introductory concepts crucial to the professional nursing role. Emphasis is placed upon the theoretical basis for the art and science of nursing. In the clinical environment the nursing process is utilized to provide care to clients in the healthcare setting. The Professional Seminar content will address the historical, legal, ethical, and social aspects of nursing; patient safety; and advocacy from a Christian worldview. *Additional course fee.* (Prerequisite: Admission into Betty M. Dean School of Nursing)

NURS 2320

Health Assessment and Nursing Skills (3, Fall and Spring) The course focus is on basic nursing skills, a systematic approach to assess history, physical, mental status examination, and documentation of the findings for clients. Emphasis will be placed on distinguishing normal from abnormal and on various stages of wellness, health and disease. Principles of

communication, cultural sensitivity and spirituality will be reviewed and utilized throughout this course. Application of skills represents the basis of health assessment and nursing care. *Additional course fee.* (Prerequisite: Admission into Betty M. Dean School of Nursing)

NURS 2330

Pathophysiology for Nurses (3, Fall, Spring and Summer) The course focus is the study of cellular biology as it relates to bodily function. Learning will progress from basic cellular performance, mechanics of self-defense and abnormal cellular proliferation to the application of these processes on body systems and the diseases that develop with abnormal cellular function. (Prerequisite: Admission into Betty M. Dean School of Nursing or instructor's permission)

NURS 2340

Nursing Care of the Older Adult (2, Fall and Spring) The course focus is the theoretical approach to the healthcare principles involved in the assessment, planning, implementation and evaluation of the nursing process for the older adult with various health problems across the continuum of care. (Prerequisite: Admission into Betty M. Dean School of Nursing)

NURS 3310

Nursing Care of the Adult I (5, Fall and Spring) The course focus is on the theoretical and clinical application of healthcare principles involved in the assessment, planning and implementation of the nursing process appropriate for adults with various health problems in the acute care setting. Emphasis is placed on developing skills in problem-solving, clinical judgment, critical thinking allowing students to function as a beginning member of the interdisciplinary healthcare team for a variety of patient situations. *Additional course fee.* (Prerequisites: NURS 2310, 2320, 2330, 2340)

NURS 3320

Pharmacology for Nurses (3, Fall and Spring) The course focus is knowledge for safe and effective use of pharmacological interventions for client systems. Concepts of pharmacodynamics, pharmacotherapeutics, pharmacokinetics, prevention, health maintenance, and return to homeostasis using pharmacological agents will be addressed. Pharmacology principles will be applied to selected client systems. (Prerequisites: NURS 2310, 2320, 2330, 2340)

NURS 3330

Nursing Care for Mental Health and Professional Seminar (5, Fall and Spring) The course focus is the delivery of community mental health nursing in a variety of settings. Guidance is given in assessing stressors and developing primary, secondary, and tertiary interventions within populations at risk for psychosocial stress and illness utilizing the nursing process. The Professional Seminar content will address the historical, legal, ethical, and social aspects of nursing; patient safety and advocacy from a Christian worldview. (Prerequisites: NURS 2310, 2320, 2330, 2340)

NURS 3340

Evidence-Based Practice and Informatics for Nurses (2, Fall and Spring) The course focus is on the knowledge and attitudes needed to provide safe and effective care to patients. Students will explore scientific principles related to nursing interventions to safely and effectively implement interventions. Knowledge, skills and attitudes based on QSEN competencies, including patient-centered care, use of evidence based guidelines, quality improvement, safety and informatics will be incorporated. (Prerequisites: NURS 2310, 2320, 2330, 2340)

NURS 3350

Nursing Care of the Adult II (5, Fall and Spring) The course focus is theories underlying principles involved in planning and implementation of nursing intervention appropriate for adults with various complex health problems. Emphasis is placed on developing skills in problem-solving and clinical reasoning allowing students to function in a variety of patient situations in an acute inpatient setting. Students will assess, analyze, plan, implement, and evaluate the nursing care of adult patients. Comprehensive nursing care for a patient with a wide range of disorders is addressed including the need for patient teaching and continuity of care as the patient returns to the community. *Additional course fee.* (Prerequisites: NURS 2310, 2320, 2330, 2340, 3310, 3320, 3340)

NURS 3360

Nursing Care of Maternal and Newborn (3, Fall and Spring) The course focus is on theoretical and clinical concepts of care for childbearing patients and infants. Utilizing the nursing process, students will develop culturally competent nursing practices for the promotion of wellness and management of common healthcare issues and concerns as they relate to women and newborns. The course introduces contemporary perspectives of healthcare of women during the intrapartal and postpartal periods of normal pregnancy. The clinical environment includes the Maternity Clinic, labor and delivery, postpartum/couplet care, and the newborn intensive care unit (NICU). Emphasis is placed on recognizing and practicing nursing care that supports the physiological processes associated with childbearing. *Additional course fee.* (Prerequisites: NURS 3310, 3320, 3330, 3340)

NURS 3370

Nursing Care of Children and Adolescents (3, Fall and Spring) The course focus is on the theoretical and clinical concepts of care of the children and adolescents utilizing the nursing process. Utilizing the nursing process, students will develop culturally competent nursing practices for the promotion of wellness and management of common healthcare issues and concerns as they relate to children and adolescents. The student will use the nursing process to provide comprehensive care to children in diverse settings across the care continuum with a focus on family-centered care. Patient safety issues that put children at greater risk will be emphasized. The clinical environment includes the care of the pediatric patient in the healthcare setting. (NURS 3310, 3320, 3330, 3340)

NURS 3380

Health Promotion (3, Fall and Spring) The course focus is on preparing the student to promote optimal wellness to clients and families throughout the lifespan. It examines the impact of common lifespan stressors on students, clients, and family systems. Principles of health promotion and protection, including theories of behavior change, motivation and health education, are applied. The relationship between lifestyle, health and wellness is explored. In the clinical environment, students will participate in a teaching plan. (Prerequisites: NURS 3310, 3320, 3330, 3340)

NURS 3390

Nursing Elective (4; Summer) The nursing elective is an intensive clinical experience providing application of nursing content from all previous courses. Student experience six weeks of clinicals, working closely with a preceptor(s) to learn the role of professional nursing. (Prerequisites: NURS 2310, NURS 3310, NURS 3330, NURS 3350, NURS 3360, NURS 3370)

NURS 4310

Nursing Care of the Critically Ill Adult (5, Fall and Spring) The course focus is on critical care nursing concepts. Emphasis is placed on refining skills in problem-solving and clinical reasoning in order to function successfully in the critical care and emergency room environments. Complex evidence-based nursing care for patients in crisis situations will be addressed including ethical and end of life issues. *Additional course fee.* (Prerequisites: NURS 3350, 3360, 3370, 3380)

NURS 4320

Nursing Care for the Community and Public Health (5, Fall and Spring) The course explores dimensions of the health for individuals, communities, and populations. Emphasis is placed on the context of the community for health promotion, disease prevention, and risk reduction for individuals and families. Using the nursing process and a Christian worldview, students will assess, plan, implement, and evaluate care of clients and families in the home, hospice and other community settings. It will examine epidemiological principles and evidence-based nursing interventions. In the clinical environment, students will work in a variety of community based settings. Focus will include health event investigation, case finding, outreach, health screening and referrals/interventions, community health education, and collaboration and coalition building for community health advocacy. (Prerequisites: NURS 3350, 3360, 3370, 3380)

NURS 4330

Nursing Research and Professional Seminar (3, Fall and Spring) The course focus is scientific nursing rationale for the utilization of research in evidence-based practice. Emphasis is placed on introduction to quantitative, qualitative, and outcomes research methodologies through reading research literature, critiquing published studies, and summarizing

research evidence to promote change in practice. The course explores legal and ethical issues in relation to nursing research. The professional seminar content will address the historical, legal, ethical and social aspects of nursing; patient safety; and advocacy from a Christian worldview. (Prerequisites: NURS 3350, 3360, 3370, 3380)

NURS 4340

Leadership and Management in Nursing (5, Fall and Spring) The course focus is principles of nursing leadership and management in the delivery of healthcare. A historical overview of leadership and management theories assists the student in understanding legal and ethical implications of the role of the professional nurse in regard to patient care, delegation, staffing, budgeting, communication and quality improvement. In the clinical environment, students will work in partnership with nurse leaders to apply concepts of leadership and management in the practice setting. (Prerequisites: NURS 4310, 4320, 4330)

NURS 4350W

Nursing Capstone and Professional Seminar (5, Fall and Spring) The course is designed to expand the student's learning in a specified area related to nursing practice. The student will gain an overview of knowledge, skills and attitudes necessary to continuously improve the quality and safety of the healthcare system within which they work. Content will synthesize knowledge from previous courses. Professional Seminar content will address the historical, legal, ethical and social aspects of nursing; patient safety and advocacy from a Christian worldview. The clinical environment includes a variety of healthcare settings. *Additional course fee.* (Prerequisites: NURS 4310, 4320, 4330)

NURS 4360

Preparation for Professional Practice (3, Fall and Spring) The course assists students as they approach the completion of the nursing major and transition into the role of professional nurse. The course includes formal comprehensive exams in preparation for NCLEX-RN. The student will examine entry level employment opportunities. (Prerequisites: NURS 4310, 4320, 4330)

P

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 3016

Lifespan Development (3, Fall) A consideration of physical, cognitive, emotional and social development from conception through death. A life course perspective will explore the theories and research related to human development. (Prerequisite: PSYC 1600) Note: Course does not fulfill elective requirements for the Psychology major or minor.

T

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, BIBL 1310, BIBL 2220)

Betty M. Dean School of Nursing:

RN-BSN Track

Academic Calendar

RN-BSN Track

FALL 2019

Sept. 3 Classes begin
Dec. 13 Classes end

SPRING 2020

Jan. 7 Classes begin
Jan. 11 Commencement for summer & fall graduates
April 24 Classes end
April 24 Baccalaureate (7 p.m.)
April 25 Commencement for spring graduates

SUMMER 2020

April 27-Aug. 7 Summer courses

Note: Simpson University reserves the right to change this calendar as necessary.

Admissions Information

RN-BSN Track

APPLICATION PROCEDURE

Applicants should do the following:

1. Complete an application and pay a non-refundable application fee.
2. Submit a professional reference.
3. Submit official transcripts from all institutions attended.
4. With an acceptance decision, commit to attend with submission of a Statement of Commitment form.

ADDITIONAL ADMISSION REQUIREMENTS

1. Completion of a technology survey form.
2. A signed statement indicating that the student meets the following technology requirements:
 - a. Reliable access to a computer with Windows 7 or newer, or Mac OS X or newer

- b. Minimum 512 MB of RAM (1 GB or more recommended)
- c. High-speed internet connection (DSL or Cable speeds)
- d. Webcam with microphone and video-recording software
- e. Speakers
- f. Access to a scanner
- g. Printer
- h. Access to a fax machine (recommended)
- i. Microsoft Office 2007 or newer
- j. Current version of Adobe Reader
- k. Firefox, Safari, or Chrome Web browser

ADMISSIONS REQUIREMENTS

For RN-BSN students to earn a bachelor's degree at Simpson University, they must complete 84 semester credits of general education in addition to the 36 upper division credits they receive in their major at Simpson. All transfer credits must have been earned at an accredited college with a minimum grade point average of 2.50.**

***Simpson University's criteria for admission are based on the university's desire and commitment for each student to find success in their academic endeavors. The success of our students is important to us. Therefore, applicants who do not meet standard admissions requirements may need to provide a success essay. Students below standard requirements will be reviewed on a case-by-case basis by the Admissions staff.*

The following requirements must be met to be eligible for acceptance into the RN-BSN Track:

- Completion of at least 72 semester credits of general education
- Completion of a transferable course in English Composition

New Student Orientation: New student orientation is held just prior to the start of each semester. Orientation is a mandatory event. Students may not begin their program without participating in the new student orientation.

International Students: The RN-BSN degree program does not meet the SEVP requirements for Simpson to issue a Form I-20. Prospective students who are not citizens of the U.S. and wish to pursue this degree program should seek guidance from an Admissions Counselor. Simpson University does not admit undocumented students. In order to be considered for admission to any program, a prospective student must provide proof of a valid immigration status.

Academic Policies & Procedures RN-BSN Track

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:

Quarter Credits	Semester Equivalent Credits
5	3.35
4	2.68
3	2.01
2	1.34
1	0.67

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.

ALTERNATIVE CREDITS

Alternative credits may include AP, CLEP, IB, or credit by exam, military credits (as approved by the American Council on Education [ACE]), or ACE-approved credits for previous informal but organized training, i.e., seminars, business, church, other military training. Credit for examinations (i.e., AP, IB or CLEP) is only available to students currently enrolled at Simpson University.

ACADEMIC ADVISING

Academic advising for all students is done by the School of Nursing. The purpose of academic advising for the RN-BSN student is to help the student set a plan to finish all general education and major credit requirements for graduation. It is the student's responsibility to register for and earn appropriate credits to fulfill graduation requirements. The School of Nursing will provide counseling on the type of credits needed and on alternative methods of receiving credits (such as CLEP testing and credit for military training). Academic advisors make every effort to help students complete graduation requirements in time for the student's scheduled graduation. However, students carry full responsibility for meeting the requirements of their program of study. Advisors cannot be held liable for any student's failure to meet specified program requirements.

EXPECTED WORK PER CREDIT

Four hours of preparation (work outside of class) are normal for each class hour. Generally, students should budget approximately 16-20 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 RN-BSN Track, three semester credits represent the equivalent of four hours per week for five weeks (20 hours of seat-time). The accelerated pace of RN-BSN 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 School of Nursing 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.

REPEATING COURSES

Students may repeat only those courses for which they received a grade of either D or F. However, a repeated course in which the student originally earned a D may not be eligible for financial aid. The Office of Student Financial Services will make the final decision on financial aid eligibility.

COURSE REGISTRATION

INITIAL REGISTRATION

Students sign a 'registration schedule' for their sequence of major courses at orientation. This registration schedule serves as a request to be registered for those courses. Submission of a signed registration schedule indicates the student requests to be registered for courses provided all holds on the student's account are resolved. Any hold on a student's account will prevent course registration from being finalized. These holds may include, but are not limited to, admissions holds, accounts receivable holds, and financial aid holds. If a signed registration schedule is on file in the Registrar's Office, the student will be registered for each semester's courses if all holds have been lifted in time. If a student decides not to attend in any given semester, he or she must contact the School of Nursing in order to update his or her registration schedule. Any changes to a student's schedule will be made in consultation with the School of Nursing and will require the completion of additional paperwork.

ADDING COURSES

Should a student wish to add a course, it is highly recommended to do so a minimum of one week prior to the first class session. In rare cases, RN-BSN students may add courses up until the drop deadline for courses (three days after the first class session) only if they have received approval from the dean of the School of Nursing and from the instructor. It is not likely that a student will be able to 'make up' points missed by missing the first portion of the course.

VIEWING REGISTRATION AND GRADES

Students may view their actual course registration by logging into their Student Planning Self Service account (from <https://portal.simpsonu.edu/>). Students are advised to check their registration on Student Planning prior to the start of each semester to ensure there are no holds on their account. Registration for each semester is finalized approximately one month prior to the start of the semester. Students may also view their grades and GPA on Student Planning

CLASS ATTENDANCE POLICIES

Any time students drop or withdraw from a class, they must complete a Change of Program Request form, available in the School of Nursing office, which requires communication with Student Financial Services about the impact on their financial aid.

ADMINISTRATIVE DROP

If students fail to attend the first class session, and fail to contact the School of Nursing and the professor within three calendar days to confirm their desire to attend the remaining sessions, they will be administratively dropped from that course and their registration for future courses will be put on hold. They must complete a Change of Program Request before being allowed to continue.

DROP

A request to be removed from a course prior to the first class meeting or up to three calendar days after the course begins will be considered a 'drop.' The student must fill out the Change of Program Request form in the School of Nursing office and be sure that the form receives the proper signatures. A student with a dropped course is given a 100 percent refund of the tuition charged for that course.

WITHDRAWAL

A request to be removed from a course beyond the published drop date and prior to the start of the fourth class meeting 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. Courses dropped after the start of the fourth four-hour class session or without completion of a Change of Program Request through the School of Nursing will be recorded as an "F." For online courses, students must notify the School of Nursing of their intent to withdraw prior to midnight on the 3rd Sunday (the 4th week starts the following Monday). For the 11-week concentration courses, students must notify the School of Nursing of their intent to withdraw by midnight on Sunday at the end of week 7.

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 must complete a Change of Program Request and may be able to petition for a free retake. This petition must be filed within 30 days of the last date of attendance for that course. 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.

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 School of Nursing and complete the appropriate paperwork (a Change of Program Request) if unable to complete a class for which they have registered. Students not attending the first class session of a course or not participating in the online check-in assignment will be administratively dropped from the course. However, students are not automatically dropped from registration if they stop attending after the course starts. Appropriate paperwork must be completed to avoid additional charges. Any changes to registration will result in a recalculation of financial aid eligibility.

NON-ATTENDANCE

If a student is registered for a class and 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. **Students must contact the instructor and the School of Nursing if they miss or are late to the first class session to avoid being administratively removed from the course.**

INCOMPLETE GRADES

Since each class follows the previous one so quickly, "incompletes" could cause a backup of work that might be impossible to overcome. For this reason, it is not permitted to use this as a way of "catching up" when behind on class work. An "I" for incomplete may be given for a course at the discretion of the instructor with the approval of the Dean of the School of Nursing, 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 and turned in to the instructor within 14 calendar days of the last day of that course. Failure to do so will result in a grade of "F." An incomplete grade will automatically become an "F" at the end of 30 days if it has not been changed by the instructor.

CLEP TESTING

The Academic Success Center (OC 203) 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 School of Nursing (or the appropriate academic advisor in the student's academic program) 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 GPA is necessary for graduation. This GPA is calculated using only credits earned while at Simpson University. The following applies to RN-BSN students:

<i>Warning GPA</i>	<i>Probation GPA</i>	<i>Disqualification GPA</i>
1.99	1.89	1.84

Academic warning, probation and disqualification status are designed to maximize each student's likelihood of success. Grade-point averages for the purposes of academic warning, probation, and disqualification will be measured at the end of each semester.

Academic Warning

A student in academic warning status is warned that his or her academic performance is currently below the standards required for graduation (2.00 minimum) and needs improvement. Students under academic warning are advised to make changes that are needed to improve their grade-point average to at least a 2.00.

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 2.00. Further, students on academic probation status may not be employed by Simpson University as student workers. Students are removed from probationary status once their RN-BSN GPA moves above probation level.

Academic Disqualification

If a student's GPA is below disqualification level, the student may be disqualified from the program for a minimum of one semester. Academically disqualified students may apply for readmission after a lapse of no less than one semester. Any general education credits still needed to fulfill graduation requirements must be completed and the student must write a letter explaining how he or she will be able to be successful upon returning to the program before a disqualified student may re-enter. Students returning 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 School of Nursing. In addition, the university reserves the right to dismiss a student on the basis of academic dishonesty or serious violation of community policy. Disqualification in such instances may include suspension or dismissal.

***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.*

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 Financial Information 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 School of Nursing. It is the student's responsibility to see that Simpson University receives official transcripts verifying all required general education classes. After the application for degree and all available official transcripts have been submitted, the student completes an exit interview with the School of Nursing academic advisor or another School of Nursing staff member to verify completed and remaining requirements and to have the final graduation document signed. Students must complete and have verified all requirements (including both RN-BSN and GE 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.

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

1. Completion of all 36 credits within the RN-BSN Track. Up to 6 credits of comparable upper-division credits may be accepted in transfer from an accredited college or university.
2. A grade-point average of 2.00 or better for all credits taken within the RN-BSN program.
4. Completion of all 84 required general education credits as outlined in the section titled "General Academic Requirements."
5. Completion of an application for degree, an exit interview with the School of Nursing, and payment of graduation fee.

APPLICABLE CATALOG FOR GRADUATION

The catalog in effect at the time of a student's enrollment in the program is the one to be followed in determining curricular requirements for graduation. Students who have been absent from the program for a period of one year or more must fulfill the requirements of the catalog current at the date of their readmission. Under no circumstances are students permitted to combine requirements from two or more catalogs.

GRADUATION REQUIREMENTS FOR RN-BSN TRACK

In order to graduate from Simpson University's RN-BSN Track, students need to complete 120 semester credits. Students entering the RN-BSN Track must have earned a minimum of 72 transferable college credits. This means that a student would need to complete a maximum of 12 credits from other institutions while completing the 36 credits in the RN-BSN Track.

The following is the breakdown of credits required for graduation:

84 General Education Credits (completed at an outside institution)

Category 1: English and Communications (9 semester credits)

- English Composition (required before entrance) plus additional English/Communication courses

Category 2: Science and Mathematics (9 semester credits)

Category 3: Humanities (3 semester credits)

Category 4: Social Science (12 semester credits)

Category 5: General Education Electives (30 semester credits)

- Intermediate Algebra or any transfer-level math course
- Additional courses from any of the above four categories

Category 6: Unrestricted Electives (21 semester credits)

- Additional transferable courses

36 Major Credits (completed in the RN-BSN Track at Simpson University)

Total credits required for graduation: 120

SECOND BACHELOR'S DEGREE

After being awarded a bachelor's degree from Simpson University, students may earn a second degree under the following conditions:

1. Meet all requirements for the second degree which are in effect at the time the student begins work on that degree.
2. Successfully complete a minimum of 30 credits beyond those earned for the first degree.

Note: *Financial aid may not be available for students completing a second bachelor's degree.*

COMPLETION DEADLINE

Students who have finished the RN-BSN Track 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 Dean of the School of Nursing for an extension of time to complete graduation requirements. The petition must be for a specific time period (i.e., 6 months). The graduation process above must still be followed.

In the event that a student does not complete his or her graduation requirements within 12 months of finishing his or her Track courses and is not granted an extension of time, the student must meet all graduation requirements in effect when the student desires to finish. This may mean that the student may need to take additional courses in order to be eligible to receive a degree.

HONORS

Recognition for academic excellence in nursing has one designation for honor status upon completion of all Simpson University requirements. Students who have earned a program total GPA of 3.80 or above will have their degree recorded

"With Distinction." Recommendation for membership into the Simpson University Honor Society of Nursing is available for RN-BSN Track students who graduate with distinction. An induction ceremony is held to honor these distinguished graduates. Participation in the induction ceremony and payment of appropriate fees is mandatory for membership in Simpson University's Honor Society of Nursing. 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 and student testimonies, and serves as the spiritual focal point of the commencement ceremonies. Graduating students from all programs are invited, but not required, to attend.

COMMENCEMENT PARTICIPATION

Students must complete all degree requirements in order to participate in a commencement ceremony. Graduating students are strongly encouraged to participate in the commencement ceremony.

OTHER POLICIES AND PROCEDURES

Where policies are not specifically addressed in the School of Nursing portion of the catalog, policies as outlined in the Traditional Undergraduate portion of the catalog are adapted to fit the context of the RN-BSN Track by the Academic Department or their assignee. Other policies concerning student life requirements may be found in the Simpson University Student Handbook. Students should contact the School of Nursing if they have questions or comments about the program or about procedures for addressing student issues. Appeals to policies may be made by following the procedures outlined under the Student Academic Appeals Process.

TECHNOLOGY

Students are expected to have reliable, consistent access to a computer and to the internet. All Simpson University students may use the resources in the Simpson University Library (including computers, Internet use, printing, etc.) in accordance with current library hours and policies.

At minimum, it is recommended that students have the following:

1. Reliable access to a computer with Windows 7 or newer, or Mac OS X or newer
2. Minimum 512 MB of Ram (1 GB or more recommended)
3. High-speed internet connection (DSL or Cable speeds)
4. Webcam with microphone and video-recording software
5. Speakers
6. Access to a scanner
7. Printer (recommended)
8. Access to a fax machine (recommended)
9. Microsoft Office 2007 or newer
10. Current version of Adobe Reader
11. Safari or Chrome Web browser

It is recommended that students become familiar with using email, search engines, word processing programs (MS Word), presentation programs (MS PowerPoint), and other hardware and software that may be related to their educational program. Students may be eligible for discounts on software if purchased through the bookstore.

STUDENT ACADEMIC APPEALS PROCESS

When a Simpson University RN-BSN 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 School of Nursing. If the issue is an appeal of a grade, it must be submitted within 30 days of the posting of that grade and should include as much documentation as possible showing why the student feels the grade received was in error. The grade 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 School of Nursing, 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.

SIMPSON COMMUNITY SAFETY

Simpson University has a zero-tolerance policy for acts of violence and threats of violence. Without exception, acts and threats of violence are not permitted. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to disciplinary action, up to and including dismissal or removal from campus.

Possession of weapons or dangerous materials or substances on Simpson property or at a Simpson University sponsored event will constitute a threat of violence.

A threat includes, but is not limited to, any indication of intent to harm a person or damage Simpson property or property of a community member. Threats may be direct or indirect, and they may be communicated verbally or nonverbally.

Saying or writing "I am going to punch your lights out" would constitute a direct threat. Making written or verbal statements such as "Do you want to see your next birthday?" or "Individuals who set fire to their rooms have the right idea" would constitute indirect threats. Nonverbal threats include making a hitting motion or making an obscene gesture. Extreme threats include the display (brandishing) of a weapon or stalking or forcing undue attention on someone, whether romantic or hostile.

Taking actions likely to cause bodily harm or property damage is an act of violence. It is every community member's responsibility to assist in establishing and maintaining a violence-free community environment. Therefore, you are expected and encouraged to report any incident which may be threatening to you or other community members or any event which you reasonably believe is threatening or violent. You should immediately report such incidents to campus safety, the director of Student Life, or the appropriate academic dean (TUG, ASPIRE, Nursing, Education, Graduate Studies, or Seminary) or Provost. Appropriate disciplinary action will be taken by school following a defined hearing process.

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 advance 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 a consequence for academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period of time, set by the School of Nursing, 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 School of Nursing, 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 School of Nursing 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 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 School of Nursing.

PROCEDURES

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 Academic Dishonesty" form. 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 School of Nursing staff.
5. Upon the third offense for any one student, the Provost will bring a full report to the School of Nursing for action. The School of Nursing, 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 School of Nursing for action. The School of Nursing will determine the consequence.

7. The Provost calls a meeting of the School of Nursing to review the documentation presented by the faculty member and any other documentation from the plagiarism/cheating file in the Academic Office. The School of Nursing decides the consequences of each case on its own merits. The chair of the School of Nursing 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 School of Nursing 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 School of Nursing 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 School of Nursing 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 School of Nursing and submits the written statement to the School of Nursing.
2. The Provost notifies the School of Nursing 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 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 OF 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 his/her 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, email 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.

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.

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.

Student Life RN-BSN Track

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. Below is a list of some of the services offered. Please refer to p. 15 for more information.

The **Academic Success Center** provides academic coaching, tutoring (when available), test proctoring, and disability accommodations.

The **Wellness Center** provides career services, personal counseling, and Title IX officer assistance.

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. Campus safety information is available from the Campus Safety office (Modular 6) or on the university website.

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 on campus.

SMOKE-, ALCOHOL-, DRUG-FREE POLICY

As of Sept. 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. RN-BSN 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 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 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. If your card is lost, there may be a fee to receive a new card.

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. However, bookstore hours may be reduced during the summer semester. The Simpson University bookstore is owned and operated by an outside contractor and not by the university. The university works closely with the bookstore to ensure student textbook needs are met, but the bookstore makes the final decision on quantity of textbooks to order, textbook buyback dates and amounts, and hours of operation. Some rental textbooks are available.

CLASS VISITORS

Permission may be granted to visit 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 classes. Pets are not allowed in class.

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.

Programs of Study & Course Descriptions

RN-BSN Track

PROGRAM OF STUDY

The Bachelor of Science in Nursing (RN-BSN Track) 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. 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. In addition, students have the option to earn their Public Health Certificate from the Board of Registered Nurses.

FALL START

TERM I

NURS 3005 Transitions to Professional Nursing
NURS 3015 Statistics for Evidence Based Practice in Nursing
NURS 3025 Nursing Research

TERM II

NURS 4005 Community & Public Health Nursing
NURS 4015 Legal and Ethical Issues in Healthcare
PHIL 3500 Christian and World Religions
NURS 4025 Nursing Capstone I

TERM III

NURS 4035 Health Teaching
NURS 4055 Nursing Leadership & Management
NURS 4075 Capstone II

SPRING START

TERM I

NURS 3005 Transitions to Professional Nursing
NURS 3015 Statistics for Evidence Based Practice in Nursing
NURS 3025 Nursing Research

TERM II

NURS 4035 Health Teaching
NURS 4055 Nursing Leadership & Management
PHIL 3500 Christian and World Religions
NURS 4025 Nursing Capstone I

TERM III

NURS 4005 Community & Public Health Nursing
NURS 4015 Legal and Ethical Issues in Healthcare
NURS 4075 Capstone II

Course Descriptions

N

NURS 3005

Transitions to Professional Nursing (4): This course will explore the foundations of professional nursing practice with emphasis on analyzing significant trends and issues that impact current nursing practice. An overview of nursing theorists assists the students understanding of professional nursing.

NURS 3015

Statistics for Evidence Based Practice in Nursing (4): This course examines the statistical concepts and skills necessary to interpret data for evidence-based practice within healthcare. A variety of statistical tests comprised of elementary descriptive and inferential statistics will be explored and applied within the context of current, evidence-based research.

NURS 3025

Nursing Research (4): This course examines scientific clinical nursing rationale for research utilization and evidence based practice. Concepts of research methods and processes are used to analyze relevant nursing problems for effective clinical practice. This course explores ethical issues in relation to nursing research and current nursing practice. (Prerequisites: NURS 3015 Statistics for Evidence Based Practice in Nursing)

NURS 4005

Community & Public Health Nursing (5): This course explores dimensions of the health for individuals, communities, and populations. Emphasis is placed on the context of the community for health promotion, disease prevention, and risk reduction for individuals and families. Using the nursing process with a global perspective while examining epidemiological principles, students will assess, plan, implement, and evaluate care of clients and families in the home, hospice and other community settings. It will examine epidemiological principles and evidence-based nursing interventions. In the clinical environment students will work in a variety of community based settings. Focus will include and health event investigation, case finding, and outreach, health screening and referrals/interventions, community health education, and collaboration and coalition building for community health advocacy.

NURS 4015

Legal and Ethical Issues in Healthcare (3): This course will examine current legal and ethical issues related to healthcare. Emphasis is placed on the ethical and legal dilemmas healthcare professional face. Discussion and reflection will occur to take into account the implications of the changing healthcare environment and new legislation that impacts healthcare policy decision making.

NURS 4025

Nursing Capstone I (1): This course provides an opportunity to explore a topic of current interest in the nursing profession for project development, implementation, and presentation in Capstone II.

NURS 4035

Health Teaching (4): This course explores health behavior and health promotion theoretical frameworks, methodologies, and strategies of health education to meet the needs of a diverse of patient populations.

NURS 4055

Nursing Leadership & Management (4): This course focuses on the theoretical principles of leadership and management within the delivery of healthcare. A historical overview of leadership and management theories assist the student in understanding legal and ethical implications of the role of the professional nurse in regard to patient care, delegation, staffing, budgeting, communication, and quality improvement.

NURS 4075

Nursing Capstone II (4): This course is designed to develop and complete the capstone project and presentation. In the clinical environment, students will develop and implement a plan for healthcare change. (Prerequisites: NURS 4025 Capstone I, NURS 3015 Statistics for Evidence Based Practice in Nursing, Statistics, NURS 3025 Nursing Research)

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PHIL 3500

Christian and World Religions (3) This course provides an introduction to the history and central beliefs of Christianity and other world religions with emphasis on the ethical implications of each religion for modern society and understanding divergent worldviews.



Academic Calendar
Campus Location and Map
General Information
Admissions Information
Financial Information
Academic Policies & Procedures
Programs of Study
Course Descriptions

Academic Calendar

School of Education

FALL 2019

Aug. 12-23	Monday - Friday	Student Teaching Orientation
Aug. 22	Thursday	New Student Orientation for credentialing students
Aug. 26	Monday	Student Teaching Phase 1 begins
Sept. 3	Tuesday	Graduate Education classes begin
Oct. 2	Wednesday	Education Advisory Board Meeting
Oct. 11	Friday	Student Teaching Phase 1 ends
Oct. 14	Monday	Student Teaching Phase 2 begins
Dec. 5	Thursday	Student Teaching Orientation
Dec. 12	Thursday	New Student Orientation for credentialing (4:30-6:30 p.m.)
Dec. 13	Friday	Student Teaching Phase 2 ends
Dec. 14	Saturday	Graduate Education classes end

SPRING 2020

Jan. 6	Monday	Student Teaching Phase 1 begins
Jan. 7	Tuesday	Graduate Education classes begin
Jan. 11	Saturday	Commencement for summer and fall graduates
Jan. 11	Saturday	MA Medallion Ceremony
Jan. 16	Thursday	Teacher Credentialing Ceremony (7 p.m.)
Feb. 28	Friday	Student Teaching Phase 1 ends
March 2	Monday	Student Teaching Phase 2 begins
March 4	Wednesday	Education Advisory Board Meeting
April 16	Thursday	New Student Orientation for credentialing (4:30-6:30 p.m.)
April 24	Friday	Student Teaching Phase 2 ends
April 25	Saturday	Graduate Education classes end
April 25	Saturday	Commencement for spring graduates (10 a.m.)
April 25	Saturday	M.A. and PASC Medallion Ceremony
May 11	Monday	Teacher Credentialing Medallion Ceremony (7-8:30 p.m.)

MAY & SUMMER COURSES 2020

April 27-Aug. 8: Education/Credentialing Courses

Note: Simpson University reserves the right to change this calendar as necessary.

Campus Location and Map

School of Education

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 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.

SCHOOL OF EDUCATION OFFICES

The offices for the School of Education are located on the first floor of the Francis Grubbs Learning Center, on the side closest to the modular buildings.



General Information

School of Education

The School of Education offers California Teaching and Administrative Credentials, a Master of Arts in Education and a 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 WASC Senior College and University Commission (WSCUC).

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.

SCHOOL OF EDUCATION SIMPSON UNIVERSITY PHILOSOPHICAL AND RESEARCH FOUNDATIONS

The School of Education shares the larger identity, vision, and mission of Simpson University in providing for all of its educational programs. As stated in the university catalog, "Simpson University, a school of the Christian and Missionary Alliance, is a Christ-centered learning community with an enduring commitment to world service and faith-infused education in professional studies and liberal arts." In the broadest sense possible, institutionally, Simpson University, and specifically, the School of Education is committed to preparing students for a life of service to the world, whether that be in California public schools or abroad, thus our motto, "Gateway to World Service".

The Vision and Mission statements of the university further strengthen this commitment as follows:

"Vision: Simpson University's passion is to be the university of choice for students who aspire to achieve their chosen life goals through a Christ-led, transformational and innovative education.

Mission: Simpson University is a Christ-centered learning community committed to developing each student in mind, faith, and character for a lifetime of meaningful work and service in a constantly changing world".

We believe that teaching is a part of one's vocation or calling and that while one can be taught to be an effective teacher, the best teachers are those who have determined that their life's mission is to impact students' lives for the good. This perspective coupled with a commitment to service is what makes our teacher preparation programs distinctive.

Philosophically this means that in all of our teacher preparation programs we are committed to engaging the world in relevant ways that impact students and their communities for the good. This also means that we prepare all students in our programs to be able to manage change in the world so as to effectively meet the demands of working in public schools and beyond. Throughout every avenue of our program we incorporate researched based practices such as Restorative Justice, Multi-Tiered Systems of Support (MTSS) and Cognitive Coaching to prepare our students to meet the needs of the

diverse California demographic where all students deserve to learn, irrespective of race, ethnicity, gender, or socio-economic status.

All credential programs at Simpson University's School of Education include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare all teacher and administrative candidates to teach and to lead effectively in California public schools and beyond, taking into account the contemporary conditions of schooling, teaching, and learning with a particular focus on California public schools.

The Simpson University professional teacher preparation program is designed on the presupposition that development of a pre-service teacher and administrator is an ongoing and dynamic process where their knowledge and skills are continually being informed, formed, and reformed as they develop over time. Activities are specifically designed within all program courses and fieldwork for candidates to individually experience the process of emergent growth and development. Course instructors deliver new information, facilitate discussions, promote reflection, and provide ample opportunities for guided practice of new concepts regarding the teaching and learning process.

As stated under General Information in the School of Education section of the Simpson University catalog, the Philosophy of the School of Education begins with a commitment "to the mission of Simpson University and believes that its education 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 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 degree in Teaching embrace a Christian worldview, focus on academic excellence, and develop practical applications in the field of elementary and secondary education."

Further, the purpose of these programs in the School of Education are as follows: "The graduate degrees and credential programs offered by the Graduate Studies Department of the School of Education are designed to: (1) serve the professional 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 Christian schools."

References

Knight, R.G. (2006). *Philosophy and Education: an introduction in Christian perspective*, 4th edition. England: Andrews University Press.

Noddings, N. (2002). *Educating Moral People: a caring alternative to character education*. New York: Teachers College Press.

Ravitch, D. and Viteritti, J.P. (2001). *Making Good citizens: education and civil society*. New Haven, CT: Yale Press.

PURPOSE

The graduate degrees and credential programs offered by the graduate studies department of the School of Education are designed to: (1) serve the professional 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 Christian schools.

DEGREES AND CREDENTIALS OFFERED

California Preliminary Teaching Credential

Multiple Subject

Single Subject

Master of Arts in Education

Master of Arts in Teaching

California Preliminary Administrative Services Credential (PASC)

Intern Option Available

COMBINATION PROGRAMS

***Master of Arts in Education**

With Preliminary Teaching Credential

***Master of Arts in Education**

With Preliminary Administrative Services Credential

*When a student has been admitted into a Combination Program the requirements of both programs must be met prior to issuance of the M.A. Degree.

Admissions Information

School of Education

APPLICATION PROCEDURE

ALL APPLICANTS

1. Complete an application online and pay the non-refundable online application fee
2. Submit all application material required for the desired program. Program-specific information can be found below.
3. Submit official transcripts from all institutions attended showing completion of a bachelor's degree from a regionally accredited institution and evidence that the applicant has achieved a 3.0 (on a 4-point scale) GPA for the last 60 semester credits of pre-graduate work.
4. With an acceptance decision, commit to attend with submission of an advanced tuition deposit.

PRELIMINARY TEACHING CREDENTIAL APPLICANTS

1. Submit one reference form from someone unrelated to you who can describe your work with children and/or adolescents.
2. Submit one reference form from a professor if you have been in school within the past two years, or a current supervisor or employer. Simpson University graduates are extended a waiver and are not required to provide this second reference.
3. Submit verification that you have passed the CBEST, along with verification that you have passed, or scheduled a date to take, at least one CSET.
4. Apply for a Certificate of Clearance with the California Commission on Teaching Credentialing (CTC), obtain TB clearance, and then submit documentation of both to the School of Education. Live Scan form and TB information are available in the School of Education office. The Live Scan form (fingerprinting) will be required prior to applying for your Certificate of Clearance. Apply for this early as it may take a few weeks. The Certificate of Clearance must be secured by the candidate before entrance into the School of Education Preliminary Teaching Credential Program. After the application file is complete, applicants will have a personal interview with the School of Education as a final step in the application process.

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL APPLICANTS

1. Submit one reference form from your current supervisor or employer.
2. Submit the second reference form from someone unrelated to you who can attest to your potential for leadership.
3. Submit verification that you have passed the CBEST.
4. Submit verification of a Clear California Teaching Credential or proof of having applied for the credential.
5. If the GPA for the last 60 semester credits taken is below 2.5, submit a GPA Petition Appeal Process form, available from the School of Education.

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

MASTER OF ARTS IN EDUCATION APPLICANTS

1. Submit one reference form from a professor and submit one reference form from your current supervisor or someone unrelated to you who can comment on your ability to perform at the graduate level. If you have not been in school within the past 2 years, submit two reference forms from the latter category.
2. Submit a professional essay within the online application process. (Waived for graduates of Simpson's Teacher Credential Program.)
3. If the GPA for the last 60 semester credits taken is below 2.50, submit a GPA Petition Appeal Process form, available from the School of Education.
4. After the application file is complete, applicants will have a personal interview with the School of Education as a final step in the application process.

MASTER OF ARTS IN TEACHING APPLICANTS

1. Submit all materials as outlined 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 step in the application process.

ADMISSION POLICY

PRE-CANDIDACY STANDING

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.

READMIT PROCEDURE

Students seeking to re-enroll at Simpson University after an absence of four or more semesters must contact the Admissions Office for information on how to readmit.

Students seeking to re-enroll at Simpson University after an absence of three or fewer semesters should contact the Registrar's Office at (530) 226-4111, or review criteria online at simpsonu.edu/registrar.

INTERNATIONAL STUDENT ADMISSION

International students applying for admission to Simpson University's School of Education should do the following:

1. Complete an application online and pay the non-refundable online application.
2. Submit official documentation or transcripts that reflect the completion of an accredited bachelor's degree. If the transcripts are from an institution outside of the U.S., the student must have the transcripts evaluated by an evaluating service such as WES.
3. Submit Test of English as a Foreign Language (TOEFL) examination score -- required for students from non-English-speaking countries.

English Proficiency: If you have been studying in the United States for fewer 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 550 on the paper-based, 213 computer-based, or 79 Internet-based TOEFL. For more information, visit toefl.org
- Achieve a minimum score of 5.5 (academic module) on the International English Language Testing System (IELTS). For more information, visit ielts.org.
- Achieve a minimum score of 550 on the evidence based reading and writing section of the SAT. For more information, visit the College Board website at collegeboard.org.

International students must have a guaranteed means of support to study in the United States for the length of their entire program. Provide financial information proving your ability to support yourself for your program of study:

- Student proof of income (if student is paying)
- Student bank statements (if student is paying)
- Affidavit of support (if sponsor is paying tuition):
 - Sponsor's proof of income
 - Sponsor's bank statements

International students must be accepted and have all documentation submitted for I-20 process before each semester deadline: June 1 for fall semester; October 1 for spring semester; February 1 for summer semester.

International students must be degree-seeking. Simpson University can only issue a Form I-20 for a prospective School of Education student who is pursuing a Master of Arts degree. International students may opt to add one of the offered credentials to a Master of Arts degree.

Simpson University does not admit undocumented students. In order to be considered for admission to any degree program, a prospective student must provide proof of a valid immigration status.

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 Registrar's Office with the help of the Dean. Credits will not be reviewed and added to the student's record until the student has completed one full semester at Simpson University.

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.

Academic Policies & Procedures

School of Education

GENERAL REQUIREMENTS

Full-time graduate study for Education students is 9 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 Student Financial Services Office.

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.

ACADEMIC LOAD LIMITS

A full-time course load is 9 credits for graduate students and 12 credits for credential students. A part-time course load is 5 credits for graduate students and 6 credits for credential students.

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 a C or lower was received may be repeated. The new grade received (if improved) when repeating the course will be counted in the cumulative GPA. All retaken courses must be completed before the date of degree conferral. Credentialing students must achieve a B- or better in all coursework.

ADMINISTRATIVE DROPS

Students who do not attend the first session of any course will be “administratively dropped” from that class roll. If a student is unable to attend the first session, he or she must contact the professor prior to the first class session to arrange to complete any missing assignments and request not to be dropped. The Registrar's Office is available to assist students with this process.

For online courses, students are required to demonstrate active participation (e.g., participating in online forums, submitting coursework, etc.) during the first week of the course, or they will be administratively dropped from the course.

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 Student Planning or through the Registrar’s

Office.

If students are inactive for a period of more than 2 weeks, without notifying the instructor, they will be administratively dropped from the class.

COURSE CHANGES (DROP/ADD)

Changes in course registration can be made on Student Planning during drop/add period each term. Students registered for directed studies may not drop; however, they may withdraw.

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 Registrar.

PROJECT DOCUMENT OR THESIS

Students may elect to prepare a project document or thesis in the Master of Arts in Education program. For the thesis or project document, 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.

GRADUATE CREDITS FOR INDUCTION PROGRAM

New teachers and mentors who complete a year of a CTC approved Induction program through the state of California may be awarded up to six graduate credits per year. These credits can be used to fulfill the thesis option in the Master of Arts in Education degree program. To be eligible to receive credit, the student must submit verification of completion to the School of Education by Oct. 1 following completion of the year. Students may not be awarded both CEU credits and graduate credits for the same year of work.

LENGTH OF TIME FOR MASTER OF ARTS IN EDUCATION COMPLETION

Students can complete the Master of Arts in Education program in one year, though the most common approach is for students to combine career with coursework; in the former case, the degree is usually obtained over a period of two semesters and one summer session. The program can be completed with 36 to 39 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 (32 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:

A 4.0	B+ 3.3	C+ 2.3	F 0.0
A- 3.7	B 3.0	C 2.0	
	B- 2.7		

INCOMPLETE COURSES

At the discretion of the instructor and with the approval of the Registrar, students may be granted an “incomplete” grade for a particular course. An incomplete is only granted when a course cannot be completed due to circumstances beyond a student's control; evidence of a qualifying circumstance may be requested. To obtain credit for the course, the incomplete must be converted into a passing grade by the third Friday following the end of the semester in which the incomplete was received. An “incomplete” not removed within one year will be converted to an F. Any course not completed within the provided timeframe will convert 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

Candidates for degrees must submit an application for graduation via Self Service: Student Planning along with a \$125 graduation fee no later than the first day of the last semester before graduation, in order to participate in commencement. 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 5pm the Friday prior to the posting date. Diplomas are mailed 8 to 10 weeks following degree-posting.

The following requirements must be met for completion of the Master of Arts degrees:

1. At least a 3.0 cumulative 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 an Application for Graduation, advisor-approved graduation plan, and graduation fee via Self Service: Student Planning at least one full semester prior to commencement and payment of graduation fee.
5. Recommendation by the faculty.

Students must complete all degree requirements in order to participate in a commencement ceremony.

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.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 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, email 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.

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. 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

DEFINITIONS

Academic Grievances

Academic grievances are defined as disagreements between students and faculty members in matters of grading, course expectations, 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. (Please see section on Academic Dishonesty for issues of cheating or plagiarism.)

Arbitration Panel

The arbitration panel shall be composed of the following personnel: the Provost, a department chair (other than from the department 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 department 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 department 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 department 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 department chair and the student a written response to the complaint.

Upon receipt of the student's written complaint and the faculty's response, the department 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 department 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 department 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 department chair, and the 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 department 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 department chair to the arbitration panel.
3. Within four working days, the Provost shall notify in writing the student, faculty member and arbitration panel of the date for the arbitration hearing. The arbitration hearing shall be scheduled within 10 working days of the notice of the hearing by the Provost.

Step Four: Arbitration Hearing

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

Hearing Procedure:

1. Both the student and the faculty member shall have the right to present both written documentation and oral statements regarding their respective positions. Further, both parties may call witnesses to give statements on their behalf.
2. The student will present his or her documentation, statements and witnesses first. The arbitration panel may ask questions of the student and his or her witnesses during the presentation of the student's case.
3. Upon completion of the student's case, the faculty member shall have the right to present his or her documentation, statements, and witnesses to the panel. The arbitration panel may ask questions of the faculty member and his or her witnesses during the presentation of the faculty member's case.
4. Upon completion of the faculty member's case, the arbitration panel may ask additional questions of either party.
5. Upon completion of the arbitration hearing, the arbitration panel will then convene, in a closed session, for the purpose of rendering a decision on the academic grievance. The arbitration panel shall deliver a written decision to the student, faculty member, department 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, department 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. The Cabinet will only consider appeals regarding the process itself; it will not consider details of the actual grievance, nor the decision of the arbitration panel.

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 may be placed on academic warning as consequences for academic dishonesty. In the latter situations, the student is placed on academic warning for a specified period of time, set by the Academic Council, to provide an opportunity to better understand the definitions and additional consequences of academic dishonesty. While on academic warning, the student may not hold any leadership position, be employed by the university, or represent the university in any way. The student may continue to receive university scholarships, grants, state and federal tuition assistance.

Academic Probation

In addition to issues relating to grades and cumulative grade-point averages, a student may be placed on academic probation for issues related to academic dishonesty for a specified period of time, set by the Academic Council, to provide opportunity for change. While on probation, a student may not hold any leadership position, be employed by the

university, or represent the university in any way. In addition, he/she will not be eligible to receive university scholarships or grants. The student remains eligible for state and federal funding.

Suspension

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

Dismissal

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

CONSEQUENCES

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

Negligent Dishonesty

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

Blatant Dishonesty

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

Repeated Dishonest Behavior

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

PROCEDURES

For the "Procedures" and "Student Appeal" sections, the term "Academic Council" refers to the council or division that has oversight for the class in which the supposed violation occurred. For the Graduate Education program, it is the School of Education.

1. The faculty member identifies an offense. At the time the offense is identified, notification must be given to both the student and the Academic Office by completing the "Report of Plagiarism and Cheating" form (found in *Faculty Handbook* - Forms Section or from the Academic Office). A copy of the student document(s) showing the evidence of academic dishonesty is filed with the "Report" form.
2. The faculty member is encouraged to provide information to the student regarding the definitions of dishonest behavior and the consequences at the time of such notification.
3. The faculty member contacts the Academic Office to determine if a previous offense has occurred for the student in question. If the offense is a second offense, the faculty member must report this directly to the Provost.
4. Reports of dishonest behavior are kept in individual student files and are accessible only by the Provost and the Academic Office staff.
5. Upon the third offense for any one student, the Provost will bring a full report to the Academic Council for action. The Academic Council, the highest faculty authority for academic issues, will determine the consequence.
6. At the discretion of the Provost, fewer than three offenses may be taken to the Academic Council for action. The Academic Council will determine the consequence.

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

8. The decision of the Academic Council is final except in the case of suspension or dismissal, when the student has the right to make an appeal to an appeals panel. The President's Cabinet will serve as the appeals panel.

STUDENT APPEAL

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

The appeal hearing will have two purposes:

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

Procedure

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

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

ANTI-DISCRIMINATORY STATEMENT

Simpson University does not discriminate on the basis of gender, age, race, national origin, or disability in admission policy, educational programs, other activities, or employment, as specified by federal laws and regulations. The university's policies are also in compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA.

RESERVATION OF RIGHTS

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

This catalog supersedes and replaces all previous catalogs and other statements covering the topics included herein. This catalog and each subsequent catalog are supplemented by the rules and regulations stated by appropriately posted bulletin board notices or information distributed to each student. Where conflict exists between any of these sources, the most recent rule, regulation or policy will be controlling.

SCHOOL OF EDUCATION STUDENT LIFE

STUDENT SERVICES

Simpson University provides a variety of student services for the School of Education student that are designed to help students make the most of their university experience. The unique needs and schedules of students in the School of Education mean that not all services available to the traditional undergraduate student are suitable or available to graduate students. However, the university does have an array of support services that are available to graduate students and those are described below.

The **Academic Success Center** provides academic coaching, tutoring (when available), test proctoring, and disability accommodations. Students wishing to take advantage of any of these services should contact the ASC at 530- 226-4979 to schedule an appointment.

The **Wellness Center** provides career services, personal counseling, and Title IX officer assistance.

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. 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. Students should be familiar with the Simpson University policy on Academic Dishonesty.

SECURITY

For security purposes, most buildings on campus are locked each evening. Campus security personnel are available to assist students and employees with emergencies and can escort students to their cars after class if requested. Students are encouraged to walk together when going to the parking lot at night and to be mindful of their surroundings at all times. Students are also encouraged to keep the campus safety number (530-941-7592) in their cell phones and to sign up to receive emergency alerts. Campus Safety information is available from the Campus Safety office (Modular 6) or on the university website, simpsonu.edu.

SOLICITING

No collections or campaigns for funds are to be made among students for any purpose except with by permission of the Dean of the School of Education. 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

While the School of Education does not have a formally articulated dress code, it is expected that students in all programs will dress appropriately in a way that reflects their educational and professional goals. Some instructors may require that students wear business or professional attire when they engage in some classroom or course expectations such as making presentations, visiting outside schools, etc. The university expects that appropriate attire will be worn while on campus or when representing the university in any context.

SMOKE-, ALCOHOL-, DRUG-FREE POLICY

Simpson University has been a smoke-, drug-, and alcohol-free environment since 1993. The illegal possession or use of alcohol, tobacco, and drugs by students enrolled at the university, whether on or off campus, is strictly forbidden. Legal use of alcohol and tobacco is prohibited on campus and while participating in Simpson University activities. Any student found violating these standards is subject to disciplinary action up to and including immediate dismissal from the university, as well as criminal prosecution (if applicable).

CAMPUS PARKING

Parking permits for students in the School of Education program are provided at the mandatory New Student Orientation. 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 p. 39 for the current 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 the mandatory New Student Orientation and are required to check out books from the libraries at Simpson University and Shasta College. If a card is lost, students should contact the IT department to request a replacement. A replacement fee is required.

LIBRARY SERVICES

Students in all programs in the School of Education have access to all library resources at Simpson. This includes all online databases, book and video collections, digital videos, etc. Computers are available in the library for student use and students can use the printer for a nominal fee per page. Library personnel are available to assist students with any information literacy need they have. The Library webpage has a variety of tutorials to assist students in making the fullest

use of available resources. Library hours vary during the year and are posted on the webpage at <https://www.simpsonuniversity.org/>.

BOOKSTORE

Textbooks, school supplies, and snacks are available in the university bookstore located in the Owen Student Services Center. The bookstore is normally open until 6:00 p.m. when classes are in session. However, bookstore hours may be reduced during the summer semester. The Simpson University bookstore is owned and operated by an outside contractor and not by the university. The university works closely with the bookstore to ensure student textbook needs are met, but the bookstore makes the final decision on quantity of textbooks to order, textbook buyback dates and amounts, and hours of operation. Some rental textbooks are available.

CLASS VISITORS

Permission may be granted to visit a class in the School of Education programs only to persons considering entrance into the program and only with the prior express permission of the dean. No other visitors (including family members) are permitted to attend any School of Education class. Pets are not allowed in class.

STATEMENT ON ANTI-DISCRIMINATION

Except where they have been granted an exemption, Simpson University does not discriminate against any protected class 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.

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.

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. Fiftyone percent or more of coursework must be completed in a face to face setting.

Students who wish to enroll in a master's degree program will need to satisfy these requirements:

REQUIRED CORE COURSES (21 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 (4)
- ED 6050 Research and Writing (3)

THESIS OR NON-THESIS OPTIONS (6 credits)

Select one of the following options:

Option 1

- ED 6310 Project Document (3)
- ED 6310C Project Document Cont. (3)

Option 2

- ED 6320 Thesis (3)
- ED 6320C Thesis Cont. (3)

Option 3

- Elective Courses (6 credits of graduate-level courses)

Option 4

- ED 6344 Pedagogy and Assessment, Year 1 (6)
- or ED 6345 Pedagogy and Assessment, Year 2 (6)

CONCENTRATION (9-12 credits)

For a Concentration in Educational Leadership (9):

- ED 6700 Leadership in Diversity Issues (3)
- ED 6150 Leadership in Communication, Public Relations & Politics (3)
- ED 6160 Leadership in Organizational Management (3)

For a Concentration in Curriculum (12):

- ED 5400/5410 Language Arts in Elem/Sec School (4)
- ED 5420/5430 Curriculum in Elem/Sec School (5)
- ED 5460/5470 Multicultural Instruction in Elem/Sec School (3)

TOTAL 36-39

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 51 credits, the maximum is 54 credits. All requirements of the combination program must be satisfied prior to receiving a Master of Arts Degree. Fiftyone percent or more of all coursework must be completed in a face to face setting.

REQUIRED COURSES FOR CREDENTIAL (32 credits)

- +ED 5250 Technology for Teaching and Learning (3)
- +ED 5400 or 5410 Language Arts (4)
- +ED 5420 or 5430 Curriculum and Instruction (5)
- +ED 5460 or 5470 Multicultural Instruction (3)
- ED 5601 Special Education (1)
- ED 5602 Teacher Education Development B (.5)
- ED 5660 Induction Preparation (.5)
- ED 5440/5441 or 5450/5451 Student Teaching (10)
- ED 6000 Philosophical Foundations of Education (2)
- +ED 6010 Psychological Applications in Education (3)

+Must be completed before student teaching.

OTHER REQUIRED COURSES (16 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 (4)
- ED 6050 Research and Writing (3)

ELECTIVES (6 credits)

Select one of the following options:

Option 1

- ED 6310 Project Document (3)
- ED 6310C Project Document (3)

Option 2

- ED 6320 Thesis (3)
- ED 6320C Thesis Cont. (3)

Option 3

- Elective Courses (6 credits of graduate-level courses)

Option 4

- ED 6344 Pedagogy and Assessment, Year 1 (6)

or ED 6345 Pedagogy and Assessment, Year 2 (6)

TOTAL 54

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 development of 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.

PREREQUISITES

Students who wish to enroll in a Master of Arts in Teaching degree program will need to possess a public school teaching credential.

REQUIRED COURSES (13 credits)

- 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 (4)

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 32

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (PASC) Courses can be taken online. (Internship option available)

This program provides professional preparation for school leadership. Prior to entering the program candidate must have a Clear Teaching Credential.

The program includes 25 credits of coursework, 60 hours of field experience, and an oral and written defense.

CalAPA – California Administrator Performance Assessment Requirement

To obtain a Preliminary Administrative Services Credential students must demonstrate passage of the CalAPA assessments. CalAPA is structured to address the state's Administrator Performance Assessment Design and Program Implementation Standards as well as key elements of the California Administrator Performance Expectations (CAPE). The CAPE provides the conceptual and practical basis for the following three leadership cycles that comprise the CalAPA, with a focus on organizational development, change management, and leadership.

- Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equality
- Leadership Cycle 2: Facilitating Communities of Practice
- Leadership Cycle 3: Supporting Teacher Growth

CREDENTIAL REQUIREMENTS

ED 6120 Leadership in Vision and Change (3)

ED 6135 Leadership in Curriculum, Instruction and Supervision (4)
 ED 6144 Leadership in Law and Personnel (3)
 ED 6145 Leadership in Fiscal Management (3)
 ED 6150 Leadership in Communication, Public Relations and Politics (3)
 ED 6160 Leadership in Organizational Management (3)
 ED 6190 Field Experience I for PASC (1)
 ED 6290 Field Experience II for PASC (1)
 ED 6390 Field Experience III for PASC (1)
 ED 6700 Leadership in Diversity Issues in the Schools (3)

TOTAL 25

CERTIFICATE OF ELIGIBILITY

Upon completion of the program, five years of teaching experience, and a clear teaching credential, 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, during 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 34-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. The program includes 34-37 credits of coursework, 60 hours of field experience, and an oral and written defense.

All requirements of the combination program must be satisfied prior to receiving a Master of Arts Degree. Fiftyone percent or more of all coursework must be completed in a face to face setting.

CalAPA – California Administrator Performance Assessment Requirement

To obtain a Preliminary Administrative Services Credential students must demonstrate passage of the CalAPA assessments. CalAPA is structured to address the state's Administrator Performance Assessment Design and Program Implementation Standards as well as key elements of the California Administrator Performance Expectations (CAPE). The CAPE provides the conceptual and practical basis for the following three leadership cycles that comprise the CalAPA, with a focus on organizational development, change management, and leadership.

- Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equality
- Leadership Cycle 2: Facilitating Communities of Practice
- Leadership Cycle 3: Supporting Teacher Growth
-

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 (4)
 ED 6144 Leadership in Law and Personnel (3)
 ED 6145 Leadership in Fiscal Management (3)
 ED 6150 Leadership in Communication, Public Relations and Politics (3)
 ED 6160 Leadership in Organizational Management (3)
 ED 6190 Field Experience I for PASC (1)

ED 6290 Field Experience II for PASC (1)
ED 6390 Field Experience III for PASC (1)
ED 6700 Leadership in Diversity Issues in the Schools (3)

THESIS OR NON-THESIS OPTIONS (3-6 credits)

Select one of the following options:

Option 1

ED 6310 Project Document (3)
ED 6310C Project Document Cont. (3)

Option 2

ED 6320 Thesis (3)
ED 6320C Thesis Cont. (3)

Option 3

ED 6050 Research and Writing (3)

Option 4

ED 6344 Pedagogy and Assessment, Year 1 (6)
or ED 6345 Pedagogy and Assessment, Year 2 (6)

TOTAL 34-37

CALIFORNIA PRELIMINARY TEACHING CREDENTIAL

Simpson University's Preliminary Teaching Credentials for Multiple Subject and Single Subject 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 School of Education for the most recent requirements.**

ELEMENTARY (MULTIPLE SUBJECT) 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, English Language Learner instruction, and pedagogy to serve diverse student populations.

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. International students must submit an official evaluated transcript showing a bachelor's with equivalency of a regionally accredited U.S. degree.
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 subject-matter 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.

5. **CBEST:** For admission to the teacher credentialing program, candidates must have passed the CBEST prior to enrollment. *Option: Multiple subject candidates may substitute Test I, II, III and IV (142) of CSET for CBEST, or a CTC approved alternative.*

6. **U.S. Constitution:** Knowledge of the U.S. Constitution demonstrated by completion of a two-unit semester college-level course or a college-level examination. This is a state requirement and must be met prior to the issuance of a teaching credential.

7. **Health Clearance:** Tuberculin clearance is required prior to admission.

8. **Certificate of Clearance** (fingerprints for credentialing): Students must possess a valid Certificate of Clearance before admission. Apply early as it may take a few weeks to clear.

9. **RICA:** Candidates for a Multiple Subject Credential must pass the Reading Instruction Competency Assessment (RICA) test before they can apply for their credential.

CALIFORNIA PRELIMINARY CREDENTIAL REQUIREMENTS

- +ED 5250 Technology for Teaching and Learning (3)
- +ED 5400 or 5410 Language Arts (4)
- +ED 5420 or 5430 Curriculum and Instruction (5)
- +ED 5460 or 5470 Multicultural Instruction (3)
- ED 5601 Special Education (1)
- ED 5602 Teacher Education Development (.5)
- ED 5660 Induction Preparation (.5)
- ED 5440/5441 or 5450/5451 Student Teaching (10)
- ED 6000 Philosophical Foundations of Education (2)
- +ED 6010 Psychological Applications in Education (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.

Teaching credential candidates must maintain a cumulative 3.0 GPA. If a student's cumulative GPA remains below 3.0 for two consecutive semesters, he or she may be academically disqualified.

Course Descriptions

School of Education

Course Numbering System

5000-5999 Graduate credit (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 12 credits of 5000-level courses may, with permission of a student's advisor, meet some of the elective requirements.

ED 5250

Technology for Teaching and Learning (3) Fundamentals of computer literacy: operations, terminology, and applications. The laboratory portion of the course focuses on use of word processing, spreadsheets, database applications, interactive whiteboard tablets, educational applications, and advanced use of the Internet to access information and enhance professional productivity. Students receive a Chromebook with this course. This course meets the requirements for a preliminary teaching credential. (Prerequisite: Permission of School of Education.) *Note: There is a technology fee for this course.*

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 the California Commission on Teacher Credentialing's requirement for preservice reading instruction. Special emphasis will be placed on the skills of beginning reading, phonics, issues of instruction for English language learners, the writing process, assessment of the language arts, interrelationship of the language arts meeting state of California Academic Content Standards in the Language Arts. Students will further their understanding of the content through 15 hours of field experience in classrooms of beginning and middle grade reading.

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 teachers who can model instruction of language arts in the content areas.

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, mathematics, science, social studies, art, PE, and music; materials of instruction; curriculum and instructional processes; classroom management, teaching strategies, and standards for the content areas. Includes 15 hours of observation.

ED 5421

Curriculum and Instruction for Elementary (3) This course provides the teacher candidate with the opportunity to learn the art and science of teaching. Candidates design lessons and a unit of study based upon the California Department of Education's frameworks and academic content standards. Areas of study include planning, teaching strategies, adaptations, and assessment. Focus areas of study will include math, science, history, physical education, and visual and performing arts. Students in this class will analyze methods of instruction and behavior management strategies used by teachers in the field. Attention will be given to developing effective strategies for teaching students with diverse needs. The course includes 15 hours of observations in K-6.

ED 5430

Curriculum and Instruction in the Secondary School (5) This course provides the prospective teacher with the opportunity to learn the art and science of teaching. Candidates design lessons and units of study in curriculum based on the California Department of Education's frameworks and California adopted Common Core content standards. Intensive areas of study include lesson planning, classroom management, teaching strategies, adaptations, and assessment practices. Students in this class will evaluate methods of direct instruction and collaborative and cooperative approaches to instruction, and apply both basic skills and critical thinking skills in their teaching and assessment practices. Attention will be given to developing effective strategies for teaching students from diverse multicultural backgrounds and in addressing multiple intelligences. This course includes 15 hours of observation in the candidate's subject area.

ED 5431

Curriculum and Instruction for Secondary (3) This course provides the prospective teacher with the opportunity to learn the art and science of teaching. Candidates design lessons and units of study in curriculum based on the California Department of Education's frameworks and academic content standards. Intensive areas of study include planning, classroom management, teaching strategies, adaptations, and assessment. Students in this class will evaluate methods of direct instruction and collaborative and cooperative approaches to instruction, and apply both basic skills and critical thinking skills in their teaching and assessment. Attention will be given to developing effective strategies for teaching students from diverse multicultural backgrounds and in addressing multiple intelligences. This course includes 15 hours of observation in the candidate's subject area. ***ED 5440/5441**

Student Teaching: Elementary (A,B) (10) Teaching experiences in the elementary school under guidance of a university supervisor with the cooperation of master teachers. Includes experience with English Language Learners, plus seminars to examine practical problems met in student teaching. (Prerequisites: ED 5250, 6010, 5400, 5420, 5460, 5610 and approval by Dean of Education)

***ED 5450/5451**

Student Teaching: Secondary (A,B) (10) Teaching experiences in the secondary school under guidance of a university supervisor with the cooperation of master teachers. Includes Includes experience with English Language Learners, plus seminars to examine practical problems met in student teaching. (Prerequisites: ED 5250, 6010, 5410, 5430, 5470, 5610 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 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 school setting.

***ED 5601**

Special Education (1) Candidates connect theory to practice by integrating their knowledge and skills in working with students from diverse backgrounds and identify concerns for special populations.

***ED 5602**

Teacher Education Development (.5) Candidates connect theory to practice through seminars that explore topics related to health, safety and substance abuse.

***ED 5620**

Teaching Performance Assessment 2 (0) Designing Instruction 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 5440/5441 or ED 5450/5451) *Taken only by students who have completed student teaching prior to Fall 2018 and passed ED 5610 (TPA 1)*

***ED 5630**

Teaching Performance Assessment 3 (0) Assessing Learning 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) *Taken only by students who have completed student teaching prior to Fall 2018 and passed ED 5610 (TPA 1)*

***ED 5640**

Teaching Performance Assessment 4 (0) Culminating Teaching Experience 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 (.5) Candidates reflect on their Teaching Performance Assessment and identify areas of focus for their induction plan. (Corequisite: ED 5440/5441 or ED 5450/5451)

ED 6000

Philosophical Foundations of Education (2) Candidates investigate 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 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) Students engage 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. Students will read, summarize and critique relevant articles and submit these for review, comment and evaluation. Students will research a trend in contemporary education relevant to their professional interests using master's level research approaches: a statement of the problem, a brief history of the problem, proposed solutions, implications for current educational practice and conclusions.

ED 6120

Leadership in Vision and Change (3) An introduction to the development and implementation of a shared vision using relevant research on leadership, mission, values, management practices, communication, and equity. Change theories are examined regarding the implementation of an organizational vision.

ED 6135

Leadership in Curriculum, Instruction and Supervision (4) Provides a focus on the design, implementation and evaluation of the Understanding by Design (UbD) model of instructional planning with an additional emphasis on assessments FOR and OF learning. In addition, the differences between evaluation and supervision of curriculum and instruction will be emphasized. Students will also explore the Effective Schools research.

ED 6144

Leadership in Law and Personnel (3) Provides the basic knowledge and processes in school law and personnel management which are needed to serve as a public school administrator. Opportunities will be given to review and apply school law and personnel practices in specific areas using a practical approach. Implications of special education laws and regulations will be given an additional emphasis.

ED 6145

Leadership in Fiscal Management (3) Provides the basics of federal, state and local fiscal laws, regulations, policies and practices as they relate to public school finance. Opportunities will be given to review and apply the budgeting process as it relates to district and site budgeting.

ED 6150

Leadership in Communication, Public Relations and Politics (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.. Focus is on effective public school relations, plans, and communications.

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. Emphasis is on understanding "situational leadership." Students are challenged to learn the importance of leaders' behavior in response to the diagnosis of the followers' readiness for change. Students will write an action plan to bring about change in a school setting utilizing situational leadership. Students examine the moral challenges facing leaders.

ED 6190

Field Experience I for PASC (1) Provides guidance in selecting, organizing, interpreting and reporting the first of three administrative or supervisory experiences with selected school systems. This 20-hour project is required for Preliminary Administrative Services Credential.

ED 6290

Field Experience II for PASC (1) Provides guidance in selecting, organizing, interpreting and reporting the second of three administrative or supervisory experiences with selected school systems. This second 20-hour project is required for Preliminary Administrative Services Credential.

ED 6310

Project Document (1-3) 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 and review of the literature on the topic. 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 (3) Continued registration required for project document.

ED 6320

Thesis (3) 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 6320C

Thesis Continuation (3) Continued registration required for 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**Pedagogy and Assessment, Year 1 (6)**

New teachers or mentors of a California Commission on Teacher Credentialing approved Induction Program may be awarded up to six credits for completion of Year 1 of the Induction Program. These credits can be used to fulfill the thesis option in the Master of Arts in Education degree program. To be eligible to receive credit, the student must submit verification of completion to the School of Education by October 1 following completion of Year 1. . (Non-Term)

ED 6345**Pedagogy and Assessment, Year 2 (6)**

New teachers and mentors of a California Commission on Teacher Credentialing approved Induction Program may be awarded up to 6 credits for completion of Year 2 of the Induction Program. These credits can be used to fulfill the thesis

option in the Masters of Arts in Education degree program. To be eligible to receive credit, the student must submit verification of completion to the School of Education by October 1 following completion of Year 2. (Non-Term)

ED 6390

Field Experience III for PASC (1) Provides guidance in selecting, organizing, interpreting and reporting the third of three administrative or supervisory experiences with selected school systems. This third 20-hour project is required for Preliminary Administrative Services Credential.

ED 6540

Human and Fiscal Resources (3) Understanding how to assess needs and garner and use appropriate resources will be the main focus of this course. Creating and maintaining budgets at the site and district levels will be shared by the candidates. Personnel issues will be covered in the context of public policy, organizational and cultural environments, strategic issues, and ethical and reflective leadership. Information systems and human and fiscal resources will be discussed as supporting structures of instructional programs at the site level. An emphasis on visionary planning of the use of technology in managing the business of the school and for instructional support will be evident in this course.

ED 6660

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. 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 6670

Public Policy in Education (3) Candidates will gain an understanding of the complexity of the relationship between public policies and schools. They will also identify ways in which public policy impacts the organizational and cultural environment. Strategic issues in the implementation of public policy will be explored. Ethical perspectives of public policy will be discussed. Candidates will learn ways to act in accordance with relevant laws, regulations, and policies. There will be an emphasis on exercising leadership in initiating, developing, clarifying, interpreting, and implementing policies designed to foster educational goals and success for all students.

ED 6695

Organizational 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 6700

Leadership in Diversity Issues in the Schools (3) This course is designed to assist teacher leaders and 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 6720

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.

ED 6740

TESOL Curriculum and Assessment (3) An exploration of ESL curricula and the various tools and techniques for assessing the English language ability of ESL students. 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 administering and grading language ability tests and in designing and modifying curricula for specific situations.



[Academic Calendar](#)

[Campus Location and Map](#)

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Academic Calendar

School of Adult Studies

Adult Studies

FALL 2019

Aug. 12-26	Monday-Monday	ASPIRE New Student Orientation for Online Programs
Aug 19	Monday	ASPIRE Orientation (5:30 - 9:00 p.m.)
Sept. 3	Monday	ASPIRE courses begin
Sept. 3-5	Tuesday-Thursday	ASPIRE Evening Sessions Begin
Dec. 2-17	Monday-Monday	ASPIRE New Student Orientation for Online Programs
Dec. 12	Thursday	ASPIRE Evening Sessions End
Dec. 15	Sunday	ASPIRE courses end
Dec. 9	Monday	ASPIRE New Student Orientation (5:30 - 9:00 p.m.)

SPRING 2020

Jan. 6	Monday	ASPIRE courses begin
Jan 7-9	Tuesday-Thursday	ASPIRE Evening Sessions Begin
Jan. 11	Saturday	Commencement for Summer and Fall Graduates
April 12-26	Monday-Monday	ASPIRE New Student Orientation for Online Programs
April 17	Thursday	ASPIRE Evening Sessions End
April 20	Sunday	ASPIRE courses end
April 25	Saturday	Commencement for Spring Graduates (10:00 a.m)
APRIL 20	Monday	Aspire New Student Orientation (5:00- 9:00 pm)

SUMMER COURSES 2020

May 4-Aug. 17	Monday-Sunday	ASPIRE Summer courses
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Note: Simpson University reserves the right to change this calendar as necessary

Campus Location and Map

School of Adult Studies

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 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.

SCHOOL OF ADULT STUDIES OFFICES

The offices for the School of Adult Studies are located in the Owen Student Services Center, Suite 202.

General Information

School of Adult Studies

Simpson University offers undergraduate degrees through the School of Adult Studies.

OVERVIEW

Simpson University offers undergraduate degrees in the School of Adult Studies for students who meet age requirements and have a minimum number of required transfer credits from another institution. Bachelor's degrees are offered in a variety of disciplines that prepare graduates to pursue career goals and fulfill personal ambitions.

The School of Adult Studies houses the Adult Studies/ASPIRE program for non-traditional adult students seeking to complete a bachelor's degree. The ASPIRE (Adult Study Programs Inspiring Renewed Expectations) program is designed specifically to make earning a bachelor's degree possible for non-traditional adult students who have earned at least 60 transferable credits* at another accredited school (see Admissions Requirements below). Many Adult Studies/ASPIRE students are the first in their family to attend college or to complete an undergraduate degree and most work full-time jobs, juggle family responsibilities, and contribute to their community through active church or volunteer work. Some are students who started a degree immediately after high school but were unable to complete it then because of the need to secure employment and support themselves and a family. Some are returning to the local community from active-duty military service and want to build on the knowledge and experience they gained there. Some students have been major contributors at their current place of employment but need additional education to be eligible for a promotion or new position. Whatever the circumstance, Adult Studies/ASPIRE students are uniquely motivated by their desire to complete a bachelor's degree.

A degree in the Adult Studies/ASPIRE program can be completed in an accelerated format, either online or in person. Major degree requirements of 36 credits can be completed in 12 months (in person) or 16 months (online). Working with admissions staff and the registrar's office, the Adult Studies academic advisor creates a degree completion plan for each student that takes into account the number of qualified credits being transferred in and the total number of credits the student must complete to be awarded a bachelor's degree through the Adult Studies/ASPIRE program.

To earn a bachelor's degree from Simpson University's Adult Studies/ASPIRE program, students must complete 84 semester credits of general education plus the 36 credits that make up their major degree requirements for a total of 120 credits. All credits accepted as transfer from another school must have been earned at an accredited college. The student must have earned a minimum overall grade point average of 2.50 in all prior college coursework. Students must have a minimum of 60 transferable semester credits from another school and meet all other admissions requirements to be eligible to enroll in the Adult Studies/ASPIRE program.

Mission – Adult Studies

ASPIRE is committed to serving Christ through contributing to the intellectual, personal, and spiritual development of adult students so they may serve their communities more effectively

Admissions Information

Adult Studies/ASPIRE Admissions Requirements

Applicants to the Adult Studies/ASPIRE program must meet the admissions requirements outlined here.

- Have completed a minimum of 60 transferable* semester credits of general education
- Have completed a transferable* course in English Composition
- Have completed a transferable* course in Intermediate Algebra (except Organizational Leadership majors)
- Have earned a 2.50 overall GPA or higher on all previous college work
- Be at least 24 years old when they begin classes (see below for exception)
- Be in compliance with the prior felony/legal history requirement outlined below
- Complete a technology survey form
- Sign a statement that the student meets the following minimum technology requirements:
- Reliable access to a computer with Windows 7 or newer or, MAC OS X or newer

- Minimum 512 MG of RAM (1 GB or more recommended)
- High-speed internet connection (DSL or Cable speeds)
- Webcam with microphone and video-recording software
- Speakers
- Access to a scanner
- Printer
- Access to a fax machine (recommended)
- Microsoft Office 2007 or newer
- Current version of Adobe Reader
- Firefox, Safari, or Chrome web browser

*See Transfer Credit Policy in the Academic Policies and Procedures section on p 263.

Students enrolled as traditional undergraduate (TUG) students who wish to transfer into the Adult Studies/ASPIRE program must meet all admissions requirements and must wait for a minimum of one year from their withdrawal from the TUG program before they will be allowed to enroll as Adult Studies/ASPIRE students.

Former TUG students who are accepted into the Adult Studies/ASPIRE program must have earned a grade of C- or higher in any course in order to have those credits count toward their general education requirements in the Adult Studies program. In addition, credits earned in the TUG program, with a grade of D+ or below, will remain on the student's transcript and could affect the student's overall institutional GPA. The only way to remove these grades from the GPA calculation is for a student to retake the same course in the TUG program and earn a grade of C- or higher.

Prior felony/legal history requirement: Applicants who have been convicted of a felony offense of any type must disclose this information at the time of application. Failure to do so will result in immediate dismissal from Simpson University and the Adult Studies program. In addition to submitting the basic required admissions documents, applicants with a prior legal history must also submit a formal letter addressed to the Adult Studies Admissions Committee in which they provide the following information: : A description of the applicant's legal history including the nature of the offense, when it happened, the outcome, what the applicant has been doing since resolution of their conviction. Specific additional required information will be provided to the applicant by her or his admissions counselor. . Only applications from people whose most recent felony conviction happened four or more years before applying to the Adult Studies program will be considered. Applications from people with a prior legal history will be reviewed by the Adult Studies Admissions Committee. (See description and purpose of the Adult Studies Admissions Committee under Academic Policies & Procedures p.263)

Exceptions to Admissions Requirements

Exception to minimum GPA: An applicant who has an overall GPA below the required minimum of 2.50 may be considered for admission on a case by case basis. As part of her/his application for admission, the applicant must also submit a formal letter addressed to the Adult Studies Admissions Committee in which she/he explains the circumstances surrounding previous poor academic performance, an explanation of what has changed, and a detailed plan for future success if allowed to enroll in the Adult Studies/ASPIRE program. The applicant will be provided with detailed information about what should be addressed in the letter by their admissions counselor. The Adult Studies Admissions Committee will review the student's complete application package, including the formal letter and will make a determination. Admissions decisions of the Adult Studies Admissions Committee are final and are not subject to appeal. (See description and purpose of the Adult Studies Admissions Committee under Policy & Procedures p. 263)

Exception to TUG wait period: A student enrolled as a TUG student who meets all Adult Studies/ASPIRE admissions requirements and has extenuating circumstances that would create a hardship for him/her to wait a year to enroll in ASPIRE may petition the Adult Studies Admissions Committee for a waiver of the wait period. The student's application packet, including the petition for waiver, will be evaluated by the Adult Studies Admissions Committee who will make a determination. Decisions of the committee are final and are not subject to appeal. (See description and purpose of the Adult Studies Admissions Committee under Policy & Procedures p. 263)

Exception to the age requirement: Applicants younger than 24 may be considered for admission if they have completed all 84 general education credits or if they have completed at least 72 general education credits and have at least 4 years of documented work experience. In addition to submitting the required application materials described below, applicants who are below the required age limit of 24 must also submit a formal letter addressed to the Adult Studies Admissions Committee in which they address the specific topics which will be provided them by their admissions counselor.

Other requests for exceptions will be reviewed by the Adult Studies Admissions Committee (See policy on p. 274)

Application Procedures

1. Complete an application online and submit the non-refundable application fee
2. Provide the name and contact information for a professional reference. This cannot be a family member or friend.
3. Have official transcripts from all post-secondary schools sent to the Adult Studies/ASPIRE Admissions Counselor
 4. After acceptance to the program, sign and submit the Statement of Commitment form. Students will not be allowed to enroll until this document is received.
 5. Complete all required pre-registration forms online. Students will not be enrolled until these forms are completed.

Readmit Procedure

Students seeking to re-enroll in the Adult Studies/ASPIRE program after an absence of four or more semesters must reapply and meet all admissions requirements in effect at the time they re-apply. If accepted, they must meet all degree and program requirements in effect at the time they re-enter the program.

Students wishing to re-enroll in the Adult Studies/ASPIRE program after an absence of three or fewer semesters should contact the Adult Studies academic advisor to work out a degree completion plan.

Students who wish to reapply to the Adult Studies/ASPIRE program after being academically disqualified must follow the procedures found on p. 267 "Academic Disqualification."

Students reapplying to or re-entering the Adult Studies/ASPIRE program after an absence of any length are not guaranteed they will meet student financial aid requirements.

New Student Orientation

All Adult Studies/ASPIRE students are required to attend a New Student Orientation before they can begin their program. New Student Orientation is mandatory and a student will not be allowed to attend classes until they have completed the orientation. Depending on the student's major, orientation may take place in person or online. Information about the date of the New Student Orientation and how to register for it will be provided to applicants by the Admissions department.

International Students

The Adult Studies degree programs do not meet the SEVP requirements for Simpson to issue a Form I-20. Prospective students who are not citizens of the U.S. and wish to pursue one of these degree programs should seek guidance from an Admissions Counselor. Simpson University does not admit undocumented students. In order to be considered for any degree program, a prospective student must provide proof of a valid immigration status.

Program Description

The Adult Studies/ASPIRE program at Simpson University has designed a number of degrees and degree concentrations that make it possible for the non-traditional adult student to earn a bachelor's degree. The program is offered in formats that make it possible for busy adult students to accomplish their educational goals. Aside from the satisfaction of completing their degree, students graduating from the Adult Studies program are prepared to apply to one of the graduate programs offered in the School of Graduate Professional Studies, School of Education, Tozer Seminary, or at another institution. Majors and concentrations offered in the Adult Studies program are also relevant for preparing students for career advancement or to engage in meaningful work in a field of service.

Degrees in Business Management, Liberal Studies, Organizational Leadership, and Psychology are all offered in a face to face, evening format. Students taking a degree that meets face to face progress through their 12 required major courses by taking one 5-week course at a time plus one 11-week long online course each semester. In this way, students complete 4 courses (12 semester credits), each semester. They do this for three semesters. Below is an example of what a semester schedule looks like in the face to face program format.

Sample Semester Schedule for a Face-to-Face Program

Class #1 Weeks 1 -5	Class #2 Weeks 6 - 10	Class #3 Weeks 11 - 15
Class #4 Online – Runs weeks 2 - 12		

Face to face classes meet one night a week for four hours, from 6:00 to 10:00 pm. This equals 20 hours of actual classroom time for each course (as compared to 45 hours of classroom time for a 3-credit course in a traditional undergraduate program). Because of the accelerated nature of courses in the Adult Studies/ASPIRE program, students must attend all class meetings and be able to devote about 20 hours a week outside of class to study and completing course requirements. Students taking courses in the face to face format should also factor in the requirements for the online course they will be taking concurrently with their face to face courses each semester which typically amounts to an additional 10-12 hours/week.

Organizational Leadership and Psychology degrees are also offered fully online. Students can complete their major degree requirements in 16 months taking courses online. Students in the online format take one course every 5 weeks for four semesters. Below is an example of what a semester schedule looks like in the online format.

Sample Online Semester Schedule

Class #1 Weeks 1 - 5	Class #2 Weeks 6-10	Class #3 Weeks 11-15

Because of the accelerated nature of the 5-week online courses, students can expect to spend about 25 hours a week completing required course activities, engaging with the instructor and classmates in the virtual (online) classroom, as well as reading and completing course assignments.

Academic Advising

Academic advising is available to all Adult Studies/ASPIRE students through the ASPIRE office and students are encouraged to avail themselves of this service. The purpose of advising is to ensure the student has a clear plan and pathway for completing all general education and degree requirements so they can earn their degree in the most direct way and in the shortest time possible. The Adult Studies academic advisor will provide counseling on the types of credits needed and on alternative methods of earning credits, such as through CLEP testing, credit for military training, etc. In addition, students will be advised of when it may be in their best interest to take additional credits at another institution such as the local community college. The academic advisor will make every effort to work with the student to devise a degree completion plan but it is solely the student's responsibility to meet the requirements of their program of study. The academic advisor will not be held responsible for a student's failure to meet specific program or financial aid requirements.

Expected Work Per Credit

Adult Studies/ASPIRE courses are accelerated and often intense. Completing a degree through this program requires a major commitment of time and effort on the part of the student. Even before enrolling students should begin to plan for how they will budget the time and resources that are necessary to be successful. As a general rule, students in the evening program should budget about 20 hours outside of class every week they are taking a five week face to face class and another 10-12 hours a week during the time they are enrolled in the required concurrent online course. This equates to as many as 30 or more hours every week in addition to the time they are in the classroom. Students enrolled in one of the online programs should plan on spending up to 25 hours a week when enrolled in each of the 5-week courses. Online courses, by their very nature, require more reading and writing than is usually required of students taking face to face courses. Upper division college coursework in any program designed for adult students requires students to think critically, reflect on their own learning process, and apply what they are learning, usually to real-life contexts or experiences.

Registration

When the student has met all admissions requirements he or she will be given a registration schedule form to sign which indicates the sequence in which major courses for their degree (and minor where applicable) will be taken. When signed, the registration schedule serves as the student's request to the Registrar to be registered for those courses. Students will be registered for each semester's courses assuming there are no holds on the student's record. A hold will be placed on the student's record for an outstanding balance of tuition or fees, if the student has not completed the financial aid process, or for an incomplete admissions file including not completing all required pre-registration forms

Academic Policies and Procedures

The student will be notified by the Registrar's office if he/she has a hold that prevents the registrar from registering the student for their sequence of courses. It is the student's responsibility to ensure all holds are cleared prior to the beginning of each term. Students will not be allowed to attend any courses for which they have not been registered.

Attendance Policy

Because of the accelerated nature of the Adult Studies/ASPIRE program and each course within the program, attendance at every class meeting and online is essential for success. Students who miss more than four (4) hours of a face to face course or who fail to participate for one week in an online course will be administratively withdrawn from the course and a grade of "W" recorded on the transcript. If it is beyond the last day to withdraw, a grade of "F" will be recorded. Students who do not attend the first class meeting (face to face) or who do not complete the online course check-in assignment will be administratively dropped from the course. Being withdrawn or dropped from a course will require that the student make an appointment with the academic advisor to create a new degree completion plan and sign a new registration schedule which will likely extend the student's time to graduate.

The Attendance Policy for each individual course will be clearly stated in the syllabus. Students are required to communicate early and specifically with their instructor if they anticipate missing any class time including arriving late to any class meeting. Instructors may, at their discretion, make an allowance to the program's attendance policy based on the student's individual circumstances. Faculty must communicate any absence immediately to the Adult Studies office.

Adding Courses

Under special circumstances a student may be allowed to add a course to their approved program completion schedule. Students wishing to do this must meet the following conditions:

1. Meet with the academic advisor and get approval to add the course.
2. Complete the Change of Program Request form (or appropriate Add/Drop form) and turn it in to the Adult Studies office.

Voluntary Course Drop

A request to be removed from a course received by the Adult Studies office and/or the registrar by Sunday of the first week of a course will be considered a voluntary drop by the student. A 100% removal of charges of the tuition for that course will be made. Students who plan to continue their studies in ASPIRE must make an appointment with the academic advisor, complete a Change of Program Request form, and sign a new registration schedule form.

Withdrawal

Students requesting to be removed from a course after the first week of the course but before the end of the third week for a 5 week course, or the sixth week for an 11 week course, will be withdrawn from the course and removal of charges will be given based on the date the request was made. (See the Financial Information section for the student financial services policy.) A grade of "W" will be entered on the student's transcript for that course. Students requesting to be withdrawn from a course after the third week of a 5 week course or the sixth week of an 11 week course will receive an F on their transcript. If the course is required for graduation it must be retaken and passed. Students withdrawing from a course for any reason must complete the proper paperwork.

Exception: If a student withdraws from a course after the removal of charges date because of a serious emergency or extenuating circumstance, she/he may petition to retake the course at no cost. Please see the Admissions Committee policies and procedures starting on p. 274 for information about how to request an exception.

Administrative Drop

Failure to attend the first class meeting (evening program), or to complete the online check-in assignment during the first week of the online course, will result in being administrative dropped from the course. Instructors are required to report attendance within 24 hours of the first class meeting. Students who miss the first class meeting or check-in assignment and want to continue in the course must contact the instructor and the academic advisor by Sunday of the first week of the course. Failure to do so will result in the student's registration for the remainder of the Adult Studies/ASPIRE program being put on hold. A student's financial aid eligibility or award status may be affected when they are dropped from a course.

Non Attendance

If a student decides not to attend courses in any given semester, she/he is to notify the Director of the School of Adult Studies immediately. Failure to do so could negatively impact the student's academic or financial status. The student must make an appointment to meet with the academic advisor to develop a new degree completion plan and sign a new registration schedule form and any other required paperwork. (See attendance policies on p. 263 for possible academic and financial consequences for not following proper procedures for dropping or withdrawing from courses.)

A student who stops attending a class for which they are registered, without submitting proper "Drop/Withdrawal" paperwork will receive a grade of "F" for that course and she/he is not eligible to petition to retake the course tuition free. Courses failed as a result of non-attendance may be ineligible for financial aid.

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 evaluated and 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
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 21 credits of unrestricted elective credit.
5. Up to 6 credits of comparable upper division coursework may be accepted as part of the 36 required major credits. These credits must be from an accredited 4 year college or university.
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 (except in the case of TUG students who transfer into the Adult Studies program. Please see Admissions Policy on p. 259.
8. Coursework from a junior or two-year college will only transfer as lower division credit.
9. Simpson University is on the semester system. Courses from an institution on the quarter system will be transferred as follows:

Quarter Credits	Semester Equivalent Credits
5	3.35
4	2.68
3	2.01
2	1.34
1	0.67

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.

ALTERNATIVE CREDITS

Students may accumulate up to, but no more than, 30 alternative credits toward their 84 general education credit requirement. Alternative credits may include AP, CLEP, IB, StraighterLine, credit by exam, military credits (as approved by the American Council on Education [ACE]), or ACE-approved credits for previous informal but organized training, such as, professional seminars, business, church, or other military training. Credit for examinations (i.e., AP, IB or CLEP) is only available to students currently enrolled at Simpson University. More specific information about any of these options can be provided by the Adult Studies Academic Advisor.

Prior Learning Assessment

Prior Learning Assessment (PLA) is an opportunity to gain credits for learning that has happened outside of the traditional classroom environment. Documentation of learning experiences is required and must be submitted in a portfolio for evaluation.

PLA is only available to students currently enrolled at Simpson University. No more than 21 credits may be earned through PLA. These credits will apply only toward the unrestricted general education category of an ASPIRE degree.

CLEP Testing

The Academic Success Center, located in Suite 203 of the Owens Student Services Building, provides CLEP testing services for the university, including test registration and administration.

Students wishing to take the CLEP subject examination 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 student's transcript. If taken and passed, it is the student's responsibility to see that the CLEP score report is received by the registrar and that credits are posted to her/his transcript. It is also the responsibility of the student to consult with the Adult Studies academic advisor to determine the applicability of CLEP tests for meeting degree requirements.

ACADEMIC GRADING

The following system for assigning grade-points is used in the Adult Studies program.

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 instructor. Each course syllabus will indicate the grading system used by the instructor. There is no A+ grade given in Adult Studies.

If a student wishes to appeal a grade earned in a course he/she must follow the Appeal of a Grade policy and procedures found on p. 277.

Maximum Credits Allowed by Term

Students will not be allowed to take more than 12 credits per semester unless their overall GPA is 3.5 or higher and with special approval of the Director and the academic advisor.

Incomplete Grades

Students who have extenuating circumstances that prevent them from completing final coursework for any course may, in consultation with the instructor, be granted an Incomplete grade ("I") for the course if they meet the following conditions.

The student:

1. Has been in attendance throughout the course. (The student may not have had any previous absences from class.)
2. Has done satisfactory work in the course up to the final week or final requirement of the course.
3. Has provided evidence that is satisfactory to the instructor that he/she cannot complete the final course requirements because of extenuating circumstances.

Incomplete grades are granted at the instructor's discretion. If an Incomplete grade is granted, the instructor must complete the Request for Incomplete Grade form. Both the instructor and the student must sign the form and it must be submitted to the Director at the time it is completed. **Outstanding coursework must be completed and turned in to the instructor within 14 calendar days of the last day of the course.** Failure to do so will result in a grade of "F" for the course. After the instructor has received and graded all outstanding coursework, she/he will complete a Change of Grade form and will submit it to the ASPIRE office. The grade of "I" will be changed to the final grade for the course on the student's transcript.

Repeating Courses

A student may repeat only those courses for which she/he received a grade of either "D" or "F." Courses for which the student originally earned a grade of "D" may not be eligible for financial aid when repeated. The grade the student earned when the course was repeated will be calculated into the student's overall GPA.

Special Schedules

Students who drop or withdraw from a course or courses must meet with the academic advisor to create a new program completion plan which will likely require developing a special schedule for the student. When creating a special schedule a number of factors will be considered including reasons for dropping or withdrawing from a course, the student's potential for completing program requirements, when courses will be offered next, and the student's overall GPA. Students with an overall GPA below 3.0 will likely not be allowed to take more than 9 credits a semester without special approval.

When a student is unable, for any reason, to complete the degree plan that was created for him or her when they entered the program, he or she must meet with the Academic Advisor to have a special schedule created. Students may request no more than two special schedules between the time they enter the program until they graduate. The Academic Advisor will make every effort to create a special schedule that allows the student to maintain financial aid eligibility but that cannot be guaranteed and students may need to cover the cost of some courses out of pocket. The program cannot guarantee that a student will be able to complete required coursework and graduate within one year (face to face program) or sixteen months (online program) when the student requests a change in schedule or when they fail a course and must retake it, etc. Students who are unable to complete the program under the second special schedule will be withdrawn from the program and can reapply. Because of the expense involved and the personal commitment required to

undertake a rigorous and accelerated upper division program of study, students should carefully consider whether they can reasonably complete the program before enrolling. See Academic Disqualification policy below for reapplication procedure.

Academic Concerns

Student success in the Adult Studies program is a primary concern of faculty and staff. It is a goal of the program to identify students who are struggling and give them the support needed to be successful. A student must have an overall GPA of 2.00 for all courses taken at Simpson University in order to be eligible to graduate. Students who fall below that requirement will be notified and given the opportunity to make adjustments so they can meet the GPA requirement for graduation. Students in any of the categories below are strongly encouraged to make an appointment with the Adult Studies academic advisor and seek consultation about ways they can improve their performance. Advising is available to help students identify obstacles to success, get referrals or information about resources within SU such as the Academic Success Center, the Writing Center, library support, counseling services, etc., that are in place to help students succeed in their program.

The following processes will be followed for students who fall below minimum GPA requirements.

Academic Warning

A student in the Adult Studies program whose cumulative Simpson University GPA falls between 2.0 and 2.2 will be notified in writing via email that he/she is being placed on Academic Warning status and is at risk of being placed on Academic Probation. The student must make an appointment to meet with either the Adult Studies academic advisor or the Director to identify barriers to success and discuss her or his plan for maintaining an acceptable program GPA. Students whose overall GPA falls below 2.0 by the time they complete all required coursework will not be allowed to graduate.

Academic Probation

A student in the Adult Studies program whose cumulative Simpson University GPA falls between 1.99 and 1.85 will be notified in writing via email that he/she is being placed on Academic Probation status. The student must make an appointment to meet with either the Adult Studies academic advisor or the Director to identify barriers to success and create a plan for maintaining an acceptable program GPA. Students on Academic Probation must bring their Simpson University GPA to 2.0 or above by the time they complete all required credits or they will not be allowed to graduate. At the discretion of the Director and in consultation with the Academic Advisor, students on Academic Probation status may have the number of classes they are allowed to take reduced, or may have to complete other remedial activities. See the statement on Financial Aid Disqualification below.

Academic Disqualification

A student whose cumulative Simpson University GPA falls at 1.84 or below will be academically disqualified from continuing in the program and will not be registered for future courses. Academically disqualified students may apply for readmission to the program after a lapse of one semester. For example, if a student is academically disqualified at the end of the fall semester, he/she may reapply during the spring semester to re-enter the program during the summer semester. Reapplication must include a letter, addressed to the Adult Studies Admissions Committee, of no fewer than 1000 words in which he/she gives evidence of self-awareness in terms of what prevented him or her from being successful, a description of the plan or supports that have been put into place to address previous barriers to success, and what steps the student has taken during his or her absence from school to demonstrate readiness to complete the degree if readmitted. The student's application for readmission will be reviewed by the Adult Studies Admissions Committee who will render a decision. (See Adult Studies Admissions Committee policy and procedures on p. 274.)

If readmitted, any outstanding general education credits must be completed before being allowed to resume taking major coursework. Students returning to the ASPIRE program after being academically disqualified must meet all current admissions and graduation requirements that are in place at the time of their reentry. The student must also pay the tuition rate in effect at the time of reentry.

Should a student be disqualified from the Adult Studies/ASPIRE program a second time, they will not be eligible to reapply to the program until after three semesters (one academic year) have elapsed from the time of their disqualification. This means the student, if readmitted, will not be able to start attending courses until the fourth semester following a second disqualification. All other requirements for reapplication and readmission outlined above will be followed. Students who are struggling to meet minimum academic requirements are strongly encouraged to seek professional consultation to help them identify the barriers that are impeding academic and life success and to focus on ameliorating those barriers before attempting to re-enter the program. As noted earlier, the Adult Studies/ASPIRE program is accelerated and intensive and success requires focused attention and commitment to personal and academic growth.

Students will not be considered for readmission to the program following a third academic disqualification.

Financial Aid Disqualification

There are additional requirements for a student to remain eligible to receive financial aid. Please see the section titled "Satisfactory Academic Progress" under the Financial Information section on page 39 for information about financial aid eligibility and student academic status.

GRADUATION

Graduation Requirements

The following requirements must be met or completed to earn the Bachelor of Arts degree in the Adult Studies program.:

1. At least 120 semester credits.
2. Completion of all 84 required general education credits.
 - a. No more than 30 alternative credits will be accepted toward a degree.
3. Completion of all 36 credits within the designated Adult Studies major. (Up to 6 comparable upper division credits may be accepted in transfer from an accredited college or university. See the Transfer Credit Policy on page 264.
 - a. A minimum of 30 credits earned through Simpson University
4. A grade-point average of 2.00 or better for all credits taken at Simpson University.
5. Completion of an application for degree, completion of exit interview paperwork, and payment of graduation fee.
6. Recommendation by the Simpson University Faculty Council

Application for Degree

Students who are eligible to complete their degree must apply for graduation in order to have their degree posted and participate in Commencement. Candidates for degrees must submit the Application for Degree, along with a \$125 graduation processing fee using a credit card, via Student Planning at least one semester before the expected completion of all degree requirements. The academic advisor will complete an audit of the student's academic record and will send a reminder to the student's SU email address when they are eligible to submit the Application for Degree. It is the student's responsibility to ensure that all official transcripts from other institutions verifying completion of required general education credits are received by the Registrar's office.

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 5:00 p.m. the Friday prior to the posting date. Diplomas are mailed eight to ten weeks following degree posting unless alternative arrangements have been made.

Applicable Catalog

The requirements for graduation as published in the catalog that is in effect at the time the student enrolls in the Adult Studies program will be followed in determining eligibility for graduation. Students who are readmitted to their program after an absence of one year or more will be evaluated according to the catalog in effect at the time they are readmitted. Under no circumstances is a student permitted to combine requirements from two or more catalogs in determining program requirements or policies/procedures.

Degree Completion Deadline

Students, who have completed their required 36 major credits for the degree but have not completed all general education credit requirements, must do so within 12 months of completing their final major course. Students who are unable to complete all degree requirements within 12 months because of extenuating circumstances, must petition the Adult Studies Admissions Committee for an extension of time to complete their general education requirements. See the Policy and Procedures for the Adult Studies Admissions Committee on p. 274 for information about how to file a petition.

Students who do not complete all their general education credit requirements within 12 months of taking their final major course, or who are not granted an extension, or who do not complete within the time allowed if an extension is granted, must reapply to the program and follow the Readmit Procedures found on p. 261.

Second Bachelor's Degree

After being awarded a bachelor's degree from Simpson University (traditional undergraduate or Adult Studies), a student may earn a second bachelor's degree through the Adult Studies/ASPIRE program under the following conditions:

1. Meet all requirements for the second degree which are in effect at the time the student begins work on the degree.
2. Successfully complete a minimum of 30 credits beyond those earned for the first degree.

Note: Financial aid may not be available for students completing a second bachelor's degree.

Graduating with Distinction

Students, who earn an overall cumulative GPA of 3.80 or higher in the 36 credits required for their major, but whose GPA does not meet eligibility requirements for membership in Alpha Sigma Lambda, will graduate with distinction. This will be noted at the time of the commencement ceremony and will be posted to their transcript. They will also be given honor cords to wear with their robes during the commencement service. A student may be eligible to graduate with distinction but not be eligible for membership in Alpha Sigma Lambda. Please see the requirements for membership in the ASL Honor Society below.

Alpha Sigma Lambda Honor Society, Kappa Eta Chapter

Students who demonstrate outstanding academic achievement may be invited to join the Alpha Sigma Lambda honor society, Kappa Eta chapter which is chartered by Simpson University's Adult Studies program. "Alpha Sigma Lambda is a national honor society which partners with colleges and universities to celebrate the scholarship and leadership of adult students in higher education. ASL is devoted to the advancement of scholarship and recognition of nontraditional students continuing their education"(ASL website, <http://www.alphasigmalambda.org/>).

In keeping with the requirements articulated in the Constitution and Bylaws of ASL, students are eligible to be invited to join Alpha Sigma Lambda, Kappa Eta chapter when they have met all of the following criteria:

1. Adult Student Status: Have adult student status as defined by the Adult Studies program (24 years of age)
2. Residency Requirement: Have earned 24 or more credits in their major taken at Simpson University
3. Distribution Requirement: Have earned 12 or more credits in Liberal Arts/Sciences (transfer credits satisfy this requirement for ASPIRE students)
4. Academic Requirement: Be in the top twenty percent (20%) of students AND have earned a minimum GPA of 3.2 or higher.

5. Leadership and Scholarship: Demonstrate leadership and/or scholarship at school, church or faith community, or in the larger community (see below).

During each semester, the chapter councilor (currently the program coordinator) will conduct an evaluation of all students who have completed 24 credits to determine their GPA status and eligibility for membership in ASL. Those students whose GPA places them in the top twenty percent (20%), AND whose GPA is 3.2 or higher, and who meet all other membership requirements may be eligible for induction into Alpha Sigma Lambda, Kappa Eta chapter.

Eligible students will be invited to demonstrate that they have met the requirement for scholarship and/or leadership by submitting evidence in the form of a completed application which they can get from the Chapter Councilor. All applications will be evaluated by a committee comprised of the chapter councilor, Adult Studies academic advisor, Program Director and one other member of the department faculty or staff. Students who meet the eligibility requirements will be extended an invitation to join. (Students who join will pay the required membership fees.) An induction ceremony will be held each semester.

There are many benefits to becoming a member of ASL and students are encouraged to visit the website for more information (www.alphasigmalambda.org) or to contact the Chapter Councilor. Membership in ASL is not required in order to graduate with distinction.

Commencement Participation

Students must complete all degree requirements in order to participate in a commencement ceremony. Graduating students are strongly encouraged to participate in the commencement ceremony so that the student's accomplishments can be recognized and celebrated in the larger Simpson University community and with the student's family and friends..

Baccalaureate Service

A baccalaureate service will be held on the Friday evening prior to April graduation. A baccalaureate service includes scripture readings and 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.

ADULT STUDIES POLICY ON STUDENT CONDUCT

Adult Studies Student Conduct Expectations

Simpson University is a Christian university and while students attending any of the non-traditional programs are not required to be Christian or to sign the Statement of Faith, nevertheless the behaviors, values, and beliefs of the Christian faith guide all our practices. Students who attend the Adult Studies program are expected to conduct themselves at all times in a way that demonstrates their maturity as adult students and that reflects the core values of Simpson University which are summarized as Commitment, Community, Excellence, Accountability, Integrity, and Service. (The full university theological position and core values can be found on p. 17 of this catalog.) In addition to the expectation that students will adhere exactly and intentionally to the Academic Dishonesty Policy, it is also expected that students in the Adult Studies program will behave in such a way that reflects the University Core Values. Some (but not all) examples of these behaviors include:

Commitment – Students will commit to fulfilling their financial and scholarly obligations. They will complete all required coursework to the best of their ability. They will commit to their program of study and chosen discipline (psychology, business, leadership, etc.) and make every honest effort to complete the requirements of their degree.

Community – Students will contribute to the development and maintenance of healthy and productive relationships with their classmates, instructors, other students, and community members. They will engage in activities that build up and encourage others to be successful. They will represent Simpson University and the Adult Studies program to the larger community and in doing so will honor the value of their education.

Excellence - Students will strive for excellence (not perfection) in the completion of their individual courses, assignments, and requirements. Students will take personal responsibility for being informed and knowledgeable about course

expectations, policies, and procedures that govern their program. They will view the accomplishment of their degree as recognition of the effort expended by their instructors and mentors to guide and assist them, and of their personal desire to reach higher and live better.

Accountability – Students recognize and acknowledge that their school and program has the right and obligation to hold them accountable to the requirements and standards of their program and the university. Being adults, students will practice maturity of judgment in decisions, actions, and choices and will engage appropriately in all processes designed to assist the student's personal, relational, academic, spiritual, and emotional growth and development. When necessary, students will participate appropriately in processes intended to address and resolve problems that may arise. This includes following written policies and procedures for resolving problems.

Integrity - Students acknowledge that honesty, integrity and truthfulness are foundational principles of Christian living and these principles guide the teaching and learning of the Adult Studies program. Students will refrain from any type of dishonesty whatsoever in their interactions with administrators, staff, instructors, or classmates whether in person or virtually. Students will communicate with respect. They will not threaten, bully, harass, intimidate, demand, or intentionally annoy another person whether classmate, instructor, staff member or other community member in person or virtually. They will respect the property of the university and/or of others including but not limited to computers, technologies, books, papers, food, furniture, vehicles, etc., and will not harm, damage, remove without permission, or steal.

Service – Students in the Adult Studies program seek to serve others by participating in volunteer opportunities at school, in the community, at their church or faith community. They demonstrate leadership in their desire to serve others. They see and respond to opportunities to lend assistance or encouragement to classmates or other community members. They look for and avail themselves of opportunities to represent Simpson University and the Adult Studies program by serving those who are in need and by living as Christ lived and taught.

Academic Dishonesty Policy

Simpson University has adopted a policy on academic dishonesty that applies to students in all programs of the University. The policy spells out the actions and behaviors that constitute academic dishonesty. Because academic integrity in any institution of higher learning is such a serious matter, the Adult Studies program takes very seriously its responsibility to guide students in acquiring and applying a broad understanding of what constitutes academic dishonesty. Thus, students in the Adult Studies program who violate any aspect of the SU Academic Dishonesty Policy will be dealt with in a manner that (1) assists the student in understanding the seriousness of violating the intellectual rights and property of others; (2) assists students in developing the scholarly, academic, writing, and critical thinking skills necessary to be able to produce upper division college level work with integrity; and, (3) protects the rights and reputation of the university and the Adult Studies program.

Students are required to familiarize themselves with the entire policy that is found on p. 66 in this catalog and to acquire the skills needed to avoid any intentional or unintentional mistakes. The procedures that will be followed if/when an Adult Studies student is found to be, or suspected of, engaging in any type of conduct that is in violation of the SU Academic Dishonesty Policy or the Adult Studies Student Conduct Expectations are described below.

For the Adult Studies program, the procedure outlined in the following section titled Committees, Councils, and Procedures replaces the procedure described in the Academic Dishonesty Policy found on p. 271 of this catalog for dealing with issues of academic dishonesty.

Simpson Community Safety

Simpson University has a zero-tolerance policy for acts of violence and threats of violence. Without exception, acts and threats of violence are not permitted. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to disciplinary action, up to and including dismissal or removal from campus.

Possession of weapons or dangerous materials or substances on Simpson property or at a Simpson University sponsored event will constitute a threat of violence.

A threat includes, but is not limited to, any indication of intent to harm a person or damage Simpson property or property of a community member. Threats may be direct or indirect, and they may be communicated verbally or nonverbally.

Saying or writing “I am going to punch your lights out” would constitute a direct threat. Making written or verbal statements such as “Do you want to see your next birthday?” or “Individuals who set fire to their rooms have the right idea” would constitute indirect threats. Nonverbal threats include making a hitting motion or making an obscene gesture. Extreme threats include the display (brandishing) of a weapon or stalking or forcing undue attention on someone, whether romantic or hostile.

Taking actions likely to cause bodily harm or property damage is an act of violence. It is every community member’s responsibility to assist in establishing and maintaining a violence-free community environment. Therefore, you are expected and encouraged to report any incident which may be threatening to you or other community members or any event which you reasonably believe is threatening or violent. You should immediately report such incidents to campus safety, the director of Student Life, or the appropriate academic dean (TUG, ASPIRE, Nursing, Education, Graduate Studies, or Seminary) or Provost. Appropriate disciplinary action will be taken by the school following a defined hearing process.

COMMITTEES, COUNCILS, AND PROCEDURES

Adult Studies (ASPIRE)

The School of Adult Studies has established the following committees and councils to be responsible for addressing issues that are important to the effective functioning of the Adult Studies program. Activities of the Committees and Councils of the Adult Studies program are intended to ensure (a) that processes and procedures are carried out in a fair and consistent way, (b) that due process is available to students and faculty in the Adult Studies programs, and to (c) protect the academic integrity of the Adult Studies programs.

Where policies are not specifically addressed in this section of the catalog, policies outlined for the Traditional Undergraduate program are adapted to fit the context of Adult Studies. Other policies concerning student life requirements may be found in the Simpson University School of Adult Studies Student Handbook for ASPIRE students.

Academic Council for the School of Adult Studies

Description: The Academic Council for the School of Adult Studies is established for two purposes: First, to review and make recommendations to the Provost for issues related to the core academic functioning of the programs within the School of Adult Studies. Second, to review and make decisions related to issues of academic dishonesty or serious violations of standards of conduct for students in the Adult Studies program.

SAS Academic Council on Curriculum or Academic Issues

Purpose: The purpose of the SAS Academic Council on Curriculum or Academic Issues is to review proposals affecting the core academic functioning of the programs within the SAS and to make recommendations to the Provost.

Membership: For purposes of reviewing academic or curriculum issues, the Academic Council is comprised of the following:

- Director School of Adult Studies
- Registrar, Simpson University
- Librarian or Library Director
- Dean of Admissions
- Two full-time faculty members who teach in both Traditional Undergraduate and one of the programs in the School of Adult Studies, **OR**, one full-time faculty member in TUG who also teaches part-time in one of the programs in SAS and one part-time instructor in the SAS.
- Adult Studies Academic Advisor
- Manager or Coordinator for the SAS as a non-voting member (to take minutes and record actions of the committee).

In addition, one ad-hoc member may be appointed by the Director to review a specific issue. This person may be in place of or in addition to, the members listed above.

A quorum is three voting members to include at least one faculty

Procedures - Curriculum or Academic Issues: A meeting of the Adult Studies Academic Council will be called by the Director to review proposed curriculum changes or other academic issues that have a known or potential bearing on a program of study or, that requires a formal review and recommendation to the Provost. Unless otherwise specified, meetings of the Academic Council will be chaired by the Director of the Adult Studies program.

1. Items or information under consideration will be sent to the members to review prior to the meeting.
2. Decisions or actions of the committee when considering academic or curricular issues include
 - a. Approval of proposed changes
 - b. Recommendations for revisions to proposed changes
 - c. Denial of proposed changes
3. Decisions of the committee on academic or curricular issues will be made by simple majority vote
4. Electronic review and voting will be done in cases where the impact of the proposed change is minimal (i.e. change to course numbers, realignment of sequence of course offerings, etc.) and which will not require action by the Provost
 - a. In cases where electronic review and voting is appropriate, the proposed change will be sent to the SU email addresses of the members of the committee with a clear description of the proposed change, a rationale for the change, and a requested deadline for the vote.
 - b. Questions and discussion should be done using the "reply all" email feature.
 - c. The Director will call for the final vote via email.
5. Decisions of the SAS Academic Council will be communicated to the Provost.

Academic Council on Student Conduct or Dishonesty

Purpose: The purpose of the Academic Council on Student Conduct and Dishonesty is to ensure the academic integrity of the programs in the SAS, and to help guide the ethical and professional development of students. It is the responsibility of the SAS Academic Council on Student Conduct and Dishonesty to carefully and fairly review all referrals brought to its attention and to take appropriate and timely action.

Membership: For purposes of reviewing and taking actions on student issues related to academic dishonesty or serious conduct violations, the SAS Academic Council will be comprised of the following:

- Director School of Adult Studies
- Two faculty members who teach full-time in TUG and part-time in one of the SA programs **OR**
- One full time TUG faculty member who teaches part-time in one of the SAGPS programs and one part-time instructor in one of the programs in the SAS
- Manager or Coordinator for the SAS as a non-voting member (to take minutes and record actions of the committee).

In addition, one ad-hoc member may be appointed by the Director to review a specific issue. This person may be in place of or in addition to, the members listed above.

A quorum is 3 voting members to include at least one faculty.

Procedures: Addressing Academic Dishonesty or Serious Conduct Issues

1. When a faculty member, academic advisor, or other staff member identifies or suspects a student has engaged in plagiarism, cheating or other serious violation of student conduct, he/she will first notify the student of their concerns. If the problem cannot be addressed directly with the student in such a way that the concerned party feels the issue has been resolved*, the concerned party will make formal notification of the situation by doing the following:
 - a. Make a written referral of the student and send it to the Director of the School of Adult Studies. The written referral will include a description of the events or situation including student's name, course during which the offence occurred (if applicable), dates, and a report of the process that took place when the reporting party addressed the situation with the student. Any and all other relevant information should be included. If the referral concerns issues of academic dishonesty, the evidence of student work that shows academic dishonesty or cheating must be included. The referral can be made via email. Referrals may also be made through the university online CARE system.
 - b. Notify the student that a referral to the School of Adult Studies (SAS) is being made. Provide a copy of the written referral to the student.
2. The Director of the School of Adult Studies will investigate to see if the student has any previous referrals or incidences of academic dishonesty noted in his or her student file or records. If not, the referral goes into the student's record and the Director sends the student a formal letter indicating that a referral has been received and

recorded in the student's academic file. The student will be notified that a second referral will result in the student being sent to the Academic Council on Student Conduct which will take action on the referral.

- a. If the referral is about violation of student conduct, it will be forwarded directly to the SAS Academic Council for review and action.
3. The Director of the School of Adult Studies will review the referral and will convene a meeting within 14 business days of receiving the referral. The chair of the committee (Director) will send a letter to the student via the student's SU email address indicating that she/he has received a referral and notifying the student that the committee will be meeting to review the situation, and provide the date and time of the meeting.
4. All written documents will be given to each member of the Academic Council on Student Conduct to review prior to the meeting. The Council will discuss and decide each case on its own merits. Actions of the SAS Academic Council can include:
 - a. Issue a letter of warning to the student.
 - b. Create a remediation plan for the student in an attempt to help the student address and resolve honesty or conduct issues.
 - c. Dismiss the student from SU.
5. The purpose of the committee is to seek to understand the circumstances that lead to the referral, hear the student's explanation of the situation, and seek to work with the student to construct a plan to address the academic or behavioral issues that resulted in the referral. If the student is unable to participate in a reasonable way with the committee, the student will be asked to leave the room and the committee will render a decision on a course of action.
6. If the student chooses not to attend the meeting the committee will proceed and will render a decision based on the information they have.
7. Proceedings of the committee will be recorded by the SAS Coordinator or Manager and will be filed in the SAS office. Decisions of the committee and follow-up actions that are required will be sent to the student in writing via their SU email address, to members of the committee, and to other parties or departments on campus with an educational or administrative right to know including the registrar and the provost.
8. Failure to complete a remediation plan as required by action of the committee or a second referral for the same or similar conduct issue will result in dismissal.
9. If a third referral is received involving an issue of academic dishonesty, the Academic Council will review the referral and take action as described above. A fourth referral for academic dishonesty will result in automatic dismissal.

Students wishing to appeal a decision of the SAS Academic Council must follow the procedures outlined in the Appeal of a Committee Decision.

*Resolution includes the student acknowledging their behavior, demonstrating openness and taking steps to make amends or correcting behaviors, following through with any requirements the faculty member or referring party makes to address the situation such as rewriting a paper, or other or actions the referring party takes to help the student address and grow from the incident. The referring party is encouraged to seek consultation on what would be an appropriate course of action to take given the circumstances.

Adult Studies Admissions Committee

Description: The Adult Studies Admissions Committee has the following functions:

1. Reviews applications for admission into the Adult Studies program when
 - a. The GPA of the applicant is below the required minimum,
 - b. In the case of prior legal convictions,
 - c. Age requirements are not met, or;
 - d. Any other condition exists that falls outside the standard admission requirement of the program.
2. Reviews student petitions for an exception or waiver to program policies; or
3. Reviews student appeal of a grade.

Membership: (Minimum of 3)

- Director School of Adult Studies- Committee Chair
 - One or more full-time faculty member(s) from the Traditional Undergraduate program who also teaches part-time in the Adult Studies program
- Part-time faculty member in the Adult Studies program
 - Academic Advisor, SAS
 - Adult Studies Admissions Counselor
- Another member of the SU community whose role or expertise is relevant to the issue being reviewed
 - SAGPS Manager or Program Coordinator as a non-voting member to takes minutes and record the meeting proceedings

The Director of the School of Adult Studies will appoint a committee of at least three (3) people from among those listed above. Specific committee members will be appointed depending on the nature of the issue being reviewed by the Committee such as, review of an application for admission or readmission, an appeal of a grade, a request for exception. In addition, the committee may also consult with or request additional information from other people who have expertise, information or knowledge related to the issue being reviewed. Procedures for handling specific issues that come before the Adult Studies Admissions Committee are described below.

Students should carefully review the procedures described below to determine how to proceed which will depend on the nature of the issue they wish to address. Students are required to follow the procedures outlined here including required timeframes, in order to ensure having their issue addressed. Students going outside the procedures described below to attempt to get a decision or influence staff or faculty to act on their behalf will likely result in disciplinary action. (See the SU Academic Dishonesty Policy on p. 68 and the Adult Studies Student Conduct Expectations on p. 270).

Review of Applications - General Information

A primary function of the Adult Studies Admissions Committee is to review applications for admission that present an exception to the normal admissions requirements. For example, the Adult Studies Admissions Committee will routinely review all applications from people whose overall GPA is below 2.50. They will also routinely review applications from people who report a prior felony conviction or legal history. Applicants who fall into either of these categories must carefully review the information under Admissions Information on p. 259 to be sure they have included all the required information in their application packet.

Below Minimum Age Requirement

1. The Adult Studies admissions counselor will notify the Adult Studies/ASPIRE program coordinator, manager, or academic advisor that they have received an application that falls into one of the exception categories. They will forward the application packet to the Adult Studies office with a request to review the application.
2. After receiving the request to review the application from the admissions counselor and the completed application packet, the chair of the Adult Studies Admissions Committee will convene a meeting. The committee will review the application documents and will render a decision, usually within 14 calendar days of receiving the request.
3. The decision of the Admissions Committee will be communicated to the Adult Studies admissions counselor who will communicate directly with the applicant.
4. With regard to admissions decisions, decisions of the Admissions Committee are final and are not subject to appeal.

Request for Waiver of Wait Period – TUG to Adult Studies Applicant

A current TUG student who meets all the admissions requirements for the Adult Studies program, and who has extenuating circumstances that would create a hardship for her or him to wait one year after withdrawing from the TUG program before applying to ASPIRE, can request a waiver of the wait period. A hardship is defined as a circumstance that would create significant (and even irreparable) financial, physical, emotional, or relational consequences. For a request for waiver to be considered, the following procedure must be followed.

1. The student must meet first with an Adult Studies admissions counselor and have an informal evaluation of their transcript completed. The transcript evaluation must indicate the expected requirements needed in order to complete an undergraduate degree through the Adult Studies program.

2. After meeting with the admissions counselor, the student must write a formal letter addressed to the Adult Studies Admissions Committee requesting a waiver.
3. The letter must include the details of why the student has, or intends to, withdraw from their TUG program.
4. The letter must include the details of the circumstances that constitute a hardship for the student should they wait the required one year after withdrawing from TUG. Whenever possible, the letter or request for waiver should include supporting evidence of the circumstances of hardship or potential hardship.
5. The student must submit the letter (which should include the student's current and correct email address and physical address) and supporting documents to the Adult Studies admissions counselor who will schedule a meeting with the Committee and present the applicant's petition for waiver including the informal transcript evaluation.
6. Requests for waiver must include all the information outlined above in order to be considered.
7. The application materials including all the material outlined above will be sent to the Admissions Committee ahead of the scheduled meeting for review by the committee members.
8. The decision of the Committee will be communicated to the Adult Studies admissions counselor in the Enrollment department who will communicate the decision to the student. If the student wants to appeal the decision of the Admissions Committee they must follow the procedures outlined in the Appeal of a Committee Decision policy.

Petition to Retake Withdrawn Course Tuition-Free

If a student must withdraw from a course after the removal of charges of tuition date because of a serious emergency, he/she can petition to retake the course tuition free. A serious emergency is defined as the unexpected death of an immediate family member (mother, father, sibling, spouse, or child/grandchild), a serious illness or accident to any of these people or to the student that resulted in hospitalization or being incapacitated, any other unexpected serious event that resulted in the student being unable to complete coursework. For a petition to be considered, the following procedure must be followed.

1. The student must write a formal letter of petition addressed to the Adult Studies Admissions Committee within 30 calendar days of the last day they attended class.
2. The letter of petition must include the details of the circumstances that occurred and resulted in the student needing to withdraw from the course.
3. Whenever possible, the letter of petition should include supporting evidence of the circumstances and the persons involved such as notice of death (or copy of a death certificate), evidence of relationship to the student, hospital records, relevant legal documents, etc. As part of the review of the petition, the committee may request to see supporting evidence if it is not included in the petition documents.
4. The letter of petition should include the student's major (and concentration if applicable), the course title and number of the course the student is petitioning to retake, the term and date they were originally enrolled (example: Summer 2019, term 2), and information about the student's performance in the course at the time they needed to withdraw. A letter from the instructor for the course in support of the student's petition can also be included. Letters from classmates, friends, family members, or other persons will not be considered.
5. Submit the signed letter along with supporting documents to the Adult Studies Admissions Committee via email sent to the email address of the Director of the School of Adult Studies or in hard copy delivered to the Adult Studies office.
6. The petition will be forwarded to the Chair of the Admissions Committee.
7. The Chair of the Admissions Committee will call a meeting of the committee members who will review the petition and will render a decision based on information included in the petition documents. In some cases, the committee may request additional information or clarification of facts before rendering a decision. The decision will be communicated to the student in writing sent to the student's SU student email address, usually within 30 calendar days of the date the Chair of the Admissions Committee received the petition.
8. If the petition is granted, the course grade will be changed to a "WP" or "WF" and the student must retake and pass the course within three semesters of the time they withdrew. The student must schedule a meeting with the academic advisor to create a new registration schedule. (See policy above on Special Schedules.)
9. If the student wants to appeal the decision of the Admissions Committee they must follow the procedures outlined in the Appeal of a Committee Decision policy.

Petition to Extend Time to Complete Degree Requirements

If students are unable to complete all requirements for their degree within the time allocated by their program (see Degree Completion Deadline on p. 269), they may petition the Admissions Committee to extend the deadline. Students wishing to petition for extension of time must do the following:

1. Write a formal letter of petition addressed to the Adult Studies Admissions Committee. The letter must be received by the Committee no later than 30 calendar days before the final deadline to complete all program requirements. For example, if the student is expected to complete their Adult Studies program requirements in December 2019, but is unable to do so, he/she must petition the Admissions Committee for an extension by the end of November 2019.-
2. The letter of petition must include a clear and complete explanation of why the student is unable to complete all program requirements within the time allotted. The letter of petition should include a statement of the outcome the student is requesting. (**NOTE:** The standard time given for an extension is two semesters. If the student is requesting more time than that, they must state the amount of time they are requesting and provide a rationale for why they need more than a two semester extension.) The letter must include the student's current email address, phone number and physical address.
3. Whenever possible, the letter should include supporting evidence of why the student is unable to complete.
4. The letter is to be addressed to the Director School of Adult Studies and sent to the director's Simpson University email address or delivered in hard copy to the Adult Studies office.
5. The Chair of the Admissions Committee will call a meeting of the committee and a decision will be rendered based on information included in the petition documents. In some cases, the committee may request additional information or clarification of facts before rendering a decision. The decision will be communicated to the student in writing sent to the student's current email address, usually within 30 calendar days of the date the Admissions Committee received the petition.
6. If the petition is granted, the student must complete all program requirements within the time extended to do so. Failure to do so will require the student to re-apply to the program and meet all program requirements that are in effect at the time of reapplication.
7. If the student wants to appeal the decision of the Admissions Committee they must follow the procedures outlined in the Appeal of a Committee Decision policy.

Appeal of a Course Grade

Students who believe that a course grade is inaccurate and who want to appeal the grade must follow the procedures outlined below. Please note: Appeals of an individual assignment grade is not covered by this process and must be handled directly with the course instructor.

1. Within 14 calendar days of the grade being posted, the student must speak with the instructor of the course and request a re-evaluation of the grade. It is recommended this conversation take place in person whenever possible but may also be done via phone or email. Instructor contact information is found on every syllabus.
 - a. The student should present the instructor with their rationale for believing the course grade is wrong. This could include things like evidence that grades or points for individual assignments were not accurately entered into the Moodle gradebook, the grade received on an assignment does not match the description of the grading policy outlined on the course syllabus, etc.
 - b. If, upon review of the evidence presented, the instructor agrees to change the course grade he/she will complete a Change of Grade form and will submit the completed form to the registrar and to the Adult Studies manager or coordinator.
 - c. If the instructor does not agree to change the course grade, or does not respond to the student's request to re-evaluate the grade within 14 calendar days of the time the student makes the request, the student may proceed to step 2. **NOTE:** It is strongly recommended that the student send a follow-up email to the instructor that summarizes the conversation with the instructor and the outcome of the request. This email should be submitted along with the other requirements if the student chooses to proceed to Step 2.
 - d. Only if the student has legitimate grounds for not contacting the instructor directly, she/he may proceed to step 2 without first contacting the instructor. ("Legitimate grounds" must be explained in detail. If the committee does not feel the explanation represents "legitimate grounds" they may require the student to speak to the instructor before they will review the appeal.)
2. The student must submit a formal written letter of grade appeal, addressed to the Adult Studies Admissions Committee, within 35 calendar days of the date the final course grade was posted. The letter should include:
 - a. The student's rationale for believing the course grade is in error.
 - b. A detailed explanation of the events that occurred when the student appealed directly to the instructor. For example, the date(s) the student was in communication with the instructor, a copy of the email or communication the student sent to the instructor requesting a review of the course grade, the instructor's response, the student's follow up summary email, etc.
 - c. The appeal letter or packet must also include supporting evidence that the course grade is in error. Examples include the course syllabus, copies of graded student work or assignments, returned rubrics, etc. The student should submit anything that will help the Committee understand where and how the grading or calculation errors occurred and include an explanation of what the student is submitting for review.

3. The student must submit his/her letter and supporting evidence or documentation either via email sent to the Director of the School of Adult Studies' email address or in hard copy delivered to the Adult Studies office.
4. The Adult Studies Admissions Committee will review the grade appeal documentation submitted by the student and may also seek additional information from the course instructor or the student.
5. After careful review of all relevant information, the Admissions Committee will render a decision which will be communicated to the student via the student's SU email address.
 - a. If the committee finds that the original grade is in error, they will have a Change of Grade form completed and will have the correct grade entered in the student's record.
6. If the student wants to pursue the appeal process after the decision of the Admissions Committee, she/he must make the request to the Provost, in writing, within 3 calendar days after the Admissions Committee communicates their decision to the student. See Appeal of a Committee Decision below.

Appeal of a Committee Decision

A student who wishes to appeal a decision of the Admissions Committee or the Academic Council must follow the procedures outlined below.

1. Within three business days (72 hours) of the student being notified of a decision of the Adult Studies Admissions Committee or Academic Council, the student must write a letter of appeal addressed to the Provost. The letter must include the following information:
 - a. Student's identifying information: name, major/concentration, status in the program (how many major credits they have completed, expected date of graduation, current GPA, etc.)
 - b. A clear statement of the reason for the appeal.
 - c. Provide evidence on which the appeal is based.
 - d. What has been done to address or resolve the issues that resulted in the student being seen by a committee in the first place,
 - e. The desired outcome of the appeal
2. The letter of appeal must be sent to the Provost at his/her SU email address or delivered in person to the Office of Academic Affairs and must be received by the office of the Provost within 72 hours of the student being notified of a committee decision.
3. Within 10 business days of receiving the letter of appeal the Provost will:
 - a. Make a decision on the appeal request, or
 - b. Appoint an ad hoc committee to review the appeal.
 - c. A written notification will be sent to the student's SU email address with the decision of the Provost. If the appeal is being referred for further review, the student will be notified in writing.
4. If the appeal is referred to an ad hoc committee for further review, the Provost will:
 - a. Appoint a committee of three people from the SU academic community who are familiar with the Adult Studies program.
5. The ad hoc committee will convene within 7 business days of receiving the appointment/appeal.
 - a. The student will be notified of the date and time of the ad hoc appeals committee meeting. If the student is unable to attend the meeting, the committee will continue as scheduled.
 - b. In addition to the student, the ad hoc appeals committee may request other people who have information that is relevant to the situation to attend the meeting and/or to provide additional information. This may include, for example, the instructor, Adult Studies staff, financial aid counselor or director, security personnel, admissions counselor or director, etc.
 - c. After the committee has completed their review, the student and all other persons present will be dismissed from the room; the committee will commence deliberations, and will decide on the matter by simple majority vote.
 - d. The decision of the ad hoc appeals committee will be communicated to the Provost who will review the decision and will notify the student in writing.
6. Decisions of the Provost and/or the ad hoc appeals committee are final and are not subject to further appeal.
7. Minutes of the ad hoc appeals committee meeting will be kept on file in the Office of Academic Affairs.

Student Complaint Process

If a student feels he or she experienced harassment, bias, discrimination, or otherwise been treated unfairly by a faculty member in the Adult Studies program based on their race, religion, ethnic identity, gender, age, or any other legally protected status, she/he can file a complaint through the campus Title IX officer located in the Office of Student Development. Students who have a complaint against Simpson University should follow the process outlined on page 66 of this catalog

This process does not apply to students in the Adult Studies/ASPIRE program who wish to appeal a grade. That process is outlined in detail above. The process referred to here applies to situations where a student feels they have been singled out for unfair treatment by their instructor, or they have a complaint about Simpson University.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 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 his/her 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 is 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, email 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 athletes.

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 pm 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.

POLICY ON USE OF TEACHING ASSISTANTS

Students in the Adult Studies program may not serve as a teaching assistant to any instructor and/or for any course in the Adult Studies program. Students in the Adult Studies program may not assist an instructor in any course in the Adult Studies program with any assignment, project, exam or quiz, grading, collecting or returning student work, or notifying any other Aspire student about a grade on an assignment, project, or course. Under no circumstances should any student have access to any educational records of any other student or any identifying information including other than what is allowed by the Family Education Rights and Privacy Act. Both students and instructors in the program should be aware of the limitations imposed by those regulations and ensure that student information is carefully protected.

ADULT STUDIES STUDENT LIFE

STUDENT SERVICES

Simpson University provides a variety of student services for the non-traditional adult student that are designed to help students make the most of their university experience. The unique needs and schedules of students in the School of Adult Studies mean that not all services available to the traditional undergraduate student are suitable or available to adult non-traditional students. However, the university does have an array of support services that are available to adult students and those are described below.

The **Academic Success Center** provides academic coaching, tutoring (when available), test proctoring, and disability accommodations. Students wishing to take advantage of any of these services should contact the ASC at 530- 226-4979 to schedule an appointment.

The **Wellness Center** provides career services, personal counseling, and Title IX officer assistance.

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, use of foul language, inappropriate clothing, or other forms of inappropriate behavior are not tolerated at Simpson University. 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. Students should be familiar with the Adult Studies Student Conduct guidelines and the Simpson University policy on Academic Dishonesty.

SIMPSON COMMUNITY SAFETY

Simpson University has a zero-tolerance policy for acts of violence and threats of violence. Without exception, acts and threats of violence are not permitted. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to disciplinary action, up to and including dismissal or removal from campus.

Possession of weapons or dangerous materials or substances on Simpson property or at a Simpson University sponsored event will constitute a threat of violence.

A threat includes, but is not limited to, any indication of intent to harm a person or damage Simpson property or property of a community member. Threats may be direct or indirect, and they may be communicated verbally or nonverbally.

Saying or writing “I am going to punch your lights out” would constitute a direct threat. Making written or verbal statements such as “Do you want to see your next birthday?” or “Individuals who set fire to their rooms have the right idea” would constitute indirect threats. Nonverbal threats include making a hitting motion or making an obscene gesture. Extreme threats include the display (brandishing) of a weapon or stalking or forcing undue attention on someone, whether romantic or hostile.

Taking actions likely to cause bodily harm or property damage is an act of violence. It is every community member’s responsibility to assist in establishing and maintaining a violence-free community environment. Therefore, you are expected and encouraged to report any incident which may be threatening to you or other community members or any event which you reasonably believe is threatening or violent. You should immediately report such incidents to campus safety, the director of Student Life, or the appropriate academic dean (TUG, ASPIRE, Nursing, Education, Graduate Studies, or Seminary) or Provost. Appropriate disciplinary action will be taken by the school following a defined hearing process.

SECURITY

For security purposes, most buildings on campus are locked each evening. Campus security personnel are available to assist students and employees with emergencies and can escort students to their cars after class if requested. Students are encouraged to walk together when going to the parking lot at night and to be mindful of their surroundings at all times. Students are also encouraged to keep the campus safety number (530-941-7592) in their cell phones and to sign up to receive emergency alerts. Campus Safety information is available from the Campus Safety office (Modular 6) or on the university website, simpsonu.edu.

SOLICITING

No collections or campaigns for funds are to be made among students for any purpose except with permission of the Dean of Student Development. 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

While the School of Adult Studies does not have a formally articulated dress code, it is expected that students in all programs will dress appropriately and in a way that reflects their educational and professional goals and the standards of

Simpson University . Some instructors may require that students wear business or professional attire when they engage in some classroom or course expectations such as making presentations, visiting outside organizations, etc. The university expects that appropriate attire will be worn while on campus or when representing the university in any context.

SMOKE-, ALCOHOL-, DRUG-FREE POLICY

Simpson University has been a smoke-, drug-, and alcohol-free environment since 1993. The illegal possession or use of alcohol, tobacco, and drugs by students enrolled at the university, whether on or off campus, is strictly forbidden. Legal use of alcohol and tobacco is prohibited on campus and while participating in Simpson University activities. Any student found violating these standards is subject to disciplinary action up to and including immediate dismissal from the university, as well as criminal prosecution (if applicable).

CAMPUS PARKING

Parking permits for students in the Adult Studies program are provided at the mandatory New Student Orientation. 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 p. 39 for the current 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 the mandatory New Student Orientation and are required to check out books from the libraries at Simpson University and Shasta College. If a card is lost, students should contact the IT department to request a replacement. A replacement fee is required.

LIBRARY SERVICES

Students in all programs in the School of Adult Studies have access to all library resources both at Simpson University and Shasta College. This includes all online databases, book and video collections, digital videos, etc. Computers are available in the library for student use and students can use the printer for a nominal fee per page. Library personnel are available to assist students with any information literacy need they have. The Library webpage has a variety of tutorials to assist students in making the fullest use of available resources. Library hours vary during the year and are posted on the webpage at <https://www.simpsonulibrary.org/>.

BOOKSTORE

Textbooks, school supplies, and snacks are available in the university bookstore located in the Owen Student Services Center. The bookstore is normally open until 6:00 p.m. when classes are in session. However, bookstore hours may be reduced during the summer semester. The Simpson University bookstore is owned and operated by an outside contractor and not by the university. The university works closely with the bookstore to ensure student textbook needs are met, but the bookstore makes the final decision on quantity of textbooks to order, textbook buyback dates and amounts, and hours of operation. Some rental textbooks are available.

CLASS VISITORS

Permission may be granted to visit a class in the Adult Studies program only to persons considering entrance into the program and only with the prior express permission of the Director, the instructor of the course, and the students in the course. No other visitors (including family members) are permitted to attend any Adult Studies class. Pets are not allowed in class.

STATEMENT ON ANTI-DISCRIMINATION

Except where they have been granted an exemption, Simpson University does not discriminate against any protected class 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.

Programs of Study

GENERAL PROGRAM INFORMATION

MAJORS

Each major in the Adult Studies/ASPIRE program is designed to provide students with knowledge inherent to the discipline and taught within the context of the Christian worldview. Four majors are approved to be offered through the evening degree-completion program: Business Management, Liberal Studies, Organizational Leadership, and Psychology. Each of these majors requires 36 upper-division credits, which must be completed at Simpson University.

The Organizational Leadership and Psychology majors are also offered in an online format. Each major offered in the online format requires 36 upper-division credits, which must be completed at Simpson University.

At the discretion of the Director or the academic advisor, individual courses may be taken in an online format.

MINORS

The Adult Studies/ASPIRE program also offers two minors: Psychology and Organizational Leadership. These minors utilize courses offered in the respective majors. Each minor is twenty-one (21) credits in length. Twelve (12) of these credits must be upper division and must be taken at Simpson University. The additional nine (9) credits may be transfer credits.

FORMAT

TWELVE MONTH EVENING

Students begin the 12-month evening program typically at the start of the fall, spring, or summer semesters and are enrolled in 9 consecutive courses, each of which consists of 5 four-hour (6-10 p.m.) classes, one night each week. Each semester students are also enrolled in one 11-week online course that runs from week 2 through week 12 of the semester. Students will progress sequentially and may take many of their required courses as a cohort. However, at the discretion of the program, students will take some courses with students from other majors or cohorts on an alternate evening or online.

SIXTEEN MONTH ONLINE

Students begin the 16-month online degree-completion program typically at the start of the fall, spring, or summer semesters and progress through 12 consecutive courses. Students take may take many of their required courses as a cohort, but may, at the discretion of the program, take some courses with students from other majors or cohorts. Core courses run in a five-week, Monday-Sunday format.

ALL FORMATS

With a break between semesters of approximately two weeks all programs, except online Psychology and online Organizational Leadership, take about 12 months to complete. All credits earned are semester credits. The program is structured so that the student earns 36 credits in 12 months, which is considered full-time for most purposes.

The online Psychology and Organizational Leadership programs take about 16 months to complete. Students take three 5-week online courses each semester. Therefore, students complete the 12 major courses over four semesters while being enrolled in 9 credits per semester. For financial aid purposes, being enrolled in 9 credits each semester will be considered three-quarter-time enrollment.

In recognition of the increasing use of technology in today's world, the Adult Studies/ASPIRE program strives to give each student at least three opportunities to complete a course in an online format. Occasionally, and at the discretion of the instructor and Director of the School of Adult Studies, a class session may be scheduled to take place via an online format.

ASPIRE-ADVANCE/ATTAIN

Many students entering the Adult Studies/ASPIRE program are in need of additional course credits to bridge the gap between the credits they have already completed and the 84 credits required for the ASPIRE degree-completion programs. To help students complete these requirements, ASPIRE offers the Advance/Attain Program.

ASPIRE students have the option of taking courses from outside their major and applying the credits toward needed GE credits (i.e., a Psychology major may take courses from the Liberal Studies major curriculum). These courses are normal ASPIRE courses that follow the same 5-week or online format as the student's major courses. Students who want to take advantage of this option during the time they are taking courses in their major must have a minimum 3.5 GPA in all courses taken at Simpson University. Students whose Simpson University GPA is below 3.5 may request special permission by writing a letter addressed to the Director in which the student provides a description of how they plan to manage the load of taking two concurrent courses. The Director may, at his/her discretion, present the letter of petition to the Adult Studies Admissions Committee for their review and approval. Any student approved to take additional courses must meet with the academic advisor to create and sign a revised registration schedule. NOTE: This option is not available to students taking the 12 month evening program.*

Advance credits will count toward the appropriate category of GE credits, as determined by the Registrar's Office. Advance courses are offered at a discounted rate of tuition. Courses taken at a discount may not count toward a student's major. Registration for Advance courses will require an additional form that will be made available by the Adult Studies academic advisor.

*Students enrolled in a 12-month major may take Advance courses either prior to starting their major or after they complete their major coursework, since they are already taking twelve credits each semester.

ASPIRE PROGRAM REQUIREMENTS

GENERAL ACADEMIC CREDIT REQUIREMENTS

36 specific general education credits
27 credits from academic disciplines
21 unrestricted general education elective credits
36 major credits (to be completed in ASPIRE Degree-Completion Program at Simpson)

120 total credits required for graduation

SPECIFIC GENERAL EDUCATION REQUIREMENTS

Category I: ENGLISH & COMMUNICATION (9 semester credits)

English Composition 3 credits (required before entrance)
Plus 6 additional English/Communication credits

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

Category III: HUMANITIES (9 semester credits)

Category IV: SOCIAL SCIENCE (9 semester credits)

GENERAL EDUCATION ELECTIVE REQUIREMENTS

Category V: GENERAL EDUCATION ACADEMIC ELECTIVES (27 semester credits)

Intermediate Algebra or higher math course (required before entrance for all majors except Organizational Leadership).

Additional courses from any of the four liberal arts groups:

- English/Communication
- Humanities
- Natural Sciences/Math
- Social Science

Category VI: UNRESTRICTED ELECTIVES

(21 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 apply to Adult Studies/ASPIRE must have earned a minimum of 60 transferable semester credits, including courses meeting the Math and English entrance requirements. They will need to complete the balance of 24 credits either before taking courses in their major or after completing their 36 major credits. Under some specific circumstances students may be allowed to take outside credits while they are taking the 36 major credits (see above).

MAJOR REQUIREMENTS

BUSINESS MANAGEMENT

The Business Management major provides students with the opportunity to study, within the context of a Christian worldview, the principles and practices of management. The curriculum is designed to prepare students to make sound management decisions and provide leadership in their field. Students in this major complete the required courses listed below (3 each semester) plus one online course each semester from their chosen concentration. Please see below for information about the concentrations.

SEMESTER I

HUMA 3500 Professional & Career Development
MNGT 3930 Business Ethics and Law
MNGT 4920 Principles of Marketing
Concurrent 11- Week Concentration Course - online

SEMESTER II

MNGT 3120 Introduction to Management & Organizational Behavior
MNGT 3610 Business Statistics
PHIL 3500 Christianity and World Religions
Concurrent 11- Week Concentration Course - online

SEMESTER III

MNGT 3910 Managerial Finance
MNGT 4020 Managerial Economics
MNGT 3005 Managerial Accounting
Concurrent 11- Week Concentration Course - online

Note: Actual course sequence will vary.

CONCENTRATIONS AVAILABLE

Business Strategy and Ethics

MNGT 4050 Production Operation Management
MNGT 4060 Seminar in Strategy, Policy, & Ethics
MNGT 4070 Quality in the Workplace

General Leadership Studies

MNGT 4200 Survey of Leadership and Performance
MNGT 4210 Critical Thinking and Decision-making
MNGT 4220 Systems and Systems Thinking

Leadership in the Public Sector

MNGT 4230 Politics & Policy
MNGT 4240 Public Administration
MNGT 4250 Economic Development

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 students wanting to pursue a multiple subjects teaching (K-8) credential and is designed to support students in passing the California Subject Examination for Teaching (CSET). The degree also prepares students to pursue other careers or graduate study in a variety of disciplines.

SEMESTER I

HUMA 3440 Fine Arts in Western Culture
MATH 3000 Foundational Math
NSCI 3340 Earth and Physical Science
HIST 4350 World History (11-week concurrent online course starting week 2 of the semester)

SEMESTER II

HUMA 3500 Career & Professional Development
NSCI 3350 Life Science
ENGL 3322 American and World Literature
COMM 4000 Foundations of Communication (11-week concurrent online course starting week 2 of the semester)

SEMESTER III

LING 4322 Language Development and Communication
PSYC 3026 Child Development
PHIL 3500 Christianity and World Religions
HIST 3345 California and US History (11-week concurrent online course starting week 2 of the semester)

Note: Actual course sequence may vary.

ORGANIZATIONAL LEADERSHIP (Evening Format)

This program is designed for students with significant prior work experience and/or a strong interest in interdisciplinary studies and administrative or supervisory careers. The goal of this major is to enhance individual leadership effectiveness and to develop leaders who can engage in bold acts of leadership and who can also inspire effective leadership in others. Students in this major complete the required courses listed below (3 each semester) plus one course each semester from their chosen concentration. Please see below for information about the concentrations.

SEMESTER I

COMM 4095 Group and Cross-Cultural Communication
PSYC 3660 Learning and Motivation
HUMA 3500 Career & Professional Development
Concurrent 11-Week Concentration Course - online

SEMESTER II

SOCI 3020 Social Psychology
HUMA 4950 Ethics in the Practice of Leadership
PHIL 3500 Christianity & World Religions
Concurrent 11-Week Concentration Course - online

SEMESTER III

MNGT 4900 HR Management
MNGT 4670 Management of Organizational Behavior
MNGT 4910 Leadership and Change
Concurrent 11-Week Concentration Course - online

Note: Actual course sequence will vary.

CONCENTRATIONS AVAILABLE

General Leadership

MNGT 4200 Survey of Leadership and Performance
MNGT 4210 Critical Thinking and Decision-making
MNGT 4220 Systems and Systems Thinking

Leadership in the Public Sector

MNGT 4230 Politics & Policy
MNGT 4240 Public Administration
MNGT 4250 Economic Development

Business Strategy and Ethics

MNGT 4050 Production Operation Management
MNGT 4060 Seminar in Strategy, Policy, & Ethics
MNGT 4070 Quality in the Workplace

ORGANIZATIONAL LEADERSHIP (Online)

In the online format students take the courses outlined below. Concentrations are not available.

SEMESTER I

COMM 4095 Group & Cross-Cultural Communication
PSYC 3660 Learning and Motivation
HUMA 3500 Career & Professional Development

SEMESTER II

SOCI 3020 Social Psychology
HUMA 4950 Ethics in the Practice of Leadership
PHIL 3500 Christianity and World Religions

SEMESTER III

MNGT 4900 Human Resource Management
MNGT 4670 Management of Organizational Behavior
MNGT 4910 Leadership and Change

SEMESTER IV

MNGT 4200 Survey of Leadership & Performance
MNGT 4210 Critical Thinking and Decision Making
MNGT 4220 Organizational Systems and Systems Thinking

Note: Actual course sequence will vary.

Organizational Leadership Minor

The Organizational Leadership Minor consists of twenty-one (21) semester credits. Twelve (12) credits must be upper division and must be taken at Simpson University. An example of how a student transferring credits from Shasta College might meet the 9 additional credit requirement is provided below. Equivalent credits (as evaluated by the registrar) from any accredited college/university would be eligible as meeting the requirement. The breakdown of the requirements is as follows:

The following courses (6 credits):

- MNGT 4670 Management of Organizational Behavior
- MNGT 4910 Leadership and Change

Two of the following courses (6 credits):

- HUMA 4950 Ethics In the Practice of Leadership

- PSYC 3660 Learning & Motivation (not available for Psychology majors)
- COMM 4095 Group & Cross-Cultural Communication
- SOCI/PSYC 3020 Social Psychology (not available for Psychology majors)
- MNGT 4900 Human Resource Management (not available for students taking the Human Resource concentration)
- MNGT 4200 Leadership Survey
- MNGT 4210 Critical Thinking and Decision Making
- MNGT 4220 Organizational Systems and Systems Thinking

Three additional courses (9 credits) from the above ASPIRE courses. Or, the courses listed below offered through Shasta College would also count. Equivalent courses (as determined by the registrar) from another accredited college/university would also be considered as meeting the requirement.

- ENGL 1C Critical Reasoning, Reading and Writing
- PSYC 14 Understanding Human Behavior
- ECON 1B Principles of Economics (Macro)
- PSYC 15 Social Psychology (if not taking SOCI/PSYC 3020)
- SOC 2 Social Problems
- POLS 25 Global Politics

PSYCHOLOGY (Evening)

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.

SEMESTER I

HUMA 3500 Career and Professional Development
 PSYC 3610 Statistics for Behavioral Sciences
 PSYC 3690 Research Methods in the Behavioral Sciences
 PSYC 3070 Foundations in Psychology (11-week concurrent online course starting week 2 of the semester)

SEMESTER II

PSYC 3020 Social Psychology
 PSYC 3026 Child Development
 PHIL 3500 Christianity & World Religions
 PSYC 3660 Learning and Motivation (11-week concurrent online course starting week 2 of the semester)

SEMESTER III

PSYC 3645 Theories of Personality
 PSYC 4640 Abnormal Psychology
 PSYC 4710 Counseling Theories
 PSYC 3325 Adult Development (11-week concurrent online course starting week 2 of the semester)

Note: Actual course sequence will vary.

PSYCHOLOGY (Online)

The Psychology major is also offered online in a 16-month format.

SEMESTER I

PSYC 3070 Foundations in Psychology
 PSYC 3610 Statistics for Behavioral Sciences

SEMESTER II

HUMA 3500 Career and Professional Development

PSYC 3660 Learning and Motivation

PHIL 3500 Christianity & World Religions

SEMESTER III

PSYC 3645 Theories of Personality

PSYC 3026 Child Development

PSYC 3325 Adult Development

SEMESTER IV

PSYC 3020 Social Psychology

PSYC 4640 Abnormal Psychology

PSYC 4710 Counseling Theories

Note: Actual course sequence will vary.

Psychology Minor

The Psychology Minor consists of twenty-one (21) semester credits. At least twelve (12) of the credits must be upper division and must be taken at Simpson University. Below is an example of how a student might meet the additional 9 credit requirement for the psychology minor if they were to transfer in credits from Shasta College. Credits from any other accredited college/university that are equivalent in content (as evaluated by the registrar) are also accepted. The breakdown of the requirements is as follows:

1. One course in an area of Human Development (Child Development, Adult Development, Lifespan Development, etc.) which can be transferred from another institution or one of the courses below taken from Simpson (3 credits):
 - PSYC 3026 Child Development *#
 - PSYC 3325 Adult Development *#
2. Three or four of the following Simpson courses (9 -12 credits):
 - PSYC 3070 Foundations in Psychology
 - PSYC 3660 Learning & Motivation (Not available to ORLE/OLOL majors)
 - PSYC 3690 Research Methods in Behavioral Science
 - PSYC 3645 Theories of Personality
 - PSYC 3020 Social Psychology
 - PSYC 4710 Counseling Theories
3. A course in General Psychology or its equivalent (i.e. Introduction to Psychology) (3 credits)
4. A course in Abnormal Psychology (3 credits)

The courses listed below offered through Shasta College would also count. Equivalent courses (as determined by the registrar) from another accredited college/university would also be considered as meeting the requirement.

1. ECE 1 Human Development*#
2. ECE 9 Child Growth and Development*#
3. PSYC 14 Understanding Human Behavior
4. PSYC 20 Cross-Cultural Psychology
5. SOC 1 Introduction to Sociology
6. SOC 2 Social Problems
7. SOC 22 Sociology of Aging
8. FSS 16 Marriage and Family
9. FSS 18 Adulthood and Aging*

#These courses are not available to Liberal Studies majors

*Only one course in Child, Adult, or Human (Lifespan) Development can be counted.

Course Descriptions

Adult Studies Program

C

COMM 4000

Foundations of Communication (3) 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 4095

Group and Cross-Cultural Communication (3) An examination of the communication process in groups with an emphasis on the principles and processes of communicating from one culture or subculture to another, especially as these relate to leadership within an organization.

E

ENGL 3322

American and World Literature (3) Examines the genres of expository and narrative text in American and World Literature.

H

HIST 3345

California and U.S. History (3) 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 U.S. Constitution for teacher credentialing.

HIST 4350

World History (3) 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 emphasis upon intellectual and religious influences. This course helps prepare the student for the world history portion of the CSET.

HUMA 3500

Career & Professional Development (3) This course is designed to provide students with the information and skills needed to help them leverage their undergraduate degree into career advancement, a new career or job, or admission to graduate school. Emphasis is given to: assessment of career or work interests and preferences; understanding personality

traits; researching careers and fields of interest; developing and using effective job search skills; professional written communication skills including resume development and writing effective cover letters; use of technology and media in the job search and in professional work contexts; employing effective verbal communications; developing self-awareness and understanding the role of emotional intelligence; job interview preparation; exploring and applying for graduate school; work ethic and professional commitments and responsibilities.

HUMA 3440

Fine Arts in Western Culture (3) 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 4950

Ethics in the Practice of Leadership (3) This course seeks to help the student identify and understand the particular ethical issues faced by leaders and how leaders shape the moral environment of their organization. This will be done by examining the moral psychology and philosophies of leadership.

L

LING 4322

Language Development and Communication (3) Concentrates on the components of reading literacy and language development and their use in oral and written expression, non-written and written composition, conventions of language, language structure and linguistics, language acquisition and language literacy.

M

MATH 3000

Foundational Math (3) Develops student's skills in algebra and functions, and reviews number sense, measurement, geometry, statistics, data analysis, and probability.

MNGT 3005

Managerial Accounting (3) 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 3120

Introduction to Management and Organizational Behavior (3) 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.

MNGT 3610

Business Statistics (3) This is an applied course in statistics and their application to business situations. Topics of study include data presentation, types of distribution, probability theory, sampling, and hypothesis testing. Parametric and non-parametric statistical tests will be examined including t-tests, correlation tests, Chi-square, and ANOVA.

MNGT 3910

Managerial Finance (3) This is a study of the conceptual and analytical framework guiding financial decision-making within the business entity. Emphasis is placed on financial analysis, evaluation of investment opportunities, and alternative means of financing a firm.

MNGT 3930

Business Ethics and Law (3) An examination of the principles of ethics and law as applied in the business environment from the standpoint of a working professional. Applications and the consequences of different systems of ethics are explored, along with potential problems encountered by managers, accountants and other employees. During this course,

students will be encouraged to develop a consistent system of ethics to prepare them for coping with business circumstances. In addition, the course provides a basic understanding of the elements of law 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.

MNGT 4020

Managerial Economics (3) This course explores current management decision-making in private or public firms as they compete in a global economy. Topics include: marginality, opportunity costs, product markets, production efficiency, technology, competitive markets, price and non-price competition, generic industry environments, and competitive strategies.

MNGT 4050

Production Operations Management (3) 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 (3) The students in this course will study 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 to analyze best options for local, regional, and trans-global businesses.

MNGT 4070

Quality in the Workplace (3) Study of the major principles of quality management: customer focus, continuous product improvement, employee involvement, and process improvement. Case studies will be used to gain knowledge in implementing quality management principles.

MNGT 4200

Survey of Leadership & Performance (3) This course will explore different leadership theories, styles, and practices to build foundational understanding. Students will identify their own leadership traits, study one or two leadership styles in depth, and apply what they learn in an integrative project.

MNGT 4210

Critical Thinking & Decision-Making (3) This course will explore multiple perspectives on issues and challenge students to reconcile their own perceptions, emotions, and assumptions with more qualified opinions, established fact, and scientific reasoning. Students will learn to judge the quality of available information, differentiate fact from opinion, present persuasive arguments, and articulate clear decisions.

MNGT 4220

Organizational Systems & Systems Thinking (3) Strong leadership is grounded in the ability to see the whole picture and understand the interconnectedness of all the systems operating within the organization. This course will introduce students to the basic concepts of systems thinking and recognizing systems in any situation or problem. Students will utilize a systems thinking perspective in the following areas: analyzing complex challenges, facilitating organizational learning, describing and solving problems, leading innovation, and guiding change.

MNGT 4230

Politics and Policy (3) In this course, students will learn the roles of various stakeholders such as government institutions, the media and interest groups. Relationships between policy makers and politics will be explored. Students will identify conflicts and challenges related to policy creation and implementation.

MNGT 4240

Public Administration (3) This course provides students an introduction to public administration. Public administration and policy are defined and explored. Examples of relationships and tensions within politics and administration are examined. Topics include elements of the policy process such as power, government, ethics, regulations, leadership, finances and social equity. Students will use examples and course tools to identify current practices and challenges.

MNGT 4250

Economic Development (3) This course will introduce students to the challenges created by economic growth. Students will be exposed to the economic factors that drive communities and shape cities. They will examine different aspects of

urban growth and contexts that support it such as social, demographic and political forces. They will also identify challenges of developing regions, cities and communities.

MNGT 4670

Management of Organizational Behavior (3) This course focuses on internal organizational communication systems, formal and informal leader roles, leadership theory, and leadership style. Both the organization and the communication process of systems will be examined.

MNGT 4900

Human Resource Management (3) A study of theoretical, methodological, controversial, and practical behavior. Emphasis is on the application of research findings to diagnosing and solving organizational problems.

MNGT 4910

Leadership and Change (3) This course covers the role of such skills as conflict management, mediation and negotiation in the leadership of an organization and explores how they might be employed to assist an organization in the process of change.

MNGT 4920

Principles of Marketing (3) A study of institutions and essential functions in the marketing system. Analysis of the marketing mix: product, place, promotions, and price strategies.

MNGT 4950

Leadership in Organizations (3) 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.

N

NSCI 3340

Earth and Physical Science (3) This course focuses on concepts, principles, and properties of matter, motion and energy, the solar system (astronomy), composition of the earth (geology), earth's atmosphere (meteorology), and earth's water (oceanography). Students develop knowledge in the explanation and application of concepts and process skills (such as ordering and categorizing material, and relating, inferring, or applying information obtained from experimentation). They also learn about designing experiments and investigating information necessary to explain an experiment.

NSCI 3350

Life Science (3) This course focuses on the structure of living organisms and their functions (physiology and cell biology), living and nonliving components in environments (ecology), and life cycles and reproduction (genetics). Students develop knowledge in the explanation and application of concepts and process skills (such as interpreting a stimulus, ordering and categorizing material, and relating, inferring, or applying information found in various stimuli). They also learn about designing experiments and investigating information necessary to explain an experiment.

P

PHIL 3500

Christianity and World Religions (3) An introduction to the history and central beliefs of Christianity and other world religions with emphasis on the ethical implications of each religion for modern society and understanding divergent worldviews.

PSYC 3020

Social Psychology (3) A scientific examination of the nature and causes of an individual's thought and behavior in social situations. Social perception, attitude formation, conformity, persuasion, prejudice, interpersonal attraction, romantic relationships, and conflict resolution are among the major concepts that will be discussed. (Also SOCI 3020)

PSYC 3026

Child Development (3) 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 (3) 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 (3) 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 (3) An examination of the fundamentals of statistical theory and practice in the behavioral sciences. Emphasis is on the use and interpretation of elementary descriptive and inferential statistics in psychology.

PSYC 3645

Theories of Personality (3) This course will examine the major traditional and contemporary theories of personality, with a view toward understanding how personality develops over time, what influences this development, and its stability or malleability. Emphasis will be placed on learning how to critically analyze views of human nature contained within various traditional theories, as well as understanding how to formulate one's own views.

PSYC 3660

Learning and Motivation (3) 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 (3) This course constitutes an introduction to the basic methods and design concepts of research utilized within behavioral sciences. The course is designed to teach the skills necessary to critically read and evaluate professional literature and to design and conduct basic research projects. The course will explore various methodologies and experimental designs with a focus on the strengths, limitations and appropriate methods of analysis.

PSYC 4640

Abnormal Psychology (3) An introduction to the nature, cause and classification of psychological behavioral disorders. A study of abnormal behavior, emphasizing its definition, identification, etiology, treatment and prognosis.

PSYC 4710

Counseling Theories (3) This course provides an overview of current theory and practice in psychotherapy. Basic models and techniques for helping to facilitate growth and behavioral changes will be presented. Ethical concerns related to helping professions will be discussed.

S

SOCI 3020

Social Psychology (3) A scientific examination of the nature and causes of an individual's thought and behavior in social situations. Social perception, attitude formation, conformity, persuasion, prejudice, interpersonal attraction, romantic relationships and conflict resolutions are among the major concepts that will be discussed. (Also PSYC 3020)



SCHOOL OF GRADUATE STUDIES



[Academic Calendar](#)

[Campus Location and Map](#)

[General Information](#)

Academic Calendar

School of Graduate Professional Studies

Master of Arts in Counseling Psychology Master of Arts in Organizational Leadership

FALL 2019

July 8	Tuesday	MACP Practicum Fair
Aug 2	Friday	MACP New Student Orientation (9 a.m - 5 p.m.)
Aug. 12-30	Monday - Friday	MAOL Online New Student Orientation
Sept. 3	Monday	MACP & MAOL TERM 1 courses begin
Oct 18	Friday	MACP & MAOL Term 1 Courses end
Oct 28	Monday	MACP & MAOL Term 2 Courses begin
Dec. 18	Friday	MACP & MAOL Term 2 Courses End

SPRING 2020

Jan. 6	Monday	MACP & MAOL TERM 1 courses begin
Jan. 11	Saturday	Commencement for Summer and Fall Graduates
Feb 21	Friday	MACP & MAOL Term 1 Courses end
March 2	Monday	MACP & MAOL Term 2 Courses begin
April 17	Friday	MACP & MAOL Term 2 Courses End

SUMMER COURSES 2020

May 5 - June 19	Monday - Sunday	MACP & MAOL Term 1 Courses
Jun 29 - Aug 14	Monday - Sunday	MACP & MAOL Term 2 Courses

Note: Simpson University reserves the right to change this calendar as necessary

Campus Location and Map

School of Graduate Professional Studies

DIRECTIONS TO CAMPUS

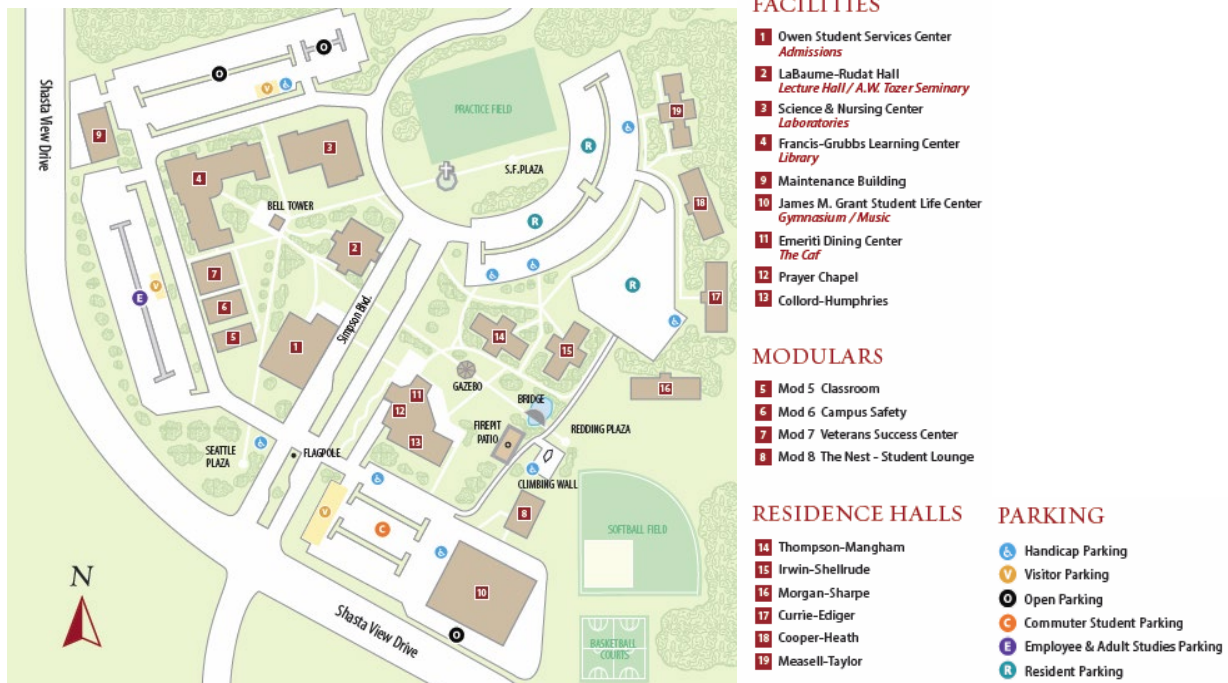
The campus is on College View Drive, about 1.5 miles east of Interstate 5, just off Highway 299 East. College View Drive, a frontage road on the south side of 299 East, is easily found by exiting at either Churn Creek Road or Old Oregon Trail. Simpson can also be accessed from its south entrance along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

SCHOOL OF GRADUATE PROFESSIONAL STUDIES OFFICES

The offices for the School of Adult Studies are located in the Owen Student Services Center, Suite 203.



School of Graduate Professional Studies

The School of Graduate Professional Studies offers graduate degrees in disciplines that prepare individuals for careers of service in a variety of disciplines. Degree options in Graduate Professional Studies are designed primarily for adult students currently working in a professional environment or who want to enter a professional field, discipline or pursue a professional license. Degree options are offered in schedules and formats that make it possible for adult students to pursue a graduate degree while attending to other life commitments and responsibilities. The School of Graduate Professional Studies views spirituality, and the acquisition of values consistent with the Christian worldview, as central to teaching and learning in all programs within the school.

MISSION-Graduate Professional Studies

We believe we are responsible for equipping professionals to be steadfast in Christian values, culturally sensitive, and innovative in the communities in which they work and live. We believe we are here to educate and prepare professionals who are competent, ethical and compassionate in their field.

Master of Arts in Counseling Psychology

The Master of Arts in Counseling Psychology (MACP) program is designed primarily to prepare individuals for licensure in the state of California as marriage and family therapists or licensed professional clinical counselors. The program curriculum will also appeal to individuals who may not intend to seek licensure but who want to develop effective interpersonal and relational skills that will enhance their ability to have successful careers in other areas of human service.

The program gives students a broad academic and clinical experience that is uniquely grounded in the identity and values of a Christian university. Students are prepared to provide counseling-related services through a range of modalities such as individual, family, group, and couples. The program prepares students to work in a variety of settings including, but not limited to, medical, educational, community mental health, family and social service organizations, employee assistance programs, substance abuse treatment facilities, managed care/HMO, military, private practice, and church-related organizations.

The program views spirituality as central to wholeness and healing. While applicants to the Master of Arts in Counseling Psychology program are not required to sign a statement of faith, students are encouraged to integrate their practices of faith with their professional work. The program emphasizes the demonstration of moral and ethical principles as exemplified by the Judeo-Christian traditions.

LICENSURE

Marriage and family therapy and professional clinical counseling are established in California as professions requiring state licensure. In addition, educational guidelines have been established for the training of competent mental health therapists by the California Board of Behavioral Science and the national professional organization of the American Association for Marriage and Family Therapy.

Persons who desire to enter the profession of marriage and family therapy or professional clinical counseling must have academic and clinical preparation that meets the requirements of the state and the professional organization. California requires that persons wanting to enter the profession complete a post-degree internship and pass state licensing examinations.

The Master of Arts in Counseling Psychology program at Simpson University provides academic requirements that meet the California licensing standards according to Business and Professions Code 4980.36 (MFT) and Business and Professions Code 4999.33 (LPCC). (Students wishing to pursue licensure in a state other than California are responsible

for knowing the licensing requirements for that state.)

PROGRAM OBJECTIVES

The Master of Arts in Counseling Psychology program has the following objectives:

1. Develop skilled professionals in marriage and family therapy and/or professional clinical counseling.
2. Expose students to content material in the standard curricular areas identified by the state of California and the American Association for Marriage and Family Therapy.
3. Provide supervised clinical training with an appropriate client population toward the development of clinical competence.
4. Prepare professionals who are capable of critical self-evaluation and who are committed to ongoing personal and professional development.
5. Prepare students to be sensitive to sociocultural and human diversity issues and to demonstrate competence in working with different races, ethnicities, religions, genders, and other marginalized groups.
6. Prepare professionals who reflect the values of Simpson University and who are committed to excellence and service.

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. Below is a list of some of the services offered. Please refer to p. 31 for more information.

The **Academic Success Center** provides academic coaching, tutoring (when available), test proctoring, and disability accommodations.

The **Wellness Center** provides career services, personal counseling, and Title IX officer assistance.

Admissions Information

ADMISSION REQUIREMENTS

Applicants to the Master of Arts in Counseling Psychology program must meet the requirements outlined here:

- Applicants must have a bachelor's degree from a regionally accredited institution. Candidates must have minimum 3.00 GPA for the last 60 semester credits (90 quarter credits) of coursework.
- Applicants whose native language is not English, or who have graduated from a foreign institution, must have a written TOEFL (Test of English as a Foreign Language) score of 550 (paper version), 213 (computer version) or 79 (internet version).

They must give evidence of interest in the field of professional counseling, emotional stability, maturity, and integrity.

- Applicants to the Master of Arts in Counseling Psychology program should have an undergraduate degree in psychology or a related field. Applicants who do not have an undergraduate degree in psychology or a related field must have completed the following courses (or their equivalents) with a grade of C or better prior to starting the program::

1. Introduction to Psychology
2. Theories of Personality or Theories of Counseling
3. Statistics
4. Research Methods
5. Human Development

Students who have an undergraduate degree in psychology or a related field, but do not meet the minimum undergraduate GPA requirement and are accepted into the program under academic probation (see Exceptions to the Minimum Grade-Point Average below) may be required to take prerequisite courses as a condition of their acceptance into the program. Coursework taken more than 10 years prior to applying to the program may need to be retaken prior to starting the program even if the applicant meets minimum GPA requirements.

- Applicants must submit:
 1. Three reference forms and accompanying letters of recommendation completed by someone professionally qualified to recommend for the field of professional counseling/marriage and family therapy. References should be from persons qualified to evaluate the applicant's academic and professional potential. Written letters of recommendation should speak specifically to the applicant's potential academic aptitude in a rigorous graduate program, readiness for graduate study, personal character, and qualities that make them good candidates for a professional license. Recommendations will not be accepted from friends or family members.
 2. Applicants must have a personal interview with members of the Graduate Professional Studies Admissions Committee.

In addition, applicants who are recovering from an addiction to substances of any kind must have been clean and sober for one year prior to entering the program and for two years prior to engaging in Clinical Field Training. An explanation of all relevant circumstances related to an applicant's legal history, substance use or addiction and recovery history must be included in the personal statement. It is the student's responsibility to determine whether their legal history will affect their ability to obtain a professional license in their chosen field. Failure to disclose this information during the admissions process is grounds for dismissal from the program.

EXCEPTIONS TO THE MINIMUM GRADE-POINT AVERAGE

A limited number of applicants with a grade-point average between 2.50 and 2.99 may be admitted to the program as provisional candidates at the discretion of the Admissions Committee. To be considered for provisional candidacy, applicants must demonstrate significant professional potential by submitting a statement of explanation, demonstrated career and/or professional accomplishments indicated in the personal statement and academic or professional letters of reference. Exceptions must be justified, documented, signed by the program director or Dean, and retained in the student's academic file.

Students admitted as provisional candidates will enter the program under academic probation and must maintain an overall minimum 3.25 GPA for the first 12 semester credits. Failure to do so will result in academic dismissal.

TECHNOLOGY REQUIREMENTS

Applicants to the School of Graduate Professional Studies must have access to a computer with the minimum hardware and software capabilities listed below; must have access to the Internet; and must have a working knowledge of Microsoft Office applications such as Word, PowerPoint, and Excel. In addition, students must be proficient in the use of email, be able to do Internet searches, and navigate web pages.

- Windows XP or newer, or Mac OS X or newer
- Minimum 512 MB of RAM (1 GB or more recommended)
- High-speed internet connection (DSL or Cable speeds)
- Printer (recommended)
- Access to a scanner (recommended)
- Access to a fax machine (recommended)
- Microsoft Office 2003, 2007, 2010 (Word, Excel, PowerPoint)
- Current version of Adobe Reader

APPLICATION DEADLINES

The MACP program starts each year in September. The priority application deadline is Dec. 1. Final deadline is March 1.

ADMISSION PROCEDURES

Applicants will submit all required documents at one time (except official transcripts) through the online application system – simpsonu.edu/apply. It is the applicant's responsibility to ensure that all application documents have been submitted by the application deadline including letters of reference from selected recommenders. Completed application files will be forwarded to the Graduate Professional Studies Admissions Committee for review.

Completed applications received by the December 1 priority deadline will be reviewed and select candidates will be invited to participate in a personal group interview in early January. The priority application process is conducted primarily for applicants who need an early decision. Applications submitted after December 1 and until the March 1 deadline will be considered for an interview in late March or early April. After personal interviews have been completed, the GPS Admissions Committee will extend an offer of admission to selected candidates. Some candidates may be extended conditional acceptance that is contingent upon completion of prerequisite coursework or other requirements. All outstanding admissions requirements must be completed before a student will be allowed to attend orientation or start the program. Students whose undergraduate degree is still in process at the time they are interviewed and extended a conditional acceptance into the program are responsible for ensuring that a final official transcript indicating that the undergraduate degree was conferred is submitted to the university. Candidates may be placed on a wait list or offered a

deferral of admission until the next cohort start date at the discretion of the program. Candidates will be notified of admission decision in writing. Admissions decisions are final and are not subject to appeal. It is the policy of the program not to discuss reasons for admissions decisions with candidates.

NEW STUDENT ORIENTATION

All students entering the MACP program are required to attend a day-long in-person new student orientation meeting.

Topics covered during the orientation include an introduction to Simpson University; registration procedures; financial aid; FERPA and ADA regulations; university, academic and program policies and procedures; writing requirements; professional conduct requirements; acculturation into the licensed profession; secrets to success in graduate school; orientation to library and information literacy and technology resources; academic advising; introduction to program capstone projects; guides to campus resources such as parking, food and beverage, bookstore, and student activities. In addition, students who are extended conditional acceptance based on their undergraduate GPA are required to complete an online Pre-Graduate School Essentials Preparation course that covers topics such as academic writing requirements, making professional presentations, how to use the Moodle learning management system, and other academic competencies. The new student orientation is intended to introduce students entering the Master of Arts in Counseling Psychology to information and resources that will make their graduate school experience as seamless as possible. New student orientations take place approximately one month prior to the program start date.

NON-DEGREE-SEEKING STUDENTS

Students who wish to take courses in the program but who do not wish to pursue degree requirements may, under certain circumstances, take a limited number of courses as non-degree-seeking students. Applicants for non-degree-seeking status must complete an application form, submit official transcripts from all postsecondary schools attended, and provide a written statement that includes reasons for wanting to take courses, interest and experience in their chosen field, personal strengths and challenges as they relate to academics, interpersonal relationships and professional goals, and a statement of personal character. Application should be made through the Office of Enrollment Management.

Credit is granted, grades are recorded, and non-degree-seeking students are required to satisfy all academic requirements for courses taken. Students who, after completing coursework as non-degree-seeking students, apply and are accepted into the program as degree-seeking students may request to have the credits taken as non-degree-seeking students apply toward the degree. Applicants must follow the procedures for applying to the program as outlined above. All conditions for accepting transfer credits will be enforced.

Individuals who have previously matriculated into the program but are not in attendance currently, or who previously have been denied regular admission, are not eligible to take courses as non-degree-seeking students.

The program reserves the right to limit the number of non-degree-seeking students attending any course, and to assess the suitability of any non-matriculated student for enrollment into any course.

Courses in the Master of Arts in Counseling Psychology program are not eligible to be audited.

Non-degree-seeking students may take up to a total of 9 semester credits.

Courses that are ineligible to be taken by non-degree-seeking students are:

- CP 6416 Practicum I: Intro to Clinical Field Training
- CP 6417 Practicum II: Clinical Field Training and Seminar
- CP 6418 Practicum III: Clinical Field Training and Seminar
- CP 6419 Practicum IV: Clinical Field Training and Seminar

- CP 6420 Practicum V: Clinical Field Training and Seminar
- CP 6421 Practicum VI: Clinical Field Training and Seminar
- The series of Thesis Capstone Courses

TRANSFER CREDITS

Appropriate transfer work may be accepted. To be transferable, a course must meet the following requirements:

- Must have been completed prior to applying to or being accepted to the program
- A graduate-level course at the institution where it was taken
- Have been completed at a regionally accredited institution
- Grade earned was "B" or better (Neither pass/fail, credit/no credit, or B- grades will be accepted for transfer.)
- The course was not professional development or life-skills learning
- The course must be substantially equivalent in content as determined by a program administrator and the Registrar's Office
- Courses taken as part of an earned graduate degree for another program are not eligible for transfer.

Courses not eligible for transfer are:

- CP 6416 Practicum I: Intro to Clinical Field Training
- CP 6417 Practicum II: Clinical Field Training and Seminar
- CP 6418 Practicum III: Clinical Field Training and Seminar
- CP 6419 Practicum IV: Clinical Field Training and Seminar
- CP 6420 Practicum V: Clinical Field Training and Seminar
- CP 6421 Practicum VI: Clinical Field Training and Seminar
- Thesis or other capstone courses

Applicants wishing to transfer credits from another program or school must complete a Request for Transfer form and submit it, along with a complete course syllabus and any other supporting documents they have for the course, at the time they submit their application. The request will be reviewed and an informal opinion will be given, but a final determination will not be made until after an offer of acceptance has been extended to the applicant.

INTERNATIONAL STUDENTS

The School of Graduate Professional Studies degree programs do not meet the SEVP requirements for Simpson to issue a Form I-20. Prospective students who are not U.S. citizens and wish to pursue one of these degree programs should seek guidance from an Admissions Counselor. Simpson University does not admit undocumented students. In order to be considered for admission to any degree program, a prospective student must provide proof of a valid immigration status.

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

The Master of Arts in Organizational Leadership (MAOL) program is designed primarily to prepare individuals already working in organizations to assume a leadership role within those organizations or to pursue a new area of profession or career advancement. It is the purpose of the program to prepare individuals with highly developed ethical reasoning, critical-thinking, decision-making, and relational skills who will be able to influence and lead organization through the complex challenges of the 21st century. Graduates will be prepared to manage high-conflict situations, understand how to empower for success the people within organizations, lead through organizational change processes, and help others achieve their maximum potential for effectiveness and productivity.

The program views spirituality and the development of values consistent with the Christian worldview as central to effective leadership. While applicants are not required to sign a statement of faith, students are expected to develop a philosophy of leadership that reflects the principles and values of justice, fairness, integrity, honesty, services, and humility. The program emphasizes the acquisition and demonstration of moral and ethical principles that are exemplified in the Judeo-Christian traditions.

Program Objectives

The Master of Arts in Organizational Leadership program has the following objectives:

1. Develop professional in the field of organizational leadership who are capable of assuming responsible roles within the modern organization.
2. Inculcate the values of justice, responsible stewardship, and respect for human difference, fairness, integrity, honesty, and service.
3. Create an environment in which students can freely and respectfully collaborate, experience, question, grow, and develop.
4. Instill the expectation that all human beings are responsible to influence the world for good and noble purposes.
5. Prepare leaders for a life of service.

ADMISSION REQUIREMENTS

Applicants to the MAOL program must meet the admissions requirements outlined below.

- Applicants must have a bachelor's degree from a regionally accredited institution. Candidates must have a minimum of 3.00 GPA for the last 60 semester credits (90 quarter credits) of coursework.
- A limited number of applicants with a GPA between 2.50 and 2.99 might be considered for admission to the program at the discretion of the SGP Admissions Committee. If admitted, the student would enter under academic probation and would be required to maintain an overall GPA of 3.25 for the
- Applicants whose native language is not English, or who have graduated from a foreign institution, must have a written TOEFL score of 550 (paper version), 213 (computer version), or 79 (internet version).

Applicants must submit the following:

1. A completed application for admission online with a non-refundable application fee.
2. Two formal letters of reference written by persons qualified to evaluate the applicant's academic performance and/or professional or work experience. Letters from family and friends will not be accepted for this requirement. Recommenders must be able to speak to the applicant's potential for success in a graduate program and in their chosen field of study.
3. A current resume.
4. A typed personal statement of at least two pages in length outlining the applicant's career objectives, personal interest in the degree program, how the applicant believes the degree will help him or her achieve long-range professional and personal development goals, and a discussion of any academic or personal challenges the applicant may have in completing the program, as well as any additional thoughts the applicant feels are important for the program

administration to know. An explanation of all relevant circumstances related to an applicant's legal history and history of substance abuse and recovery history must be included in the personal statement.

5. Official transcripts of all post-secondary schools attended. Official transcripts must be sent directly from the sending institution to the Office of Enrollment Management, graduate admissions counselor.

Exception to the Minimum Grade Point Average

A limited number of applicants with a grade point average between 2.5 and 2.99 may be considered for admission to the program at the discretion of the School of Graduate Professional Studies Admissions Committee. To be considered, applicants must explain their prior poor academic performance in their personal statement and include information about their demonstrated career and/or professional accomplishments. Students with a GPA below the required minimum who are admitted to the program will enter as conditional candidates and must maintain a minimum 3.25 GPA in the first 12 credits in the program. Failure to do so will result in academic dismissal from the program.

Academic Policies & Procedures

Graduate Professional Studies

PROGRAM DESCRIPTION

Master of Arts in Counseling Psychology

The Master of Arts in Counseling Psychology program is a 65.5- 70 semester credit, lock-step, cohort-model program designed to be completed in two years. Coursework must be completed in the order specified by the program. Courses are sequenced so that students enroll in six, 15-week long semesters; each semester is divided into two seven-week terms. Full-time students complete six semester credits per term or 12 semester credits per semester during the first year. During the second year when students are participating in clinical field training, they complete four and a half semester credits per term or eight semester credits per semester. Students who are accepted to complete an optional capstone projects will also be enrolled in a half-credit capstone directed study course for each of nine terms beginning with the first spring term. (See Program Capstone Projects on p. 318.)

Some courses in the program are offered in an online or hybrid format. During the clinical field training experience, which takes place during the final terms of the program, students must be able to be at a training site during normal working hours for a minimum of 10-15 hours each week.

Each course in the program carries three semester credits. All courses meet for three hours weekly during each seven-week term. The equivalent of three to seven classroom contact hours each week will be accounted for by additional coursework on the online instructional platform, Moodle. Online courses will take place during the regular term dates and require substantial weekly participation and coursework. Blended or hybrid courses meet both in-person and will have a substantial online learning component.

During the second year of the program, students will be enrolled in Clinical Field Training, where they will be placed in an appropriate clinical training site and will work under a qualified supervisor with an appropriate client population. Students will spend a minimum of 10-15 hours each week at the clinical training site. In addition, throughout the term students will attend a weekly clinical field training course led by a faculty member. Students must be enrolled in an appropriate clinical field training course to be eligible to accumulate required hours of training.

Master of Arts in Organizational Leadership

The Master of Arts in Organizational Leadership program is a 36-semester credit online program that is designed for the non-traditional working adult student. The program is completed in 24 months taking six credits for each of six semesters. Each semester is 15 weeks long and is divided into two 7-week terms with one week between terms. In each of the seven week terms, students complete one 3-credit course. In this way, students take two, 3-credit courses each semester. Because of the applied nature of learning that takes place throughout the program, students are expected to be working in an organizational context that will provide them the ability to apply, practice, and reflect on learning that takes place in their coursework. Students who are employed will be required to establish a volunteer relationship with an organization that will serve as their learning context.

ACADEMIC REQUIREMENTS

Students in programs in the School of Graduate Professional Studies are required to maintain satisfactory academic standing throughout the program. To meet satisfactory academic progress requirements toward the degree, students must maintain the required minimum GPA of 3.0. Students who achieve an overall GPA below 2.5, as calculated at the end of each academic term, will be academically withdrawn and not permitted to continue in the program. Students who earn an overall GPA between 2.5 and 2.9 will be advised of their status and will be placed on academic probation. They will have until the end of the term following the one in which their GPA fell below minimum standards to bring their overall GPA up to 3.0. Failure to do so will result in dismissal from the program.

ACADEMIC GRADING

The following system of assigning grade points is used for graduate studies:

A	4.0	B+	3.3	C+	2.3
A-	3.7	B	3.0	C	2.0
		B-	2.7	F	0.0

Grades earned in the Thesis Capstone courses in the MACP program will not be calculated into the student's overall GPA. However, students earning a grade of NP (Not Progressing) for CP 6510 must retake it and earn a grade of P (Progressing) before moving forward with the remainder of the sequence of capstone courses. If a student fails out of the thesis capstone option that failure counts as a failed course when calculating overall academic progress in the program. (See grading policy under Program Capstone Projects.)

INCOMPLETE GRADE

Students who complete the majority of the requirements for a course, as determined by the instructor, but are unable to complete all course requirements, may request an incomplete grade for the course. Incomplete grades are issued at the discretion of the instructor and with the approval of the dean and/or program director and the registrar. Students must attend class meetings throughout the course in order to be eligible to request an incomplete grade.

If approved, the instructor will indicate on the incomplete grade contract the outstanding course requirements that must be completed in order to be considered for a passing grade. All outstanding course requirements must be completed no later than one month following the term in which the incomplete grade was issued, although exceptions may be made on a case-by-case basis. (Please refer to related financial policies for information about potential financial aid penalties.)

It is the responsibility of the student to meet with the instructor to request an incomplete grade. Incomplete grades will not, in any circumstance, be automatically offered or given for incomplete coursework. Students may not have more than one incomplete grade in any given term and may not carry consecutive or concurrent incomplete grades. Students will not be allowed more than two incomplete grades throughout their program.

If a student is unable to keep up with coursework, they will be encouraged to withdraw from the program until their personal circumstances permit them to focus on their graduate studies.

ACADEMIC PENALTY

Grades assigned after the completion of a course will reflect penalties consistent with turning in work late. Usually, this penalty amounts to reduction by half a letter grade.

REPEATING COURSES AND ACADEMIC DISMISSAL

Students who earn a grade below “B-” in any course within the program of study must repeat and pass that course. Students are not allowed to retake a failed course more than once. All grades below “B-” appearing on the transcript will be used in assessing academic performance; however, when a student retakes a course, only the grade earned for the course when it is retaken is used to calculate the student’s GPA.

Students will receive a letter of academic warning for:

- Receipt of a grade of “F”
- Receipt of a second grade below “B-”

Students placed on academic warning will meet with the dean, program director or an academic advisor to develop a plan for successful progress through the remainder of their program. In some cases, such as when a student fails a course because of dishonesty or breach of professional conduct standards, a referral will be made to an appropriate program or School of Graduate Professional Studies committee. Students who fail a course and need to retake it will be required to wait until the course is offered next or after completing all other courses in their program.

Students are dismissed from the program for:

- Receipt of a second grade of “F”
- Receipt of two grades below “B-”, in the same semester
- Receipt of a third grade below “B-”

These standards apply even if a failed course(s) is retaken, passed, and the overall GPA calculation meets minimum academic requirements.

Failing out of the Thesis Capstone in the MACP program will count as a grade of “F” when calculating grades for academic dismissal. (See Program Capstone Projects, p. 318)

GRADE APPEAL PROCEDURE

Students who believe that a course grade is inaccurate and who wish to appeal the grade must follow the procedures outlined below:

1. A grade appeal must be initiated within 30 calendar days of the grade being issued.
2. Students must first contact the instructor and request a re-evaluation of their grade. Every effort must be made to resolve the issue with the instructor before proceeding with the appeal process.
3. If the instructor does not respond to the request within 14 working days of the date the request for reconsideration was made, or if the instructor responds but the student wants to pursue the matter further, the student must submit a written appeal to the program director or dean. The written appeal should include the grounds on which the student believes the grade is not correct. Those grounds include: the grade was based on reasons other than the student’s academic performance in the course; or the grade was miscalculated according to the grading criteria contained in the course syllabus or other posted or distributed course information. The written appeal should include any relevant

written evidence to support the student's claims such as syllabus, exams, papers, etc. The program director or dean shall review the appeal and will issue a written response within 14 working days.

4. If, after receiving a written response from the program director or dean, the student wishes to pursue the matter further, she/he must request in writing within 14 calendar days further investigation from the provost, who will investigate the appeal and issue a written decision. Final authority for grade appeals rests with the provost.

If the instructor for the course is also the program director, the second line of appeal in the procedure above goes to the dean. If the instructor for the course is also the dean, the second line of appeal in the procedure goes to the provost. Final authority for the grade appeal rests with the provost.

CHANGE OF GRADE

If a grade appeal results in a recommended change of grade, the course instructor or program director will forward a completed Change of Grade form to the program coordinator. All grade appeals must be completed before the end of the term following the one in which the grade was received.

ACADEMIC HONESTY

Students are expected to practice the highest levels of academic honesty throughout their tenure as students in all programs in the School of Graduate Professional Studies at Simpson University. The submission of all course assignments must represent the original work produced by that student for that course. The Program faculty is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. Students are expected to know what constitutes plagiarism. This topic is covered in the APA manual. A Pre-Graduate School Essential Preparation course is made available to student in the School of Graduate Professional Studies that provides links to writing and other academic resources.

Plagiarism includes, but is not limited to: full plagiarism (taking content from another source and presenting it as your own without changing the language, thoughts, or flow), partial plagiarism (content from a few different sources where rephrasing is done), source citation (when source information is not provided—with or without use of quotations), self-plagiarism (using one's own work, fully or partially or using a previously written paper or part of paper). Students are not allowed to use their own work from another assignment or course, even if they attempt to cite that work.

The School of Graduate Professional Studies expects that students will refrain from plagiarism, collusion, cheating, giving, receiving, offering, or soliciting information in examinations or other previously prepared materials.

Students who practice any form of academic dishonesty will be referred to an appropriate committee and are subject to disciplinary action up to dismissal from the program.

REAPPLYING TO THE PROGRAM

ACADEMIC DISMISSAL

Students who have been dismissed from the program based on failure to meet minimum academic standards may re-apply to the program after one year from the date of dismissal. At the time of reapplication, students will be expected to demonstrate evidence of potential for academic success. It is the responsibility of the student to determine appropriate evidence and to make a case for readmission. Readmission is not guaranteed.

If readmitted, coursework that was successfully completed before academic dismissal will be accepted assuming the coursework was completed within three years prior to the student returning to the program. However, the program reserves the right to require returning students to retake coursework that the faculty feels is essential for potential

successful completion of the program. For the MACP program, clinical field training courses successfully completed before dismissal must be retaken upon readmission to the program.

Coursework taken at another institution following academic dismissal and before reacceptance will not be considered for transfer credit. Students re-entering the program will be required to complete curriculum requirements that are in place at the time the student returns to the program.

CONDUCT DISMISSAL

Students who are dismissed from the program for reasons of unethical conduct, for failure to receive full-candidacy status (MACP), or by decision of the Clinical Training and Conduct Committee are not eligible to re-apply to the program.

VOLUNTARY WITHDRAWAL

Students who withdrew voluntarily from the program must reapply and meet all admissions requirements at the time of reapplication. Upon acceptance, previous coursework will be evaluated for credit toward degree completion but is not guaranteed.

LANGUAGE COMPETENCE

Students who are identified by a faculty member as needing improvement of writing skills will be referred to the Student Evaluation Committee for the development of a plan to remediate identified deficiencies.

Because written and verbal English language skills are crucial to the education, training, and practice of professional-degree disciplines, ongoing evaluation of students' spoken and written English will be conducted throughout the program. Students must meet standards appropriate to graduate-level study. Students who do not meet writing and language standards, and who are unable to remediate language deficiencies, are subject to dismissal from the program.

PROGRAM ATTENDANCE POLICY

Student progress in all programs in the School of Graduate Professional Studies is intended to be sequential. Courses are offered so new learning builds on previous experiences and learning. Acquiring the theoretical foundations and then developing appropriate applications requires that students attend and be actively engaged at all stages of the learning process.

Any amount of class time missed negatively impacts the student's ability to benefit from the intensive learning that takes place in each course. Missing more than one class meeting from any course will result in automatic failure for that course. Students who know they will not be able to attend a class meeting are required to notify the instructor ahead of time. Students who do not attend the first class meeting of any course, or who do not participate in the first week of an online course, will be automatically dropped from that course.

For online courses, students are required to demonstrate active participation during every week of each course. Attendance in each online course is measured by student's active participation in discussion boards, postings, submitting required coursework, and so forth. Non-participation will be reflected in the student's grade for the course. Students who do not actively participate for two weeks (consecutive or nonconsecutive) during a course will automatically fail that course. Students in an in-residence or blended format course are required to attend all face-to-face class meetings and to participate online during every week of the course. The program makes no distinction between "excused" and "unexcused" absences.

Instructors may have more stringent attendance requirements for individual courses that will be stated on the course syllabus and will be supported by program administration. Students are expected to complete work equivalent to that missed because of an absence from class. Course policies are indicated on each syllabus and will be supported by the School of Graduate Professional Studies administration.

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. Requests to view records must be made through the office of the registrar. The university annually notifies current students of their FERPA rights.

INSTITUTIONAL ASSESSMENT

The assessment of student learning and development is an ongoing concern of the programs and of the university. Thus, work submitted in fulfillment of course requirements, clinical projects, and program capstones will be used in the assessment of the effectiveness of institutional, program, and/or course outcomes. In compliance with FERPA regulations, all student identifying information will be removed before data is collected and analyzed for the purposes of institutional or program assessments.

DROPPING / WITHDRAWAL FROM COURSES

ACADEMIC PENALTY

Students experiencing personal or academic difficulties may withdraw from a course without academic penalty if they do so by the end of the tenth week for the course taking place over the 15-week semester, or by the end of the third week for a course taking place over a 7-week term. Withdrawing from a course within this timeframe will result in a "W" notation on the academic transcript. Withdrawing from a course after this time, or at any time without proper processing through the Registrar's Office, will result in a grade of "F" for the course.

Students wishing to withdraw from a course must submit a completed withdrawal form to the Registrar's Office.

ADDING COURSES

LATE REGISTRATION

Students who need to add a course after the close of the normal registration period may do so by completing the Add/Drop form and submitting it to the School of Graduate Professional Studies coordinator or manager. Courses may be added during the week following the first class meeting date only. In no circumstance are students allowed to add a course after this time. The attendance policy applies to class time missed due to failure to register for a course.

FINANCIAL PENALTY

Students who do not register for courses within the normal timeframe are allowed to add a course without financial penalty within three days after the first class meeting for the course. Students who add a course more than three days after the first class meeting for that course will be assessed a late registration fee.

LEAVE OF ABSENCE

Students may take a temporary leave of absence from their program. Temporary leave of absence may not exceed one year. Students who need to take a temporary leave are required to meet with the director to help them problem-solve or see if other options are available. After meeting, if the student wants to pursue taking a temporary leave, he or she must complete a Request for Leave of Absence form and submit it to the director.

The program director or dean will meet with the student to establish a re-entry plan. All parties will then sign the form and forward it to the Registrar's Office. Any coursework that is in progress at the time the student requests the leave will be handled the same way that withdrawing from a course is handled.

MAXIMUM TIMEFRAME TO COMPLETE THE PROGRAM

Students must complete the MACP program within five years of matriculation, and within four years for students in the MAOL program, not including any time taken by leave of absence. Students who do not complete all program requirements within this timeframe will be automatically withdrawn from the program. Students who are withdrawn from the program because of failure to complete within the maximum timeframe may re-apply to the program but will be considered as new applicants and, if accepted, must retake all courses and complete all program requirements. Re-admission into the program is not guaranteed.

GRADUATION REQUIREMENTS

M.A. IN ORGANIZATIONAL LEADERSHIP

Students in the Master of Arts in Organizational Leadership program must successfully complete the following requirements to be eligible for graduation:

- Satisfactory completion of the required 36 semester credits with an overall GPA of 3.0 or above and completed within 4 years of matriculation.
- Meet competency on the program capstone portfolio project
- Submit an Application for Degree with payment of required graduation fee.

M.A. IN COUNSELING PSYCHOLOGY

Students in the Master of Arts in Counseling Psychology program must successfully complete all of the following requirements to be eligible for graduation:

1. Satisfactory completion of the required 65.5 semester credits with an overall GPA of 3.0 or above completed within five years of matriculation. Students taking an optional Thesis capstone will complete 70 semester credits. (**Note:** In some extenuating circumstances a student may be allowed to graduate with fewer than 65.5 semester credits but never fewer than 60 credits as is required by the California BSS.)
2. Complete and pass the Clinical Evaluation Project.
3. Meet competency on the program capstone (Portfolio or Thesis) as evaluated by the Capstone Review Committee.

4. Submit an Application for Degree with payment of graduation fee.

APPLICATION FOR DEGREE

Students who wish to graduate, whether they intend to participate in the official commencement service or not, are required to submit an Application for Degree form and pay a graduation fee by the first day of their final semester of the program.

Upon receipt of the application and fee, a complete audit of the student's academic and financial record will be conducted to ensure that all program and university requirements have been successfully met.

GRADUATION SCHEDULE

The university holds graduation ceremonies twice a year – in January and late April/early May. Students must have completed all program requirements to be eligible to participate in the commencement service.

Programs of Study and Advising

Graduate Professional Studies

Students must satisfactorily fulfill all program requirements to be eligible to graduate.

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

Curriculum Required Courses (36 credits)

OL6000 Behavior in Organizations (3)
OL6010 Strategic Planning & Positioning (3)
OL6020 Leading & Managing Human Resources (3)
OL6025 Leading Change (3)
OL6030 Ethical Leadership (3)
OL6040 Communication and Conflict Resolution
OL6050 Diversity in Organizations (3)
OL6060 Leadership Theory (3)
OL6065 Women as Leaders (3)
OL6070 Organizational Research & Program Evaluation
OL6125 Financial Leadership (3)
OL6135 Marketing for Organizations (3)

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

PREREQUISITE COURSES

Students who have an undergraduate degree that is not in psychology or a related field, or in some cases students who earned their undergraduate degree more than ten years before applying to the MACP program, must take and pass with a grade of "C" or better, the following five prerequisite courses prior to enrolling in the master's program:

- Introduction to Psychology
- Theories of Personality or Theories of Counseling
- Research Methods
- Statistics*
- Human Development

**At the discretion of the School of Graduate Professional Studies Admissions Committee, a higher math course may be accepted in lieu of Statistics.*

Students who have an undergraduate degree in psychology or a related field but whose undergraduate GPA falls below the minimum required 3.0, may be required to take or retake prerequisite courses if they earned a grade below “C” in those courses.

CURRICULUM

REQUIRED CORE COURSES (65.5 credits)

- CP 5025 Child & Adolescent Development (3)
- CP 5045 Child & Adolescent Psychopathology (3)
- CP 5065 Research Methods (3)
- CP 5075 Psychopathology in Adults (3)
- CP 5085 Legal and Ethical Issues (3)
- CP 5095 Family Therapy: Theory and Practice I (3)
- CP 5105 Psychological Assessment (3)
- CP 5115 Contemporary Issues in Marriage and Family Therapy (3)
- CP 5215 Counseling Skills (3)
- CP 5245 Child Abuse and Family Violence (3)
- CP 5260 Adult Development and Geropsychology (3)
- CP 6315 Family Therapy: Theory and Practice II (3)
- CP 6325 Couples Therapy and Domestic Violence (3)
- CP 6330 Groups: Theory, Process & Practice (3)
- CP 6345 Psychopharmacology (3)
- CP 6355 Issues of Diversity in Counseling (3)
- CP 6365 Substance Abuse and Co-Occurring Disorders (3)
- CP 6375 Child & Adolescent Therapy (3)
- CP 6400 Human Sexuality (3)
- CP 6416 Practicum I: Introduction to Clinical Field Training (1)
- CP 6417 Practicum II: Clinical Field Training and Seminar (1.5)
- CP 6418 Practicum III: Clinical Field Training and Seminar (1.5)
- CP 6419 Practicum IV: Clinical Field Training and Seminar (1.5)
- CP 6420 Practicum V: Clinical Field Training and Seminar (1.5)
- CP 6421 Practicum VI: Clinical Field Training and Seminar (1.5)
- CP 6915 MACP Capstone Portfolio (0)
- *CP 6916 Remedial Portfolio Capstone (1)

*Must be taken when the student does not pass CP6915.

Clinical Field Training courses must be successfully passed in sequence. Students must earn a grade of B- or higher in order to progress to the next course in the sequence. Students who do not earn a grade of B- or higher in any course in the sequence will be stopped out of Clinical Field Training until they can retake the failed course with a later cohort and continue with the sequence at that time. Students who do not pass through the Clinical Field Training courses in sequence are not guaranteed a placement site when they re-enter.

THESIS OR NON-THESIS OPTIONS (0-4 credits)

Select one of the following options:

Option 1 (Non-Thesis)

- Clinical Evaluation Project (completed in CP 6421) (0)
- Portfolio Project (0)

CP 6915 MACP Capstone Portfolio Project (0)

Option 2 (Thesis)

Clinical Evaluation Project (completed in CP 6421) (0)

CP 6510 MACP Master's Thesis I (.5 credits)*

CP 6520 MACP Master's Thesis II (.5 credit)

CP 6530 MACP Master's Thesis III (.5 credit)

CP 6540 MACP Master's Thesis IV (.5 credit)

CP 6550 MACP Master's Thesis V (.5 credit)

CP 6560 MACP Master's Thesis VI (.5 credit)

CP 6570 MACP Master's Thesis VII (.5 credit)

CP 6580 MACP Master's Thesis VIII (.5 credit)

CP 6590 MACP Master's Thesis IX (.5 credit)

CP 6595 MACP Master's Thesis X (.5 credit)

CP 6580E MACP Master's Thesis Extension (.5 credit)

**Students who are approved for the master's thesis option will enroll in the listed courses beginning in their third term.*

TOTAL CREDITS: 65.5-70

ADVISING

Students in the School of Graduate Professional Studies will be able to meet with full-time faculty, the clinical training director, program director or dean; or, for some needs or problems, the coordinator or manager during scheduled appointment times to receive advising. Students are encouraged to meet with an advisor to problem solve issues as they arise throughout the program such as scheduling, academic problems, family or personal problems or concerns that may affect a student's ability to fully participate in their studies or clinical work.

Specialized departments on campus also have personnel available to meet with students and to assist with problems or concerns: Student Financial Services, the Wellness Center (Counseling Center, career counseling and nurse), and the Registrar's Office. The Academic Success Center provides tutoring, a writing lab, and services for students who require additional support due to ADA accommodations. Evening hours are available for non-traditional students.

PROFESSIONAL IDENTITY AND DEVELOPMENT

The School of Graduate Professional Studies (SGPS) supports students in developing a clear understanding of their values, beliefs, ethics, abilities, attitudes, and personal identities. Developing students who clearly understand how they will impact the social, relational, environmental, and organizational contexts they interact with is a priority of all programs within the SGPS. Thus, evaluation of students' development in these areas is an ongoing concern. Courses in all programs require students to demonstrate self-reflection and appropriate self-disclosure skills. During new student orientation, Graduate Professional Studies students will be asked to sign an informed consent agreement that details the professional attitudes and conduct expected of all students and acknowledges the program's right to evaluate such competencies.

Students will refrain from engaging in the following in any context in which the student represents Simpson University or the School of Graduate Professional Studies:

- Academic dishonesty of any kind
- Personal dishonesty including telling untruths, externalizing blame for one's unprofessional or dishonest behavior
 - Disclosing information of a confidential nature to any person or source by any means outside the program
 - Violating HIPPA regulations (MACP program)
- Falsification or alteration of any documents or records

- Forgery, issuing bad checks or not meeting financial obligations to the university
- Deliberate damage or misuse of property belonging to others
- Manufacture, possession, use, or distribution of any form of alcoholic beverage or illegal substances
- Threat of physical harm or actual physical abuse to any individual by any means at any time
- Threatening acts, harassment, or behaviors of any kind intended to intimidate and marginalize others
- Disrupting the study of others or interfering with the freedom of movement of any person in the campus community
- Deliberate interference with academic freedom or the free speech or movement of any individual
- Rude, disrespectful, argumentative, or threatening comments or gestures toward any individual

Master of Arts in Counseling Psychology

In addition to the behavioral guidelines above, the MACP program faculty and staff encourage students to develop a clear understanding of themselves and to consider reflectively the impact of their personal beliefs and values, social positions, and contexts on their clinical practices. Some core ideas that guide the training of students in the MACP program are:

- People change in the context of interpersonal relationships. Therefore, fostering the ability to develop and practice healthy interpersonal relationships is a primary focus of the program. Program faculty and administrators are committed to mentoring, guiding, and supporting students in the development of appropriate interpersonal skills.
- Balanced, healthy individuals are connected to each other, to God, and their communities. The program encourages wholeness by attending to the spiritual, physical, mental, and social dimensions of human connectedness.
- An appreciation of, interest in, and respect for the diverse experiences and perspectives of all human beings enriches the learning and growth of all students.

PROFESSIONAL ORGANIZATIONS

The MACP program prepares students to become professionals in the field of marriage and family therapy and professional counseling. Many benefits are to be derived from participating in the activities of the profession, such as joining one or more professional organizations as a student member (California Association of Marriage and Family Therapists, American Counseling Association, California Association for Licensed Professional Clinical Counselors). Students are strongly encouraged to join a professional organization and to participate in the local chapter activities.

PERSONAL AND GROUP PSYCHOTHERAPY

MACP Students are required to complete 25 hours of individual psychotherapy before they are cleared to participate in Clinical Field Training. Students have the option of completing 10 sessions (10 hours) of group therapy in lieu of 10 hours of individual therapy. Only psychotherapy with a licensed mental health professional will be accepted as hours of experience by the BBS. With permission from program administration, students may be allowed to have therapy with a registered associate marriage and family therapist or registered associate professional clinical counselor on a case-by-case basis. Psychotherapy hours must be documented. Psychotherapy with teachers, former teachers, supervisors, family friends, or acquaintances that are members of the student's church is not allowed. Students should consult with program administration if they have questions about a potential therapist to fulfill this program requirement. Students are expected to engage in their required therapy experience in a manner that reflects the student's understanding of the seriousness of a therapeutic process.

EVALUATION OF STUDENT PERSONAL AND PROFESSIONAL DEVELOPMENT

An important aspect of training in counseling psychology/marriage and family therapy is assessing, mentoring, and developing self-reflection and interpersonal skills. The student's potential for performing as a professional counselor/therapist is an ongoing concern of the program and will be assessed from a variety of perspectives throughout

the program.

Many of the courses in the program are experiential in nature and require students to participate in experiential exercises where they will be expected to explore their own family-of-origin issues, demonstrate appropriate self-disclosure, and engage in collegial discussions with peers and instructors. This includes participating in role-plays, collaborating on group projects, acting as co-leaders of group therapy sessions, journaling, identifying and sharing personal issues and history that may hinder effective counseling, identifying biases and sharing personal history of bias or discrimination, and the like.

The curriculum is designed to include education and training in attitudes essential for the development of relationship competency, such as intellectual curiosity and flexibility, open-mindedness, belief in the capacity to change, appreciation of individual and cultural diversity, personal integrity and honesty, and a value of self-awareness.

During the new student orientation, students are required to sign an informed consent agreement that outlines the personal and professional competencies they are expected to develop and practice throughout the program and acknowledging the program's right to evaluate such competencies.

In every course, students will be evaluated by faculty on their level of ethical, professional, and personal development using a program rubric that provides the student both quantitative (rubric score) and qualitative (narrative) feedback. This feedback will enable students to identify opportunities for growth.

Students who demonstrate significant difficulties in one or more areas of ethical, professional or personal development will be referred to the Student Evaluation Committee. That referral may result in action which could include (1) investigation of the circumstances surrounding the referral(s), (2) a meeting with the student to assess level of awareness of the issues, (3) creation of a plan to assist the student to develop competency in the area(s) identified, (4) student being placed on temporary administrative leave from the program pending further investigation of the matter. A second referral to the committee to address the same issues addressed in a previous referral, or failure to complete a remediation plan, as specified by the Student Evaluation Committee, will result in a referral to the Clinical Training and Conduct Committee with recommendation for dismissal. The complete policy and procedures for the Student Evaluation Committee is found under Program Committees on p. 324.

CANDIDACY EVALUATION

In addition, MACP students will be formally evaluated by the Candidacy Evaluation Committee following the successful completion of 18 semester credits using the candidacy evaluation form. Favorable review by the Candidacy Evaluation Committee will result in the student being extended full-candidacy status in the program. Unfavorable review will result in (1) the student being extended conditional status and being re-evaluated by the Candidacy Evaluation Committee at the end of the next term, or (2) dismissal from the program. The candidacy evaluation process includes a review of academic performance as well as clear evidence of professional and personal development and potential for success in the rest of the program and in the profession. (See the description and purpose of the Candidacy Evaluation Committee under Program Committees on p. 325).

ETHICAL AND PROFESSIONAL CONDUCT

Students in the Master of Arts in Counseling Psychology program are preparing to enter a profession which carries responsibility for professional conduct at all times. Each student is responsible for becoming familiar with and abiding by the standards outlined in the Code of Ethics governing the professions of marital and family therapy and professional clinical counseling (AAMFT, CAMFT, ACA, CALPCC) and the Simpson University academic dishonesty policy in all contexts in which they represent SU and the MACP program -- clinical training sites, on campus, professional associations, trainings and workshops, etc. Students who demonstrate serious problems in ethical, professional, or clinical training conduct will be referred to the Clinical Training and Conduct Committee. (See the description and purpose of this committee under Program Committees on page 324).

SIMPSON COMMUNITY SAFETY

Simpson University has a zero-tolerance policy for acts of violence and threats of violence. Without exception, acts and threats of violence are not permitted. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to disciplinary action, up to and including dismissal or removal from campus.

Possession of weapons or dangerous materials or substances on Simpson property or at a Simpson University sponsored event will constitute a threat of violence.

A threat includes, but is not limited to, any indication of intent to harm a person or damage Simpson property or property of a community member. Threats may be direct or indirect, and they may be communicated verbally or nonverbally.

Saying or writing “I am going to punch your lights out” would constitute a direct threat. Making written or verbal statements such as “Do you want to see your next birthday?” or “Individuals who set fire to their rooms have the right idea” would constitute indirect threats. Nonverbal threats include making a hitting motion or making an obscene gesture. Extreme threats include the display (brandishing) of a weapon or stalking or forcing undue attention on someone, whether romantic or hostile.

Taking actions likely to cause bodily harm or property damage is an act of violence. It is every community member’s responsibility to assist in establishing and maintaining a violence-free community environment. Therefore, you are expected and encouraged to report any incident which may be threatening to you or other community members or any event which you reasonably believe is threatening or violent. You should immediately report such incidents to campus safety, the director of Student Life, or the appropriate academic dean (TUG, ASPIRE, Nursing, Education, Graduate Studies, or Seminary) or Provost. Appropriate disciplinary action will be taken by school following a defined hearing process.

EVALUATION OF STUDENT LEARNING

PROGRAM LEARNING OUTCOMES

MAOL PROGRAM

The following learning outcomes have been established for the MAOL program and reflect the major competencies expected of a graduate student capable of leading and influencing within the modern organizational setting

1. Graduates will be able to identify and attend to the various factors, such as culture, behavior, human resources, and politics and power that influence leadership practices.
2. Graduates will be able to apply knowledge of communication, negotiation, conflict, and problem-solving to effectively lead teams, manage conflict, and achieve organizational goals.
3. Graduates will be able to recognize the value of all people and demonstrate leadership skills that encourage and maximize human potential without regard to gender, ethnicity, race, or disability.
4. Graduates will be able to demonstrate a personal and professional philosophy of ethical leadership skills that is based on the Christian worldview. Graduates will be able to connect theories from multiple disciplines in the development of a personal leadership style.
5. Graduates will be able to assess and evaluate the effectiveness of programs, organizational strategies, and change processes.

MACP PROGRAM

The program has identified the following as expected learning outcomes:

Outcome 1: Theory — Through completion of the program students will demonstrate mastery of the core theoretical formulations of the major models of individual, systemic and group counseling.

Competency 1.a — Students will be able to conceptualize and distinguish the critical theoretical formulations of the major models of individual, marriage, couple, group, and family therapy.

Competency 1.b — Students will be able to comprehend and evaluate a variety of individual, systemic, and group therapeutic models and demonstrate cultural awareness and sensitivity in their application.

Outcome 2: Human Development — Through completion of the program students will demonstrate mastery of the concepts associated with the major theories of human development across the life-span, as well as the events associated with the life-cycle.

Competency 2.a — Students will be able to analyze various theories and principles of human life-span development including human sexuality, and apply knowledge in this area to assessment, diagnosis and therapeutic interventions.

Competency 2.b — Students will demonstrate the ability to synthesize and apply knowledge in family life-cycle events such as coupling, childbirth and rearing, divorce, death, remarriage, stepfamilies, aging and geropsychology.

Competency 2.c — Students will be able to demonstrate understanding of the development of cultural identities and practices and will demonstrate sensitivity to diversity issues in the therapeutic context.

Outcome 3: Assessment — Through completion of the program students will demonstrate mastery of the various methods used for assessing individual, family and relationship functioning.

Competency 3.a — Students will be able to comprehend and effectively use various tests and measures of individual, marital, couple and family functioning.

Competency 3.b — Students will be able to effectively assess for specific issues such as child abuse, domestic violence, substance abuse, sexual assault and abuse, and overall mental status using appropriate methods and tools.

Competency 3.c — Students will be able to identify, describe, distinguish, and diagnose the major categories of psychopathology and behavior disorders.

Outcome 4: Clinical Skill — Through completion of the program students will demonstrate mastery of a variety of individual, systemic, and group counseling skills and interventions.

Competency 4.a — Students will be able to synthesize and integrate curricular learning in the areas of human development, sexual functioning, and psychopathology into the delivery of effective therapeutic interventions.

Competency 4.b — Students will be able to apply learning in the areas of psychopharmacology, geropsychology and health issues into the development of appropriate treatment modalities.

Competency 4.c — Students will be able to develop and apply appropriate therapeutic and intervention strategies for specific issues such as child abuse, domestic violence, substance abuse, and sexual assault and abuse.

Competency 4.d — Students will be able to design, develop and implement treatment strategies that are sensitive to the circumstances of clients including, but not limited to, culture, race, gender, disability, sexual orientation, personal history and larger systems issues.

Competency 4.e — Students will demonstrate the ability to incorporate supervision and critical feedback into improving clinical practice and personal growth.

Outcome 5: Ethics and Law — Through completion of the program students will demonstrate a comprehensive understanding of the laws and professional ethical codes pertaining to working with individuals, families and groups of all ages.

Competency 5.a — Students will demonstrate the ability to effectively and responsibly integrate principles of the Judeo-Christian tradition with the ethical practice of marriage and family therapy.

Competency 5.b — Students will be able to identify, describe and apply knowledge in current California laws and mandates including, but not limited to, patient/therapist privilege, confidentiality, mandated reporting of dangerousness to self and others, treatment of minors, and professional scope of practice.

Competency 5.c — Students will be able to recognize ethical dilemmas and demonstrate the process for making ethical decisions and taking appropriate ethical actions.

Competency 5.d — Students will demonstrate the development, acquisition and implementation of the personal characteristics required to be an effective and ethical marriage and family therapist including, but not limited to, empathy, responsibility, compassion, honesty, dependability, respect for human difference, and self-reflexivity.

Outcome 6: Research — Through completion of the program students will demonstrate mastery of the methodologies and practices used to conduct research and evaluation, and to read, evaluate, and apply research literature.

Competency 6.a — Students will be able to evaluate research methodologies relevant to marriage and family therapy and mental health services, including quantitative, qualitative, and program evaluation.

Competency 6.b — Students will be familiar with extant research literature in marriage and family therapy, will be able to critique it for clinical meaningfulness and apply research findings to clinical practice.

Competency 6.c — Students will be able to describe the legal, ethical and contextual issues involved in conducting research.

PROGRAM CAPSTONE PROJECTS

Each program in the School of Graduate Professional Studies requires students to demonstrate achievement on program learning outcomes by successfully completing one or more program capstone projects.

Master of Arts in Organizational Leadership Integrative Capstone Project

The Integrative Capstone Project in the MAOL program is designed to fulfill the following purposes:

1. Provide students the opportunity to demonstrate mastery of the program learning outcomes.
2. Demonstrate the student's ability to synthesize curricular learning into a project that shows the development of her/his leadership skills, attitudes, and knowledge across the program. The culminating project will demonstrate student's writing, organizational, and conceptual skills.
3. Provide students the opportunity to prepare and assemble materials that they may wish to present to a potential employer.
4. It serves as the culminating project in the MAOL program and must be passed in order to be awarded the Master's degree.

The project consists of students (1) creating a professional resume; (2) developing a comprehensive description of the organization in which the student is or has been employed or, with approval of the Capstone Committee, and organization with which the student has established volunteer position or relationship (3) completing successfully a number of assignments during regular coursework that related specifically to the program learning outcomes and the capstone project; and (4) writing a substantive researched essay that demonstrates the student's ability to integrate learning and experiences to address an issues of issues identified within the student's proposed organizational context. Students will be given the Integrative Capstone Project guidelines document during the online new student orientation. This document provides specific information for completing the required program capstone and outlines the policies and

procedures that govern completion on the project. If discrepancies exist between the catalog and the Integrative Capstone Project Guidelines, the guidelines take precedence.

After the end of the final term in the program, students will submit their completed Integrative Capstone Project to the Capstone Review Committee to be evaluated. The committee will evaluate the project using an appropriate rubric(s). Student who do not pass the project on the first submission will be given feedback on how they failed to meet competency and will be given the opportunity to make necessary adjustments before re-submitting it for a second evaluation. Failure to meet competency on the second submission will result in either (1) the student being required to repeat specific coursework to address areas of deficiency, or (2) referral to an appropriate committee with recommendation for dismissal. Decisions of the Capstone Review Committee are final and are not subject to appeal.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Students in the MACP program may choose between completing a portfolio project or when available, by writing a thesis, or completing a teaching and learning project. Not all options are available to all students or to every cohort. The program capstone projects are designed to evaluate learning in the core curricular areas. All students will complete the Clinical Evaluation Project, which is designed to evaluate the acquisition and appropriate implementation of the clinical skills, professional attitudes and behaviors required for the profession.

Portfolio Project

The portfolio is designed to provide students the opportunity to demonstrate development and competence on the program learning outcomes in the core curricular areas of:

- Theory
- Human Development
- Clinical Skills
- Ethics
- Assessment
- Research

The portfolio is intended to provide students a vehicle for reflecting on the process of integrative learning and personal development. It will serve as a means of conducting both formative and summative assessment of student learning. The portfolio is introduced at the beginning of the program, during new student orientation, and is reviewed three times during the program prior to the final submission.

Students will build their portfolio by selecting artifacts that demonstrate achievement of learning for each of the program learning outcome competencies. Using the language of the profession, students will write a self-reflection and self-evaluation essay for each artifact, documenting (1) the program competency being addressed, (2) why the artifact was selected as evidence of mastery on that competency, and (3) the process of learning that took place by completing the artifact. A formative evaluation process will take place during the three submissions prior to the final submission using a rubric to determine whether students are identifying appropriate artifacts and writing reflective essays for each of the program learning outcome competencies.

During these submissions, the portfolio will be evaluated by a member or members of the Capstone Review Committee to determine progress toward accumulating artifacts and appropriateness of self-reflective essays. Feedback will be provided to students which may include suggestions for improving evidence or essays.

The second phase of the portfolio evaluation is the summative assessment of the culminating integrative essay linked to the collection of artifacts and reflective essays. The summative evaluation of the project takes place at the end of the final term in the program. Students will be registered for a non-credit/no tuition course (CP6915 MACP Capstone) which they must pass. In order to pass the course the student must pass the Portfolio Capstone Project. The project will be evaluated by a member or members of the Capstone Review Committee. The project will be evaluated on the criteria of (1)

identification of appropriate artifacts, (2) ability to synthesize and integrate learning on program competencies acquired across the program, (3) self-reflection, (4) accuracy of information presented, (5) demonstrated depth and breadth of curricular learning, (6) critical thinking, and (7) writing/clarity of expression. The final integrative essay will be submitted through an originality evaluation service such as Turnitin.com to ensure the capstone project represents the student's original work.

If the evaluation of the formative assessment of mastery on the individual competency statements and/or the integrative essay indicates that a student has not met requirements for passing the project, he/she will fail CP 6915. Students who fail CP 6915 will be referred to the Capstone Review Committee, which may result in the student being given a chance to remediate and resubmit the portfolio and reflective essay for a second evaluation. If allowed to remediate, the student will enroll in a one-credit Capstone Portfolio Remediation Course CP 6916. The course will be graded P/NP.

Failure on the second attempt will result in failure of CP 6916 and referral to the Clinical Training and Conduct Committee with recommendation for dismissal. If the student is not allowed to remediate the project, he/she will be referred to the Clinical Training and Conduct Committee.

Thesis Option (When available)

The Master of Arts in Counseling Psychology program offers students the option to complete an empirical thesis for the fulfillment of the Capstone Project requirement. The thesis consists of either an original empirical research project or a novel theoretical or conceptual interpretation of existing psychological thought based on material previously published. In either case, the thesis must deal with a problem of some importance to the field of marriage and family therapy/professional counseling, in a manner that is scholarly, logical, and objective. Students who have interest in a particular area are encouraged to consider this opportunity to further pursue in-depth learning and begin to develop a specialty for a specific therapeutic population. In addition, students desiring to pursue a doctoral degree are strongly advised to write a thesis.

A mandatory informational meeting will be held the second term to present the details of all capstone projects. Students who are interested in the thesis option must submit a Thesis Approval Request Form prior to the end of the second term. Student requests will be evaluated based on a number of criteria, which include demonstrated writing skills, prior statistics and research courses, prior experience conducting research, prior coursework, and the ability to devote the time and resources necessary to complete a research project. The Capstone Committee has final determination of acceptance. Accepted students will receive a handbook which outlines the requirements to complete the thesis project.

Students accepted will enroll in CP 6510 MACP Master's Thesis I (.5 credits), a directed study during their third term, and then enroll in a thesis course (.5 credits) each term thereafter until the completion of the thesis. Students will pay .5 credit tuition for each term of Master's Thesis as well as a directed study fee. Students will receive a grade of "P" (progressing) or "NP" (not-progressing) for each term enrolled in the thesis directed study courses. Progression will be determined by general markers for each course and other factors as determined by the Capstone Committee and the student's specific thesis committee. Capstone course credits will not influence the student's grade-point average. However, a student may receive no more than two "NP" grades during the entire thesis process, nor may a student receive two grades of "NP" in a row. A student will be dismissed from the thesis capstone project if they earn a third grade of "NP" within the process (not consecutive) or if they earn two consecutive grades of "NP." Failure of the thesis capstone project will count as a failed course when evaluating overall academic progress. Grade appeals for these courses will follow the same procedure as other MACP courses outlined in the catalog. Students who are dismissed from the thesis capstone project option will be referred to the Student Evaluation Committee, where a plan will be developed for meeting program requirements of successful completion of a program capstone project.

Details regarding policies and procedures for completing the Thesis Capstone are outlined in the Thesis Manual. Students are advised and expected to complete the thesis by the end of their coursework. In extreme circumstances, students can apply for a maximum two-term extension at the end of their program that will not be covered by financial aid.

CLINICAL EVALUATION PROJECT

During the final semester of Clinical Field Training, students will complete and present to the Capstone Review Committee a comprehensive clinical case conceptualization. As the capstone project for the Clinical Field Training experience, the Clinical Evaluation Project (CEP) provides students an opportunity to demonstrate competency in the areas of (1) assessment of presenting issues, (2) formulation of a DSM diagnosis, (3) conceptualization of a case from a biopsychosocial perspective, (4) therapeutic and interventive clinical skills including treatment planning and client advocacy, and (5) application of a theory of change..

The CEP consists of an oral presentation of the case, presentation of a video of relevant segments of therapy sessions, and a fully-developed written case conceptualization report. The CEP will be evaluated by the Capstone Review Committee, Clinical Field Training Seminar leader and/or clinical training director and the student's site supervisor(s) using an evaluation rubric and guidelines.

Students must complete and pass this project in order to pass the final term of Clinical Field Training and, ultimately, to successfully complete the program. Students who fail to complete or pass this project will earn an "F" for the final term of Clinical Field Placement and will be referred to the Student Evaluation Committee, who will evaluate the reasons for the student's failure to complete or pass the project. A plan for successful completion of the CEP will be developed. A completion plan may include (1) taking an additional term or terms of Clinical Field Training, (2) retaking coursework, and/or (3) rewriting and re-submitting the project. Failure to complete or pass the project a second time will result in dismissal from the program.

ASSESSMENT OF STUDENT LEARNING

All Programs

Every course in the curriculum is designed to provide students with a variety of learning modalities to develop competencies in each of the program learning outcomes. Each course in the program has course learning outcomes which have been mapped to the program learning outcomes.

Learning products from individual courses (written research papers, examinations, oral presentations, videotapes, group projects, case application projects, etc.) will be evaluated by faculty using course or program rubrics and evaluation guidelines. The rubrics are used by faculty as a direct measure of student achievement on course learning outcomes and to provide feedback to students. Both quantitative (rubric scores) and qualitative (narrative) feedback is provided to students to assist them in recognizing areas of strength as well as areas of relative weakness. Scores on rubrics may reflect the student's overall grade for the course but may not necessarily do so because all course and classroom activities are used together to calculate the grade for a course. Each syllabus will include rubrics that will be used to evaluate work for that course.

Master of Arts in Counseling Psychology

Course learning outcomes in the MACP Program are derived from the educational guidelines of the American Association for Marriage and Family Therapy as well as training and education guidelines outlined in the State of California Business and Professions Codes BP §4980 and §4999 and regulated by the Board of Behavioral Science.

During the six terms of Clinical Field Training, students are evaluated on their demonstrated competence in performing the various skills that comprise the practice of professional counseling/marriage and family therapy.

Clinical site supervisors will evaluate students based on (1) direct observations of their work, (2) case presentations during supervision sessions, (3) reports from other staff members who have directly observed student's work, and (4) review of documents such as case or progress notes, treatment plans, and biopsychosocial reports. In addition, the CEP provides a direct measure of the acquisition of skills required for the practice of marriage and family therapy and professional counseling.

PROGRAM EVALUATION

Guiding questions/statements for the integrative essay portion of the capstone portfolio are designed to elicit information from students about strengths and weaknesses of the curriculum, instructional methods, and other aspects of the program that help students achieve competency on the program learning outcomes or aspects of the program that need attention and improvement. The feedback from students in this format is expected to be candid, reflective, and constructive. Data and information gleaned from the portfolio evaluation process will be incorporated into a periodic review of the program.

MACP CLINICAL FIELD TRAINING

During the final year of their program, MACP students are placed in a mental health agency or other appropriate setting where they are exposed to a client population. Students develop therapeutic skills through required hours of direct clinical experience under the supervision of an appropriately licensed mental health professional. Students are required to accumulate a minimum of 225 (MFT) or 280 (LPCC) hours of service by the end of their program.

In addition, students seeking licensure are required to have one hour of individual or two hours of group supervision for every five hours of client contact. It is assumed that students will be at their clinical placement for a minimum of between 10-15 hours a week. In addition, on a schedule determined by the clinical training director, throughout the term students will attend a seminar meeting led by a faculty member. Students should expect and plan to make adjustments to their schedules so that they can be at a training site during the site's normal hours of operation.

Students are enrolled in CP 6416 Practicum I: Introduction to Clinical Field Training leading up to being placed at a clinical training site. During this course, students review the regulations and guidelines for clinical training, are matched with a training site, review the purpose of supervision and how to best benefit from supervision, receive instructions on required paperwork, and are prepared for a successful clinical training experience.

Students wishing to enroll in Clinical Field Training must submit a petition form (found with the clinical training manual or obtained from the program coordinator) to the clinical training director no later than the second week of CP 6416 Practicum I: Introduction to Clinical Field Training. Upon receipt of the petition, an audit of the student's academic record will be conducted. To be considered for Clinical Field Training, students must have:

- Completed at least 24 semester units
- An overall GPA of 3.0 or higher
- Taken and passed
 - CP 5215 Counseling Skills
 - CP 5085 Legal and Ethical Issues
 - CP 5245 Child Abuse and Domestic Violence
 - CP 5075 Psychopathology in Adults
 - CP 5095 Family Therapy: Theories and Practice I
 - CP 6315 Family Therapy: Theories and Practice IIand be enrolled in CP 6416 Practicum I: Introduction to Clinical Field Training
- Documented completion of personal psychotherapy requirement
- Documented professional liability coverage
- Had favorable review on the candidacy evaluation by the program faculty and staff and achieved full candidacy status.

Training sites are selected based on their ability to (1) ensure that students will be able to gain the requisite hours of experience, (2) provide supervision by a licensed mental health counselor, (3) have non-discrimination policies with regard to client population, employees, and the selection of student trainees, and (4) meet local and state accreditation or credentialing requirements. All training sites must be formally affiliated with the university prior to a student being placed there.

Sites that have discriminatory or creedal policies or practices in selecting clients, employees, or trainees must provide the program with documented rationale for doing so. For example, a site may serve a specific clientele who have special needs—such as a shelter for battered women, which may only employ or utilize female counselors. Students may not do their Clinical Field Training in a private practice setting or at their place of employment.

In order to progress through the Clinical Field Training sequence of courses, students must pass each course before being allowed to enroll in the next course in the sequence. Students who fail any course in the sequence will be stopped out of Clinical Field Training and must retake the failed course with a later cohort and then continue with the rest of the sequence at that time. Students who enter Clinical Field Training are not guaranteed a clinical training site placement.

LIABILITY INSURANCE

Students are required to purchase liability insurance during the time that they are in Clinical Field Training. The minimum limits of liability are \$1 million/occurrence, \$3 million/aggregate. Students must provide documented evidence of liability insurance coverage at the time they submit their petition for Clinical Field Training. Liability insurance can be purchased by students who are members of one of the professional organizations (AAMFT or CAMFT) at a discount, or the insurance may be offered free to members.

EVALUATION OF CLINICAL FIELD TRAINING

The goal of Clinical Field Training is to train clinicians who are capable of working with a variety of clients and client problems. Evaluation of students' progress in Clinical Field Training focuses on three areas: application of theoretical knowledge, counseling and therapeutic skills, and professional attitudes and behaviors. Students will be evaluated at the end of each term by their site supervisor who will complete the site supervisor evaluation form. The supervisor will review their evaluation of the student's performance with the student and both will sign the evaluation form. The student will turn in the completed form to the clinical training director or the seminar leader during the last week of the term. A grade for the term will be assigned by the seminar leader based on a combination of factors, including the supervisor's evaluation of the student and the student's participation during the seminar.

During the final term of Clinical Field Training, students will complete the Clinical Evaluation Project described above and will be evaluated on that project using the appropriate rubrics.

CLINICAL TRAINING MANUAL

Students will be provided a clinical training manual outlining the details of requirements for Clinical Field Training experience.

Committee Policies & Procedures

Graduate Professional Studies

GRADUATE PROFESSIONAL STUDIES COMMITTEES

The following committees have been established to address issues that arise in one of the programs in Graduate Professional Studies.

CAPSTONE REVIEW COMMITTEE

Description: All required capstone projects will be reviewed and evaluated by a member or members of this committee.

Membership: Dean or program director and two faculty members

STUDENT EVALUATION COMMITTEE

Description: The Student Evaluation Committee is a standing committee of the School of Graduate Professional Studies that is responsible for monitoring the academic progress, professional competence, and behavior of students in the Master of Arts in Counseling Psychology and Master of Arts in Organizational Leadership programs. The primary function of the committee is to evaluate and guide students in improving their academic performance and to develop the professional behaviors and competencies required by their program and profession. The Student Evaluation Committee will work with the student to develop a remediation plan to address areas needing development.

Membership: Program director or dean, one faculty member or clinical training director for MACP program. Coordinator or Manager attends as a non-voting member.

GRADUATE PROFESSIONAL STUDIES ADMISSIONS COMMITTEE

Description: Reviews and makes decisions regarding admission into the programs of applicants.

Membership: Program director or dean, one or more faculty members or clinical training director, coordinator or manager.

CLINICAL TRAINING AND CONDUCT COMMITTEE

Description: Students are referred to the Clinical Training and Conduct Committee for disciplinary action resulting from serious ethical violations, conduct issues, or failure to remediate behavioral, academic or professional development issues. Sanctions may include, but are not limited to:

- Placing student on administrative leave of absence
- Placing student on probation
- Removing student from clinical field training
- Dismissal

Membership: SGPS dean or director, one faculty member and one other person appointed by the dean or director plus the coordinator as a non-voting member.

M.A. IN COUNSELING PSYCHOLOGY PROGRAM COMMITTEES

The MACP program has established the following committees:

CANDIDACY EVALUATION COMMITTEE

Description: All MACP students are formally evaluated by this committee following the completion of 18 semester credits. Students are evaluated on academic performance as well as professional and personal development to determine potential for success in the rest of the program and the profession.

Membership: Dean or program director and faculty.

COMMITTEE POLICIES & PROCEDURES

STUDENT EVALUATION COMMITTEE POLICIES & PROCEDURES

Description: The Student Evaluation Committee (SEC) is a standing committee of the School of Graduate Professional

Studies that is responsible for monitoring the academic progress, professional competence, and behavior of students in a GPS program. The primary function of the committee is to evaluate and guide students in improving their academic performance and to develop the professional behaviors and competencies required by the program and the profession. The Student Evaluation Committee will work with the students to develop a remediation plan to address areas needing development.

Membership: Dean or program director, clinical training director or faculty plus the coordinator as a non-voting member

Purpose and Scope: The program views academic performance and progress as encompassing all aspects of the student's training. Thus, students are subject to referral to the SEC who do not meet the academic standards of the program, including demonstrating the attitudes, behaviors, judgment, skills, maturity, stability, and integrity that are consistent with professional practice expectations. It is the primary function of the SEC to guide students who are referred to the committee in improving their academic performance, including developing the professional competencies. The SEC can hold hearings on student academic issues and, where warranted, establish remediation actions including timelines and requiring evidence of having completed remedial actions. Remediation actions can include, but are not limited to, removal from clinical training, requiring the student to repeat coursework, or participating in specific types of activities to address identified deficits. If remediation actions are not satisfied by the student, the SEC can take further action, including placing the student on administrative leave from the program pending further action, placing the student on academic probationary status, and/or referring the student to the Clinical Training and Conduct Committee with recommendation for dismissal from the program.

The SEC, faculty and staff share the responsibility of student academic and professional development evaluation. School of Graduate Professional Studies faculty and staff monitor student academic performance in the classroom (including the virtual classroom) and in all interactions with administrators, faculty members, staff, clinical training site supervisors and staff, clients, peers, and other members of the campus community. Faculty members are encouraged to discuss concerns about academic and professional performance directly with students. Faculty will also communicate feedback to students on program rubrics, evaluation forms, and classroom activities. Faculty will assess how a student accepts and responds to feedback and supervision. Faculty members will routinely participate in meetings where student progress is discussed. If a student does not accept and appropriately respond to feedback received in any form, the faculty member may seek out the student's advisor or program director for further discussion.

Referral Procedure: Any member of the academic community may refer a student to the SEC. The referral must be made in writing, preferably using the Student Referral Form, although a letter of referral addressed to the student's program director or dean will also serve as a formal written referral. Referrals should include specific descriptions of academic insufficiencies and any attempts to provide feedback and/or supervision to the student about the issues identified.

A student who is removed or dismissed from a clinical training site or is asked not to return to the site will automatically be referred to the SEC unless the cause of the action constitutes conduct considered serious enough for the student to be seen by the Clinical Training and Conduct Committee. Examples of such actions would be violations of the ethical code of professional conduct that have the potential of causing serious harm to a client or of interfering with or jeopardizing the work of the clinical training site.

The SEC will evaluate all written referrals and will respond by taking one of the following actions:

- a. Requesting additional information from the referring part or any other source related to the referral concern
- b. Rejecting the referral
- c. Returning the referral to the referring party with instructions for follow-up action
- d. Referring the matter to the Clinical Training and Conduct Committee, or
- e. Accepting the referral

Committee Procedure: Once a referral is accepted by the SEC, a meeting date will be set by the committee chairperson (usually the dean or program director) and the student notified in writing of the requirement to meet with the committee,

the date and time of the meeting and the reason(s) for the referral. The meeting should be held within 30 days of receiving the referral.

Prior to the meeting date, the committee should commence an investigation into the referral complaint and may request additional documentation, meetings with third-party witnesses, and a review of relevant documents such as the student's academic file, etc.

The student may submit a written statement or other documentation to the committee not later than 48 hours prior to the hearing. All written documentation to be considered by the committee should be made available to the student prior to the hearing date.

If the student does not attend a duly noticed meeting of the SEC, the committee will continue its action and render a decision without the student being present. Notice is considered duly given via email to the student's SU email address or via U.S. Postal Service.

Because the purpose of the SEC is not disciplinary, but rather seeks to assist students in identifying and remediating issues that are of concern in the ongoing academic, professional, and personal development of the student, meetings are between the student and committee members only. No legal or other representative of either party is allowed to attend the meeting. Verbatim transcript or electronic recording of the meeting is not permitted.

The student must be given fair opportunity to understand the concerns that are being investigated.

If at all possible, the committee and the student should work together to construct a plan to address the academic and behavioral issues that resulted in the referral. If the student is unable to participate in a reasonable way with the development of a plan of action, the committee will meet without the student and will render a decision on a course of action. Outcomes may include, but not be limited to, any of the following:

- a. No action
- b. Letter of concern placed in student's academic record
- c. Tutorial assistance
- d. Referral to outside resources
 - e. Academic or behavioral remediation, including a specific plan of action, timelines, expected outcomes, consequences for failing to meet expected outcomes, process for monitoring
- f. Removal from clinical training or field experience site
 - g. Probation with specific requirements and timeline for removal from probation, including any consequences for noncompliance with probation requirements
- h. Administrative leave from the program
- i. Referral to Clinical Training and Conduct Committee with recommendation for dismissal from the program

The student and the referring party shall be notified in writing of the outcome of the SEC process including a full explanation of any remediation or probationary action. The student shall be notified in writing within 30 business days of the date of the meeting.

Students who are placed on administrative leave from the program will be responsible for all tuition and other costs associated with their failure to complete courses they may be enrolled in at the time of the leave.

Additional Evaluation by Professionals: If a student claims a disability, the SEC should refer the student to the Academic Success Center to determine if the student needs accommodations for the committee proceedings. All students, with or without a documented disability, must perform to the academic and conduct standards required by the program and by the profession they seek to enter. Accommodations are not retroactive, and the failure to request accommodations does not forgive past difficulties.

Referral for mandatory evaluation is the purview of the Clinical Training and Conduct Committee. The SEC can refer the

student for evaluation to the Clinical Training and Conduct Committee with recommendation for a mandatory referral in situations where there is reasonable cause to believe the student is emotionally or psychologically unstable, there is a threat of violence or suicide, or where drug or alcohol abuse is suspected.

CLINICAL TRAINING AND CONDUCT COMMITTEE POLICIES & PROCEDURES

Description: The Clinical Training and Conduct Committee is responsible for investigating serious issues that arise during the course of a student's clinical field training, as well as suspected serious ethical violations, conduct issues, or failure to remediate behavioral, academic, or professional development issues. The Clinical Training and Conduct Committee is the only Graduate Professional Studies committee with the authority to dismiss a student.

Membership: Dean or director, one faculty member and one other person appointed by the Dean (or director) plus the coordinator or manager as a non-voting member.

Purpose and Scope: The SGPS holds as a primary concern the ethical, professional, and academic development of students and strives to ensure that all graduates are capable of functioning as professionals in their chosen field. Moreover, training programs are required to serve as gatekeepers of the profession which requires removal of persons who would likely cause harm or violate the legal and ethical standards established by either State laws and regulations and/or the professional organizations.

Procedures: Any member of the university, including faculty, staff, students, and clinical supervisors, may make a referral of any student for misconduct, serious issues occurring at a clinical training site, or other violations of the Simpson University code of conduct, school or program policies, or established standards of professional conduct. The referral must be prepared in writing and submitted to the chair of the Clinical Training and Conduct committee within 30 business days after the alleged violation occurred or the referring party was made aware.

Students may also be referred to the Clinical Training and Conduct Committee for disciplinary action by the Student Evaluation Committee when previous remediation actions imposed by the Student Evaluation Committee have been unsuccessful. The Student Evaluation Committee shall prepare a referral in writing and submit it to the chair of the Clinical Training and Conduct Committee who shall review and investigate the complaint to determine if the allegations have merit. The chair of the Clinical Training and Conduct Committee will coordinate committee proceedings.

Students who do not meet criteria on the Candidacy Evaluation will be referred to the Clinical Training and Conduct Committee with a recommendation for dismissal from the program. In this case, the student is notified by the program director of their failure to achieve candidacy status in the program and of the referral to the CTCC with recommendation for dismissal. The chair of the CTCC will review the candidacy evaluation and will (1) confirm dismissal from the program, or (2) convene a meeting of the full committee to review the referral. In the case of a full committee meeting, the following procedures will be followed:

Committee Procedures: The following procedures govern the actions of the Clinical Training and Conduct Committee:

- a. The committee chair will notify the student in writing of the reasons for the referral and of the pending action of the Clinical Training and Conduct Committee and will schedule a committee hearing within 7 to 21 business days of notifying the student of the referral.
- b. After the committee hearing has been scheduled, the student should be notified in writing, either via email sent to his/her Simpson University email address and/or by letter sent to the student's physical address on record, of the date, time and location of the hearing, the specific allegations against him/her and any supporting documentation that will be reviewed by the Clinical Training and Conduct Committee.
- c. In the event that the student does not attend the proceedings, the Clinical Training and Conduct Committee will

commence deliberation and render a decision.

d. The student may have a support person present at the hearing, with approval of the committee chair. The support person can be a faculty member, a staff member, or another student. The support person may not act as an attorney or an advocate and may not speak at the hearing except by request of the committee chair. Students are expected to speak on their own behalf.

e. The student is not permitted to bring legal counsel to committee meetings. Verbatim transcripts or electronic recording of the meeting is not permitted.

f. Witnesses with knowledge of circumstances related to the alleged infraction are permitted to present information during the hearing and pertinent records, exhibits and written statements may be considered by the Clinical Training and Conduct Committee.

g. Any procedural questions raised during the process should be addressed by the committee.

h. After the hearing, the Clinical Training and Conduct Committee will ask the student to leave the room while they deliberate and render a decision regarding the merits of the allegations. If the committee determines that a violation has occurred, the Clinical Training and Conduct Committee will determine what sanctions are appropriate. Possible sanctions include, but are not limited to: a) issuing a warning to the student, b) placing the student on general probation with a remediation plan, c) placing the student on administrative leave of absence and establish conditions for reentry, or d) dismissing the student from the program.

i. Within 30 business days of the hearing the student should be informed in writing by the committee chair of the disciplinary action, as well as the conditions that must be met in order to remove the disciplinary action, if appropriate. Information regarding the student's right to appeal should be included in the written communication to the student. Copies of the referral letter, evidence, letter of notification, minutes, and the letter sent to the student describing the disciplinary action are retained in the Clinical Training and Conduct Committee records which shall be kept in a locked file cabinet in the SAGPS office. A copy of the disciplinary letter is placed in the student's official academic file. The referral source, training site, faculty, and administration will be informed of the outcome on a need-to-know-only basis in accordance with the Family Educational and Privacy Rights Act (FERPA).

(1) Mandatory Evaluations

The Clinical Training and Conduct Committee may require a student to submit to an evaluation by a health care professional in certain circumstances (such as where there are questions about the student's mental status, violence or suicide is threatened, or where drug or alcohol abuse is suspected) in order to determine the health and safety of the student and the campus. Evaluations required by the Clinical Training and Conduct Committee must be conducted by an appropriately licensed professional who is not affiliated with the university. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, any member of the committee or program staff will contact the proper authorities.

(2) Administrative Leave of Absence

In addition to other reasons for administrative leave, the program director may place a student on an administrative leave of absence prior to a conduct hearing when, in the judgment of program staff and/or faculty, the student's presence may pose a threat of harm to himself, to others, or to property of Simpson University.

(3) Violations of Law

Disciplinary procedures may be instituted against a student charged with violation of a law that is also a violation of the student conduct policy. Proceedings under this policy may be carried out prior to, concurrent with, or following civil or criminal proceedings off campus.

j. Students wishing to appeal a disciplinary decision may do so according to the Student Right to Appeal process

described in the Simpson University Academic Catalog. No further appeals will be heard.

k. Any sanctions issued as a result of the Clinical Training and Conduct Committee proceedings will remain in place until the designated appeals committee renders a decision otherwise. This designated appeals committee or campus official will be composed of staff and faculty members not involved in making the initial disciplinary decision. The student must obey the terms of the decision pending the outcome of the appeal.

l. In the event of dismissal from the program, the student is responsible for any tuition and fees that they incurred during the term in which they were dismissed from the program as well as any other money owed to the school.

Student Right to Appeal

Students in the School of Graduate Professional Studies may appeal a decision of the Clinical Training and Conduct Committee if they feel the decision was based on bias or that the CTC Committee process was not followed. An appeal must be filed by the student within five working days of the date they were notified of the decision of the CTC Committee. Students will be notified of decisions of the CTC Committee in writing via email sent to the Simpson University email address and to their home address of record.

Procedures that are found in program handbooks (for example, the clinical training manual) will supersede these procedures, and decisions which follow from that process are final.

Guidelines for filing an appeal of decision by Clinical Training and Conduct Committee:

- The student will initiate an appeal procedure by indicating in writing the basis for the appeal including the evidence on which the appeal is being made. The student will submit this document(s) to the provost. The written statement must include the following:
 1. Names of any parties involved.
 2. A clear statement of the nature of the appeal.
 3. Evidence on which the appeal is based.
 4. Why the decision or action of the Clinical Training and Conduct Committee constitutes bias or a failure to follow process.
 5. What has been done to resolve the issue.
 6. The desired outcome(s).
 7. Written authorization from the student giving members of the appeals committee access to any and all relevant information, including access to the student's education record.
- Within 5 working days of receipt of the written request for an appeal, the provost will review the appeal and will make a ruling to either: (1) approve or deny the appeal or, (2) refer the appeal to an ad hoc appeals committee for further review. If the appeal is referred for further review, the provost will appoint the ad hoc committee which shall be composed of three people from the academic community who are familiar with the academic and professional standards of the programs within the School of Graduate Professional Studies. If the appeal is based on an issue related to the student's clinical field training experience, one person on the ad hoc committee should be someone familiar with the requirements of counselor training. The dean will approve the qualifications of the ad hoc committee members.
- The chair of the appeals committee will distribute the student's written appeal materials as well as any other relevant materials to each member of the appeals committee, the faculty or staff members involved, and the director of the program.
- The chair of the appeals committee will schedule a hearing within 14 working days of the date on which the student's written appeal was received by the provost and will notify the student in writing of the meeting day, time and location.

- Meetings of the appeals committee may only be attended by members of the committee, the student, and, under certain circumstances, the committee may invite persons who are named in the appeal. Students may be accompanied to the meeting by a support person who must be a faculty member or a student approved by the program. It is not the function of the support person to serve as an advocate for the student, and the support person is not allowed to speak, ask questions or otherwise have a role in the proceedings. Should a student wish to bring a support person, they must make the request to the committee chair at least 24 hours ahead of the scheduled meeting time.
- The student shall not have legal counsel present at the meeting nor have any other person represent him/her as counsel. Likewise, the appeals committee may not have legal counsel present at the meeting.
- Once an appeal has been filed and an appeals committee has been appointed, the student may not approach any member of the committee to discuss the appeal, circumstances surrounding the appeal, or any aspect of the process of the appeal.
- If a committee member is approached prior to a meeting by the student who has filed the appeal or by any other student, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.
- If, during the committee proceedings, it becomes evident that more information is needed, the committee may delay making a final decision until the committee has had a chance to review all pertinent evidence and information. The student will be notified in writing of any further meetings of the committee at which the student's attendance is required.
- Neither the student nor the student's support person shall be present during committee deliberations. After deliberations, the committee will decide on the matter by simple majority vote. All parties will be notified, in writing, within one calendar week of the decision. Written notification will be sent to the Simpson University email address for all parties and a copy will be mailed to the student's physical address on record with the university. The committee's decision shall be final.
- Minutes of the appeals committee proceedings will be kept in a confidential file in the office of Academic Affairs.

Course Descriptions

School of Graduate Professional Studies

M.A. in Organizational Leadership

OL6000

Behavior in Organizations: This course provides a foundational understanding of theories of human behavior within the context of organizations. Topics covered include: individual attitudes, perceptions, personality & abilities; interpersonal behavior, work groups and teams; organizational culture; politics & power; and decision-making in organizations, among others. Some of the topics introduced during this course will be covered in depth throughout the remainder of the curriculum.

OL6010

Strategic Planning & Positioning. This course provides students with the fundamental knowledge, skills and tools to lead and implement a strategic plan that is based on organizational vision, values and purpose. Students will learn what strategic planning is, why it is important, how it is done, who (should) do it, and the leadership skills that are most effective in a successful strategic planning process

OL6020

Leading and Managing Human Resources. This course examines current issues in human resources management and examines leadership practices that maximize the employee experience. Topics covered include laws and regulations governing workplace HR practices; recruitment, hiring, retention and succession planning; training and development of employees; and, performance evaluation and compensation.

OL6030

Ethical Leadership. This course emphasizes the individual as ethical decision-maker and leader in the contemporary organization. The course studies the development of ethical reasoning and leadership behavior and introduces the basic concepts and skills necessary for self-management and for promoting ethical conduct in others.

OL6040

Communication and Conflict Resolution. This course offers students an overview of the causes and sources of conflict in organizations and provides opportunities to develop effective strategies for responding to them. The importance of understanding and employing effective communication processes is highlighted. Topics such as self-awareness, communication theory, negotiation and dispute resolution skills, and developing communication competent employees are covered.

OL6050

Diversity in Organizations. The purpose of this course is to introduce students to an understanding of the ways in which people differ and the importance of acquiring and utilizing leadership skills and practices that enhance organizational effectiveness with a diverse and/or globalized workforce. Students will analyze various theoretical frameworks to understand cultural influences on leadership competence. Topics addressed in this course include: cultural attitudes and behaviors; cultural influences on ethical leadership; motivational practices; strategic leadership and change.

OL6060

Leadership Theory. This course is foundational to understanding leadership practices. The course examines leadership theories through the lens of the leader, the followers, and the organizational context or situation. Topics include individual leader traits; organizational culture and change; transformational, transactional, and charismatic leadership; and power and influence.

OL6065

Women as Leaders. This course provides an analytical and exploratory approach to the role of women in leadership. Topics such as: barriers and challenges facing women in different careers, developing women as leaders; and, understanding women's unique contributions to organizations will be explored from an interdisciplinary approach including social, structural, cultural, psychological, institutional, organizational, political, economical, personal, and spiritual. This course is for both men and women to develop leadership strategies to address the issues faced by women in the workplace.

OL6070

Organizational and Program Evaluation. This course is designed to introduce you to program evaluation and provide you opportunities to practice key skills in it.

OL6075

Leading Change. This course provides an examination of the forces that drive organizations to change, the impediments to change, and focuses on the nature and processes of organizational change. Students will be exposed to organization change theory and to an examination of how to be an effective leader, implementer, and recipient of change

OL6125

Financial Leadership. This course provides students without formal accounting or finance training with the conceptual framework and practical tools needed to provide strong fiscal management and fiscal leadership in the organizational environment. Topics covered include those related to the fiscal management cycle: planning, execution, recording, reporting, and monitoring.

OL6135

Marketing for Organizations. This course provides students with the concepts and tools needed to market their programs and services. Topics include: conducting competitive analysis; researching client needs; developing a customer-centered organizational culture; designing the right market mix; and developing the resources for a successful plan.

M.A. in Counseling Psychology

CP 5025

Child & Adolescent Development (3) This course explores the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth and development from conception through adolescence including an understanding of the development of characteristics such as resilience. The focus is on exploring and understanding the major theories of child and adolescent development with emphasis on the application of theory to real life situations and problems such as poverty, malnutrition, access to adequate education, and the child-rearing practices of various culture groups found within California.

CP 5045

Child & Adolescent Psychopathology (3) This course provides an understanding of the broad range of childhood and adolescent problems and disorders and explores the major psychopathologies of childhood and adolescence. Various theories for the etiologies of child and adolescent psychopathology are considered as well as a discussion of the impact that culture, socioeconomics, and family resources has on the identification and treatment of child and adolescent disorders. An emphasis is given to assessment and multi-axial diagnosis of the disorders using the current edition of the DSM. Also covered is an examination of the approaches most frequently used to treat various disorders of childhood and adolescence and the evidence supporting those approaches.

CP 5065

Research Methods (3) This course provides a survey of key concepts in social science research including sampling, measurement, research ethics, and design. Additional topics include the evidence base for clinical research, the evaluation of interventions, and pseudoscientific concerns in clinical research. Emphasis is placed on the review, evaluation, and application of professional literature to clinical practice in marriage and family therapy.

CP 5075

Psychopathology in Adults (4) The focus of this course is on the assessment, diagnosis, prognosis, and treatment of personality and behavioral disorders in adulthood. Emphasis is on the assessment and multi-axial diagnosis of disorders using the current edition of the DSM. An overview of evidence-based treatment approaches for the major mental disorders is included. The course offers faculty and student dialogue on topics related to understanding disorders and integrating clinical strategies derived from a Christian perspective.

CP 5085

Legal and Ethical Issues (3) This course introduces students to the legal, ethical, and moral issues related to the practice of marriage and family therapy in the state of California. Professional ethical codes and moral dilemmas are studied. A review of statutory, regulatory, and decisional laws related to the MFT's scope of practice, including confidentiality, privilege, reporting requirements, family law, and the treatment of minors is covered. The legal and ethical standards applicable to working in different types of settings, current legal trends in the mental health professions, and a review of the laws and regulations pertaining to licensure in California are also covered. Consideration is given to the student's spiritual beliefs, values, and behaviors, especially in relationship to becoming a marriage and family therapist.

CP 5095

Family Therapy: Theory and Practice I (3) This course covers the foundational principles of family systems theory and practice and begins a study of the classic models of family therapy. Students will explore their family of origin and will apply various theories to their own family. A discussion of how the various theories address issues of poverty, social, and

economic deprivation is provided. Also, the appropriateness of the various theories in clinical work with various marginalized populations and culture groups, particularly those found within California, is covered.

CP 5105

Psychological Assessment (3) This course provides students with a broad understanding of the clinical uses of psychological tests, including an introduction to the major types of instruments and the ability to understand test results. An overview of the variety of assessment and diagnostic tools used to assess for behavioral, psychological, and relationship problems is given. Emphasis is given to understanding the relationships between presenting issues and social and financial stress, education, poverty and deprivation, trauma, substance abuse, stage of life, and cultural impacts such as those associated with a variety of cultures found in California including race, ethnicity, gender, religion, and sexual orientation. Students will be presented with accepted methods of documentation and report writing.

CP 5115

Contemporary Issues in Marriage and Family Therapy (3) This course provides a broad overview of issues that currently affect the profession and practice of marriage and family therapy in California. Included is a presentation of the current trends in the mental health professions, including systems of care for the severely mentally ill; services, supports, and resources that are available to SMI clients and their families; client advocacy; and the management of client cases. Empowering clients to collaborate in their own treatment and focusing on recovery models and evidence-based practices are given special attention. Students will meet with consumers and/or their family members. Students will learn appropriate methods of disaster response and will be exposed to community and governmental resources for responding to natural and man-made disasters. As current issues evolve, the topics covered in the course will also evolve.

CP 5215

Counseling Skills (3) This course introduces students to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and collateral consultation and referral. This is an experiential course with emphasis on skills development through role plays, observing and providing feedback, and audio/videotaped clinical practice.

CP 5245

Child Abuse and Family Violence (3) This course provides the definition and incidence of physical and emotional abuse, neglect, and sexual molestation; the dynamics of family violence; and the resulting evidence of trauma. Offender and non-offender characteristics are reviewed. Emphasis is given to understanding cultural factors as they apply to family violence. The treatment of children, adolescents, the family, and adults abused as children is covered. The evidence for and efficacy of various treatments is examined. Ethical and legal issues, referral sources and community resources, and confidentiality is covered.

CP5260

Adult Development and Geropsychology (3) This course provides a broad understanding of the unique issues faced by adults with an emphasis on older adults later in life. Developmental theory from early adulthood through aging and death is explored including aspects of social, emotional, psychological, cognitive and spiritual development and functioning. Students will be presented with an overview of the events and experiences that impact adults including culture, gender, family relationships, socioeconomic (including economic insecurity), health and long term care of older adults. Students will explore how adults cope with normal and abnormal life events such as expected and traumatic loss, changing relationships, and changing health and physical abilities. Students will also explore the techniques, and skills needed to work with adults and older adults in a therapeutic context including how to recognize and respond to elder abuse and maltreatment.

CP 6315

Family Therapy: Theory and Practice II (3) This course is a continuation of Family Therapy: Theory and Practice I. A comprehensive survey of the models of family therapy continues in this course with an exploration of the role of language, meaning, and process in relationships. Students will learn to think systemically across a wide range of presenting issues and will learn to conceptualize and apply interventions from multiple systemic orientations. An exploration of how the various systemic theories covered in this course apply to clinical work with a variety of marginalized populations,

cultures, social and economic problems will be given. (Prerequisite: CP 5090)

CP 6325

Couples Therapy and Domestic Violence (3) This course examines the psychotherapeutic theories and processes for the assessment and treatment of a wide range of relational issues. Emphasis is given to the detection, assessment, and intervention strategies for family violence and trauma with particular attention given to cultural factors that are relevant to abuse of partners and family members, and the dynamics of same-gender abuse. Attention is given to understanding and working with non-traditional couples.

CP 6330

Groups: Theory, Process & Practice (3) This course provides a broad understanding of group development, dynamics, and therapy. Major theoretical approaches and group leadership styles are discussed. Several different approaches to conducting group therapy are reviewed and practiced. This is an experiential course where students function in the role of group members and also co-lead the group.

CP 6345

Psychopharmacology (3) This course introduces the common physical and medical issues that relate to the practice of marriage and family therapy. The biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy is covered. Current information on the classes of medications and their use is covered. Consideration is given to the special needs of certain populations such as children, the elderly, substance abuse patients, patients with substance abuse and co-occurring disorders, and the severe and persistently mentally ill.

CP 6355

Issues of Diversity in Counseling (3) This course evaluates students' awareness of divergent cultural values, assumptions, and family dynamics and is designed to sensitize students to the impact of culture on the counseling process. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural counseling and examines the multicultural and pluralistic trends, characteristics, and concerns of diverse groups, particularly those found within California. Special attention is given to exploring how Christian beliefs and values affect one's understanding of diverse cultural practices.

CP 6365

Substance Abuse and Co-Occurring Disorders (3) This course provides an introduction to substance abuse and co-occurring disorders, including a careful examination of the diagnostic criteria in the current edition of the DSM. Assessment procedures and treatment issues are discussed with emphasis given to evidence-based treatment approaches. The etiology of substance abuse and co-occurring disorders is carefully reviewed. An overview of the risk factors, prevention strategies, and the physiological and psychological effects of substance abuse on individuals, relationships, and systems, including the relationship between substance abuse and trauma, is provided. Attention is given to systemic issues and ways that various systems support or influence substance abuse and recovery. A review of the current laws regulating the treatment of substance abuse is covered. Students will be given the opportunity to meet with consumers and/or their family members.

CP 6375

Child & Adolescent Therapy (3) This course presents a variety of psychotherapeutic modalities, offering the student an opportunity to develop basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of developmental aspects, family dynamics, the social environment, family violence, and trauma is addressed. A review of best practices and evidence-based treatments of children and adolescents is given. Legal and ethical issues in the treatment of children and adolescents are discussed.

CP 6400

Human Sexuality (3) This course reviews human sexuality in contemporary society from biological, psychological, social, and moral perspectives. Anatomy and physiology of human sexuality, including reproduction, normal and abnormal sexual response, psychosexual development, human fertility, and human sexual dysfunction are covered. An overview of

the models of sex therapy and treatment strategies utilized in treating sexual dysfunctions is provided.

CP 6416

Practicum I: Introduction to Clinical Field Training (1) This is an introductory course that prepares students for the Clinical Field Training experience. During this course students will select and interview for placement at a training site. Students will be presented with all requirements for successful clinical field training.

CP 6417

Practicum II: Clinical Field Training and Seminar (1.5) This course is a one-semester, supervised experience in an approved clinical setting providing direct therapy services. Students also attend a weekly seminar led by a faculty member where they will present individual, marital, and family therapy cases, present and evaluate videotaped counseling sessions, and consult with faculty and clinical peers. Seminar time will also be spent preparing students for the Clinical Evaluation Project (CEP) capstone project. (Prerequisite: CP6416)

CP 6418

Practicum III: Clinical Field Training and Seminar (1.5) A continuation of CP 6407. Seminars will review recovery concepts. Students will apply the recovery model when conceptualizing cases and doing treatment planning, including accessing resources, promoting healthy lifestyle, and preventing illness. Seminar time will also be devoted to identifying ethical dilemmas in clinical practice and supervision and in formulating responses to dilemmas. (Prerequisite: CP6417)

CP 6419

Practicum IV: Clinical Field Training and Seminar (1.5) A continuation of CP 6408 Practicum III. In addition to case consultations, seminars will review the integration of awareness of multiple issues and dynamics into the development of a clinical picture and the formulation of interventions. Seminar time will be devoted to the development of prognoses utilizing information about clients' access to resources, strengths, assessed resilience, and family and social supports. (Prerequisite: CP6418)

CP 6420

Practicum V: Clinical Field Training and Seminar (1.5) A continuation of CP 6409 Practicum IV. During this course students will present their Clinical Evaluation Project (CEP) to the seminar. (Prerequisite: CP6419)

CP6421

Practicum VI: Clinical Field Training & Seminar (1.5) A continuation of CP6420. This course culminates the student's clinical training practicum experience in the program. During this course students will present their Clinical Evaluation Capstone Project (CEP) to the Capstone Review Committee. (Prerequisite: CP6420)

CP 6510

Master's Thesis I (.5) This course is the gateway to students wishing to complete the Master's Thesis option. During the sequence of courses comprising the Master's Theses, students will complete scholarly research, analysis, and writing which is relevant to the field of marriage and family therapy. Students are encouraged to choose a research topic that reflects their specific interests, current trends in the field, or future professional or academic goals. For students on a two-year program completion plan, Master's Thesis begins in the student's third term and typically takes a total of eight terms to complete. The sequence of thesis courses is offered through Directed Study, and students will work with their thesis supervisor to complete the project. Grading is P/NP (Progressing/Not Progressing). (Prerequisite: Approval of the Capstone Committee)

CP 6520

Master's Thesis II (.5) A continuation of CP 6510 Master's Thesis I.

CP 6530

Master's Thesis III (.5) A continuation of CP 6520 Master's Thesis II.

CP 6540

Master's Thesis IV (.5) A continuation of CP 6530 Master's Thesis III.

CP 6550

Master's Thesis V (.5) A continuation of CP 6540 Master's Thesis IV.

CP 6560

Master's Thesis VI (.5) A continuation of CP 6550 Master's Thesis V.

CP 6570

Master's Thesis VII (.5) A continuation of CP 6560 Master's Thesis VI.

CP 6580

Master's Thesis VIII (.5) A continuation of CP 6570 Master's Thesis VII.

CP 6580E

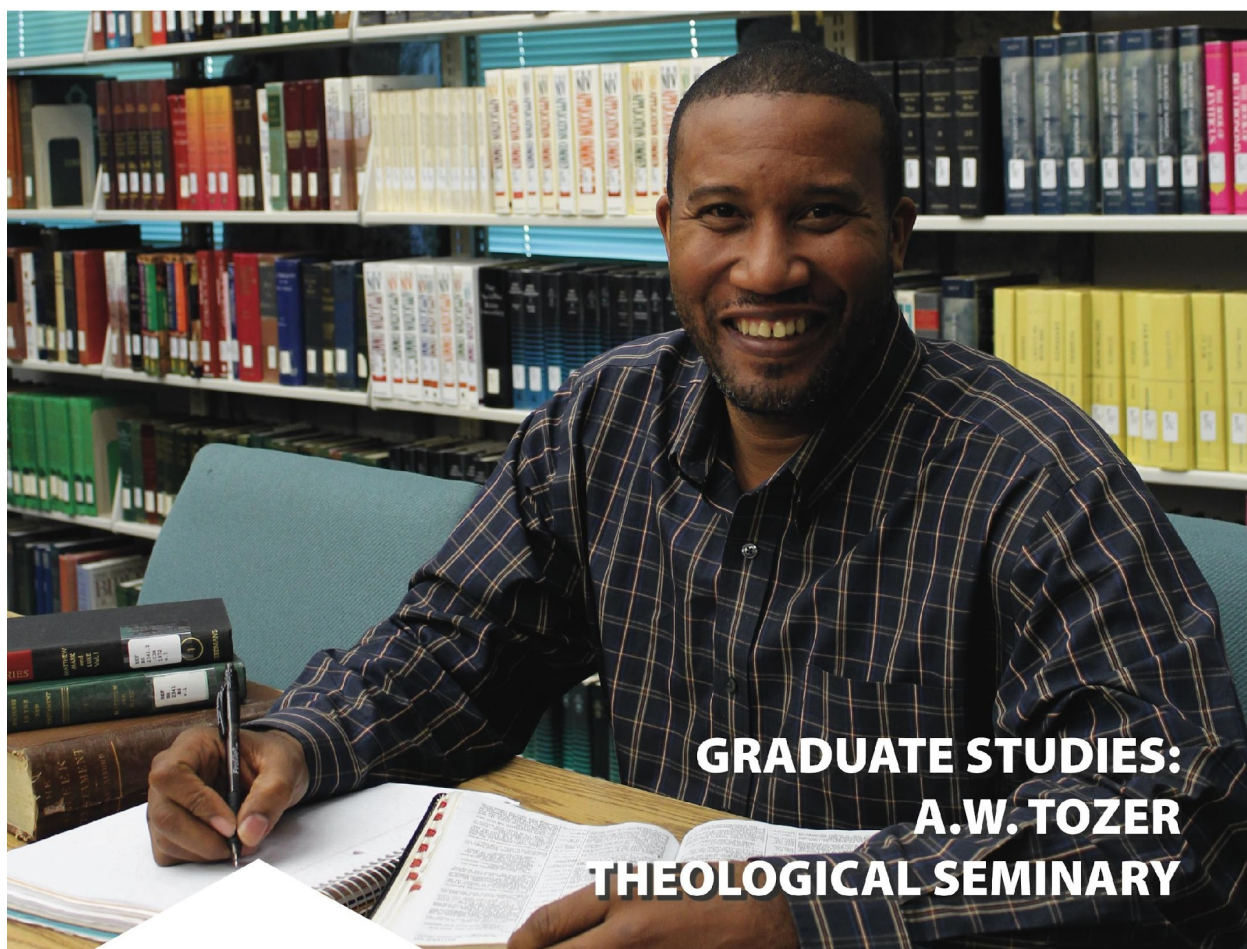
Master's Thesis Extension (.5) Students who are not able to complete the Thesis within the eight terms during the program will enroll in this course for not more than two additional terms. This course is an extension of CP 6580 Master's Thesis VIII.

CP 6915

MACP Portfolio Capstone Course (0) This is a zero-credit, tuition neutral course that students in the MACP program enroll in during their final term in the program. Successful completion of the course is required for graduation. During the course students complete their required Integrative Capstone Portfolio and Essay project. Failure of the project results in failure of the course. The course is graded P/NP.

CP 6916

Portfolio Capstone Remediation (1) Students who fail CP6915 may be allowed to remediate the capstone project by enrolling in this one credit course. Conditions under which students are allowed to enroll in this course are articulated in the Program Capstone Projects, Portfolio Project section of the catalog. The course is graded P/NP.



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Academic Calendar

A.W. Tozer Theological Seminary

FALL 2019

July 1	Monday	Tozer registration opens for Fall 2019
Aug. 23	Friday	Last day for Tozer Fall registration
Sept. 3	Tuesday	Classes begin for Fall 2019
Sept. 9	Monday	Last day to add classes
Sept. 13	Friday	Last day to drop classes
Nov. 7	Thursday	Registration opens for Spring 2020
Nov. 14	Thursday	Last day to withdraw from classes
Dec. 13	Friday	Tozer classes end
Jan. 3	Friday	Last day for Spring 2020 registration

SPRING 2020

Jan. 7	Tuesday	Classes begin for Spring 2020
Jan. 13	Monday	Last day to add classes
Jan. 17	Friday	Last day to drop classes
Jan. 11	Saturday	Commencement for Summer and Fall graduates (2 p.m.)
March 5	Thursday	Registration opens for Summer 2020
March 13	Friday	Last day to withdraw from classes
April 24	Friday	Tozer classes end
April 24	Friday	Baccalaureate (7 p.m.)
April 25	Saturday	Commencement for Spring graduates (10 a.m.)
May 1	Friday	Last day for Summer 2020 registration

SUMMER 2020

May 5-Aug. 14	Tuesday-Friday	Classes begin for Summer 2020
May 12	Tuesday	Last day to add classes
May 15	Friday	Last day to drop classes
June 26	Friday	Tozer registration opens for Fall 2020
July 3	Friday	Last day to withdraw from classes
Aug. 14	Friday	Tozer classes end

Note: Simpson University/Tozer Seminary reserve the right to change this calendar as necessary.

General Information

A.W. Tozer Theological Seminary

"What comes into our minds when we think about God is the most important thing about us." - A.W. Tozer

SEMINARY MISSION

A.W. Tozer Theological Seminary, a graduate school for ministry at Simpson University, equips Christ's followers to handle God's Word competently, and to respond to the Spirit's calling for effective service to Christ and His Church in a lost and dying world that needs to encounter the living God.

SEMINARY VISION

Using multiple educational delivery systems, A.W. Tozer Seminary challenges Christian servant-leaders to live worthy of their calling, handle God's Word accurately for life change, walk in the Spirit with integrity, take the Gospel to all peoples, and competently shepherd ministries within Christ's Church among the diverse people groups of the world.

PERSPECTIVE ON EDUCATION

A.W. Tozer Theological Seminary's perspective on education is rooted in our understanding of life change. Christ has irrevocably changed us, and He continues to transform us to be more like Himself (Romans 12:1-2). He is our hope, and change is normal! We expect our students to continue to be transformed by Christ during their time at Tozer. We see Paul's words to Timothy as providing a discipleship model: "And the things you have heard me say in the presence of many witnesses, entrust to reliable men who will also be qualified to teach others." (2 Timothy 2:2)

In this context, the seminary is committed to developing disciple-makers who (1) love the living God, (2) worship Him in the way they live life, (3) serve His saints based on the Holy Spirit's anointing, and (4) clearly proclaim the Good News to all people groups reflecting sound theology, social science research, and ministry competence. Each program has clearly established outcomes in knowledge, dispositions, and skills that will be achieved before graduation. We define a ministry environment broadly so as to include homes, churches and workplaces in North America, or engaging diverse cultures in other parts of the world.

Our education focuses on biblical and theological scholarship, spiritual formation, character development, professional competencies, and ministry experience. The result is equipping each seminarian for his or her ministry calling. Our students know Christ and the power of His resurrection. They can exegete the Word and exegete our changing culture so that their message is both biblically sound and culturally relevant.

If historic leaders of The Christian and Missionary Alliance (like Rev. A.B. Simpson or Rev. A.W. Tozer) were summarizing our focus, we would undoubtedly hear them quote the Scripture: "Christ in you; the hope of glory!" (Colossians 1:27). This verse serves as our guiding principle for ministry and motto for life.

We can use a three-legged stool to illustrate our concept of the seminary's educational model. Biblical and theological scholarship would be one leg of the seminary experience, spiritual formation and character development would comprise the second leg of our education, and professional competencies and experience would make up the third leg of our educational model. The three distinct aspects of our model provide a stable foundation on which a minister can be equipped for his or her calling. So, do we feel confident about the future? Our confidence is in Christ, and so our commitment is to continue mentoring those He brings within our sphere of influence.

Life transformation is our ultimate educational goal. That change must take place within our learners, in various realms: knowledge (head), dispositions (heart), and professional competencies or skills (hands). We believe those changes take place best in the context of relationships. Just as Christ was incarnational, we too must live out our faith in the midst of

community. While some of the content may be delivered via electronic means, our emphasis will be relationally-based learning as that is what is at the heart of the Church's presence in the world: relationships. For a detailed look at the outcomes, please explore the observable outcomes we believe are essential for each educational program.

EDUCATIONAL DELIVERY SYSTEMS AND COURSE EXPECTATIONS

A variety of delivery systems enables A.W. Tozer Seminary to allow students to remain active in ministry while completing educational programs. Current technology allows us to deliver many courses in a computer-based, internet delivery format; we also deliver a variety of courses in hybrid formats combining direct face-to-face intensives with additional projects and assignments via online delivery. Some intensives are broadcast via a PolyCom large screen telecommunication system to other sites. Direct face-to-face courses spread over a regular semester are also available to a limited extent. Currently, the seminary has authorized operational extension sites in Columbia, Missouri, and Sacramento, California. In the Midwest, we are partnering with the Theological Education Initiative located at Woodcrest Church in Columbia, MO. In the Greater Sacramento area, we are working in cooperation with the Central Pacific District Office of the C&MA. We are exploring other hubs whereby we can deliver our programs using appropriate technology and incarnational transformation in face-to-face contexts.

To describe the faculty's incarnational ministry perspective, currently our educational delivery is approximately 50% of courses being delivered in part via a one-week intensive, and combined with online learning components over the entire semester. The other half of the courses is being completed in online formats. Using this blended structure, students may remain engaged in various ministry settings in their communities and take at least one week each semester to interact with faculty and students on campus in intensive courses. The faculty believes this face-to-face interaction is critical for the learning process when it comes to ministry preparation. Tozer Seminary is expanding the number of courses online, and our accreditors have approved us to offer both degrees based on online and hybrid educational models. Currently, certificate programs can be completed online without residency requirements.

Whether a course is delivered online, in a hybrid intensive format, or in a live classroom, our goal is course equivalency when it comes to learning. In other words, while assignments may be different because of the delivery system, accomplishing the course objectives will be the same. Tozer Seminary faculty target approximately 120 clock-hours of student learning activities for each 3-unit course, no matter what delivery format is used.

SEMINARY CULTURE

Because of our relationship within the broader Simpson University academic community, we embrace the values and the statement of commitment of Simpson University. We believe these statements reflect our commitments. These are:

OUR STATEMENT OF COMMITMENT

We profess the supremacy of Jesus Christ as Lord of all. In faith, we submit ourselves to His authority and His Word and seek His wisdom. We will reflect His character in our daily lives. Simpson will be a Christ-honoring university, and we embrace the core values, which inform our identity and drive our vision for the future.

OUR CORE VALUES

Community: We are a covenantal community. We commit to creating a learning community that is intentionally and faithfully hospitable and welcoming; that is inclusive and diverse; that practices justice, fairness, and respect for all people; that is compassionate, kind, and loving; and that reflects the heart and image of God in all that we do.

Excellence: We commit to excellence in teaching, scholarship, recruitment, leadership, management, stewardship, and interpersonal interactions, seeking to continuously improve in all our practices.

Accountability: We commit to individual and corporate responsibility for our actions, decisions, communications, and performance, and welcome evaluation and feedback.

Integrity: We commit to honor God and each other through openness, honesty, and ethical conduct in all matters.

Service: We commit to honor God by modeling Christ's example of service to all humanity. Our calling as a Christian university is to be a "gateway to world service" and a place where the Great Commission is lived out.

As a seminary preparing men and women for various Christian ministry callings, we underscore the importance of character development and holiness. Thus, a significant portion of our educational and developmental process is character related. This occurs inside and outside the classroom, and it occurs in conjunction with local churches. Biblical character is significantly more than simply highlighting the values statement of our institutional culture. Galatians 5:1-26; I Timothy 3:1-13; and I Peter 5:1-11 provide examples of the biblical mandate for the godly character we desire to see in our graduates and our faculty community.

At Tozer Seminary, character development is not about a defined list of cultural rules to obey; it is about learning how to read and obey God's Word. Character development is about listening to the spirit's quiet promptings in the context of God's Word and God's people.

TOZER SEMINARY LEADERSHIP

Dr. Patrick A. Blewett serves as the dean at Tozer Seminary. He brings a blend of academic leadership and pastoral care reflecting his training and experience. Dr. Blewett holds a Doctor of Ministry degree and other degrees from Western Seminary in Portland, Ore. He holds a Doctor of Philosophy in Education from the University of Idaho. He has over 17 years of pastoral experience and about the same amount of experience as a dean in theological higher education settings. He is active in church planting and in governance of an organization that mentors theological leaders in the global south. He is licensed with the Central Pacific District of the C&MA, and is ordained via his home church in Idaho and is a Board Certified Pastoral Counselor. Dr. Blewett came to Tozer Seminary in the fall of 2013.

Seminary leadership is team-oriented on many levels. Dr. Blewett works with local pastors, denominational leadership, peers from around the country, and our faculty to continually evaluate the seminary's curriculum in order to insure our graduates can effectively serve the Church in the twenty-first century. The seminary is also establishing program directors within the faculty to assist in the advising and oversight of each program.

Within the Dean's office, two other key positions exist: One is the Faculty Services Coordinator, who works with all faculty members related to curriculum, scheduling, and administrative requirements. A second position is the Student Services Coordinator, who works with all students pertaining to curriculum advisement, registration, and problem-solving.

Tozer Seminary policies and final appeals are handled by the Tozer Academic Council comprised of Tozer Seminary faculty members, University Administrators, a student representative, and an alumni representative. The Seminary acts under the control, authority, and strategic plan of Simpson University.

TOZER FACULTY

Our seminary faculty are, as A.W. Tozer dreamed, "disciples first, and experts second." We are scholars; our faculty has written over 40 books and has published numerous articles. Yet, in the midst of our scholarship, we attempt to practically live out 2 Timothy 2:2, passing along to the next generation those things we have learned from our teachers.

In addition to teaching, faculty members are engaged as role models and mentors to our students. Many of these scholars are engaged in church-related ministry with some focused on practical, professional competency in other settings. Balancing spiritual formation, professional competency, and academic scholarship, our faculty invests in our students by sharing our spiritual journeys and by modeling lives focused on Jesus.

As we look at our students, the following summarizes the multi-faceted dimensions of learning important to us as we invest in our seminarians. We focus on:

- The Learner's **Calling** to follow Christ and serve the Church
- The Learner's **Character** of grace, holiness, and dependence on the Holy Spirit
- The Learner's **Competencies** in biblical scholarship and professional ministry
- The Learner's **Capacity** to do ministry effectively and efficiently
- The Learner's **Confidence** "in Christ"

Here is a listing of our primary faculty in alphabetical order; their credentials and teaching discipline are listed below:

- Rod Anderson, Ed.D., Church Planting & New Testament
- Stephen Bailey, Ph.D., Intercultural Studies
- Dan Berger, Ph.D., Communications
- Patrick Blewett, D.Min., Ph.D., Education and Ministry
- Christian Braun, Ph.D. Anthropology
- Rod Casey, D.Min., Pastoral Ministry and Preaching
- Joel Comiskey, Ph.D., Writing for Publication
- David Dummer, D.Miss., Missiology
- Bill Giovannetti, D.Min., Biblical Studies and Evangelism
- Arthur Gray, M.A., J.D., Legal and Financial Management with Non Profits
- William Griffin, Ph.D., Old Testament and Hebrew
- George Haraksin, Ph.D. candidate, Philosophy of Religion and Theology
- Leron Heath, D.Min., Biblical Studies and Pastoral Ministry
- Rod Lewis, D.M.A., Worship
- David Lopez, J.D., Catalytic Leadership and Legal Issues
- Rick Love, Ph.D., Old Testament
- Tom Mount, Ph.D. , Theology
- Glen Myers, Ph.D., Church History
- Jackson Painter, Ph.D., New Testament
- Roy Price, D.Min., D.Phil., Pastoral Ministry and Church Polity
- Hugh Ross, Ph.D., Apologetics
- Michael Schill, Psy.D., Counseling
- Bill Such, Ph.D., Biblical Studies and Greek
- Gary Tangeman, D.Min., Pastoral Ministry

While most of our seminary faculty members are defined as adjunct professors, the seminary is developing supervision and mentoring processes within the various academic disciplines in order to insure quality controls in the delivery of the curriculum. In addition to quality content in the classroom, the Seminary delights that our students can interact with scholars who are also practitioners in ministry.

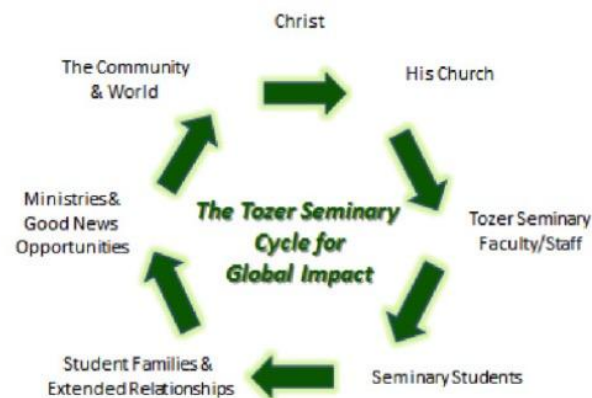
ORGANIZATIONAL PHILOSOPHY

Organizationally, we see our seminary experience as part of a cycle for global impact. The really important relationships in this cycle are our relationships with Christ, His Church, and those who need Christ! From Christ and His Church, we, the seminary find our authority and vision, and to Christ and His Church we give ourselves and our students so that people in every ethne' will come into a healthy relationship with Christ. We glory in Christ, and we desire to bring glory to Christ!

A.W. Tozer Seminary does not hold to a hierarchical model whereby the institution and/or its faculty attempt to redirect or influence the Church based on our scholarship and expertise. Our faculty and staff serve the Church and focus on our transformational or discipleship model from 2 Timothy 2:2; those things that were given to us by our mentors, we give to

the next generation so that they can impact the following generation.

Below is a graphic that describes our perspective in the cycle of global impact:



SEMINARY HISTORY

The ministry training roots of Simpson University go back to the founding of the original Simpson Bible Institute in Seattle in 1921. Founded as a training school for missionaries bound for Asia, particularly China and Viet Nam, Simpson became the Bible College for the Christian and Missionary Alliance in the western United States. Simpson moved to San Francisco in 1955 where it expanded into a liberal arts college and changed its name to Simpson College, and in 1989 it moved to its Redding campus and its university mission.

The seminary's roots extend back to 1977 when (then) Simpson College started the Simpson Graduate School of Ministry in San Francisco. In July 2006, after being approached by (now) Simpson University, the family of A.W. Tozer granted permission for his name to be used in a new name for graduate programs in ministry. In October 2007, the graduate programs were re-launched as A.W. Tozer Theological Seminary.

While Redding is home to Simpson University and provides "our gateway to world service," the seminary's ongoing mission for ministry training provides access to students via electronic delivery via internet, PolyCom delivery infrastructures, one-week intensive courses offered at the Redding campus, and courses offered in more traditional formats at various sites, based on need.

OUR NAMESAKE: A.W. TOZER

Aiden Wilson (A.W.) Tozer (1897-1963) is widely regarded as one of the most significant pastors and writers of his day within the Christian and Missionary Alliance movement. He embarked on a lifelong pursuit of God at the age of 17 after hearing a street preacher in Akron, Ohio. He was self-taught, ordained, and pastored churches in Chicago and Toronto. In 1950, he became the editor of the Alliance Witness magazine, now called Alliance Life or A Life. His pithy writing style soon caused his writings to become popular books for the evangelical community. Many of his best-sellers remain available and popular today. These include *The Pursuit of God* and *The Knowledge of the Holy*. As a Christian and Missionary Alliance seminary, Simpson University is grateful that the Tozer family would allow the university to honor his legacy and to focus our educational model around ministry principles for which we believe he would be pleased. His commitment to scholarship, walking with God (some claiming he was somewhat of a mystic), and proclaiming truth (from the pulpit and with the pen) serve as great reminders of what the next generation of church leaders are also called to do.

STATEMENT OF FAITH

Listed below is the seminary's basic belief statement pertaining to Christianity. The statement reflects the statements of

the Christian and Missionary Alliance. Faculty and administrators annually affirm this basic teaching position. While admission is open to believers in Jesus Christ seeking ministry training from an evangelical perspective broader than simply the C&MA, we want to make clear that within a kingdom mindset, a priority training responsibility for Tozer Seminary is preparing ministers and international workers for the Christian and Missionary Alliance movement.

1. There is one God (1), who is infinitely perfect (2), existing eternally in three persons: Father, Son, and Holy Spirit (3). ([1] Deuteronomy 6:4, [2] Matthew 5:48, [3] Matthew 28:19)

2. Jesus Christ is the true God and the true man (4). He was conceived by the Holy Spirit and born of the virgin Mary (5). He died upon the cross, the Just for the unjust (6), as a substitutionary sacrifice (7), and all who believe in Him are justified on the ground of His shed blood (8). He arose from the dead according to the Scriptures (9). He is now at the right hand of Majesty on high as our great High Priest (10). He will come again to establish His kingdom, righteousness and peace (11). ([4] Philippians 2:6–11, [5] Luke 1:34–38, [6] I Peter 3:18, [7] Hebrews 2:9, [8] Romans 5:9, [9] Acts 2:23–24, [10] Hebrews 8:1, [11] Matthew 26:64)

3. The Holy Spirit is a divine person (12), sent to dwell, guide, teach, empower the believer (13), and convince the world of sin, of righteousness, and of judgment (14). ([12] John 14:15–18, [13] John 16:13, Acts 1:8, [14] 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 (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 wholly (22), being separated from sin and the world and fully dedicated to the will of God, thereby receiving power for holy living and effective service (23). This is both a crisis and a progressive experience wrought in the life of the believer subsequent to conversion (24). ([22] 1 Thessalonians 5:23, [23] Acts 1:8, [24] Romans 6:1–14)

8. Provision is made in the redemptive work of the Lord Jesus Christ for the healing of the mortal body (25). Prayer for the sick and anointing with oil are taught in the Scriptures and are privileges for the Church in this present age (26). ([25] Matthew 8:16–17, [26] James 5:13–16)

9. The Church consists of all those who believe on the Lord Jesus Christ, are redeemed through His blood, and are born again of the Holy Spirit. Christ is the Head of the Body, the Church (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)

In addition to its statement of belief, we also publish the mission statement of the C&MA so that people understand the heritage, vision, and logo of the Christian and Missionary Alliance. The seminary affirms, appreciates, and promotes the broader C&MA Mission Statement:

Our mission is to know Jesus Christ; exalt Him as Savior, Sanctifier, Healer, and Coming King; and complete His Great Commission:

- ***Evangelizing and discipling persons throughout the United States,***
- ***Incorporating them into Christ-centered, community-focused congregations, and***
- ***Mobilizing them for active involvement in a missionary effort designed to plant Great Commission churches among both unreached and responsive peoples worldwide.***

The Christian and Missionary Alliance logo provides a visual reminder of the mission of presenting Jesus Christ as our Savior, Sanctifier, Healer, and Coming King to the world. Rev. A.B. Simpson, founder of the movement, called these four representations of Christ the Four-Fold Gospel. For more information about the Christian and Missionary Alliance, visit the website at www.cmalliance.org.



ACCREDITATION

A.W. Tozer Seminary is accredited as a graduate school of Simpson University located in Redding, California, focused on theology and ministry by the Senior College and University Commission of the Western Association of Schools and Colleges (WSCUC). WSCUC is a regional accrediting commissions. For more information, visit wascsenior.org/. Our Master of Divinity degree and Master of Arts in Ministry Leadership programs have WSCUC authorization for delivery on campus and/or by distance learning methodologies.

ASSESSMENT OF STUDENT LEARNING

A.W. Tozer Theological Seminary is committed to an ongoing program of student learning assessment and institutional effectiveness (IE) in order to stimulate a culture of continuous improvement, positive institutional change, transparency, and accountability. These assessments and improvements are part of the broader Simpson University strategy for institutional effectiveness. Within the seminary, assessments include:

- Spiritual Formation via the Spiritual Transformation Inventory (STI)
- Biblical Knowledge via standardized assessment instrument (ABHE)
- Theological Acumen via standardized assessment instrument (ABHE)
- Ministry Competencies documented via Portfolios
- Comparative Outcome Survey Data (students and supervisors)
- Course Evaluations by Students

Because the seminary accepts public financial aid in the form of student loans, and it solicits and accepts contributions as a non-profit organization capable of providing tax-deductible receipts recognized by the government, the seminary desires to maintain an objective evaluation process related to our institutional effectiveness.

Each student creates a personal portfolio providing evidence to support the student's and the seminary's claims that observable outcomes have been achieved. Outcomes can be categorized in terms of knowledge, dispositions, and competencies. In addition to personal portfolios, each student provides feedback and performs additional assessments to demonstrate success. Additional statistical data is collected to provide evidence to the institutional constituencies and the public that the seminary is accomplishing its objectives.

The seminary uses the student assessment data along with other forms of feedback from students, faculty, staff, and other constituencies in order to maintain an ongoing structure for incremental institutional improvement and evaluation of our institutional effectiveness. This IE process functions consistently with other IE programs within Simpson University.

Campus Location and Map

A.W. Tozer Theological Seminary

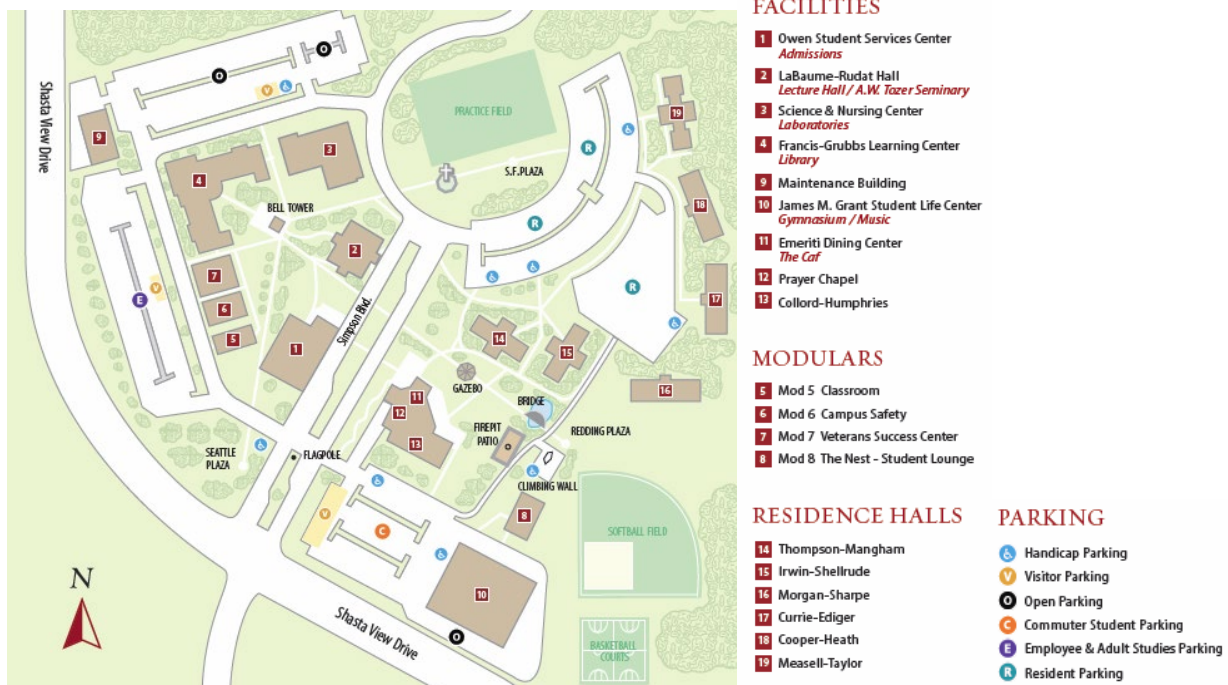
Simpson University's 85-acre campus in northeast Redding is ideally situated. The beauty of God's creation here is breathtaking. It is a very conducive environment for reflecting on the reality of God. Since the city of Redding sits right on Interstate 5, it is easy to travel in and out of the area. Tozer Seminary is no more than 15 minutes from the Redding Municipal Airport, the lovely Sacramento River, countless franchised restaurants, retailers, specialty stores, and a shopping mall. Also nearby are numerous recreational opportunities, such as hiking, canoeing, white-water rafting, boating, mountain climbing, swimming, ice-skating, skiing and snowboarding.

DIRECTIONS TO CAMPUS

The campus of A.W. Tozer Theological Seminary 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. The university can also be reached via its south entrance along Shasta View Drive. **The seminary offices are located on the second floor of LaBaume-Rudat Hall.**

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 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 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.



OTHER SEMINARY LOCATIONS

A.W. Tozer Theological Seminary also provides courses at two additional sites: 1) In the greater Sacramento (Calif.) area, courses are offered at the Central Pacific District Office of the C&MA, 715 Lincoln Ave., Woodland, CA 95695; and 2) in the greater Columbia (Mo.) area, courses are offered at Theological Education Initiative, 601 Business Loop 70W, Suite 131.

Admissions Information

A.W. Tozer Theological Seminary

APPLICATION PROCESS

An applicant will submit the following items for review in the application process:

1. Complete an application online and submit a one-time, non-refundable application fee (simpsonu.edu/apply).
2. Official transcripts sent directly to the Admissions Office from each and every post-secondary institution where the applicant has attended showing completion of an accredited bachelor's degree showing grade point averages.
3. At least two character references; one from an academic mentor and/or a pastor, plus one from a professional peer and/or friend.

Should the applicant need financial assistance, he or she should follow the financial aid application process. Additional details can be found at www.simpsonu.edu/sfsapply.

Upon acceptance into the seminary, the applicant should immediately pay a deposit of \$200 to reserve his or her place in the matriculation process. For other financial information, refer to the Financial Information section.

ADMISSIONS TIMELINE

An application should be completed by the following deadlines to ensure a smooth matriculation into Tozer Seminary:

- Fall semester Aug. 15
- Spring semester Dec. 15
- Summer semester April 15

While these are fixed and targeted dates, they are not absolute. The admissions office and the dean's office reserve the right to waive the admission date deadline when they believe the potential seminarian can be successful in matriculating for the targeted semester and all documentation can be collected for a decision prior to the starting of the semester.

Any applicant desiring to apply for scholarship consideration requires application acceptance, deposit, and completion of the A.W. Tozer Scholarship application by the following deadlines:

- Fall semester July 1
- Spring semester Nov. 1
- Summer semester March 1

The financial aid dates are fixed; the admissions office and the dean's office cannot waive or move these dates.

ADMISSIONS REQUIREMENTS

PROVISION FOR AN ACADEMIC ADMISSION STANDARD

Admission to Tozer Seminary is selective. An admissions review team will evaluate each application/portfolio to determine the following requirements for admission have been satisfied:

1. The applicant is a follower of Jesus Christ, having trusted him for eternal life and freedom from the penalty of sin.
2. The applicant has a level of spiritual maturity suitable for intense biblical and theological studies, spiritual formation, and professional skill development for ministry. This maturity will be evidenced by recommendations from a friend and/or a pastor plus a personal testimony of your walk with God of at least one year.

- 3.The applicant has a relationship with other believers in a local church. This maturity will be evidenced by a covenant relationship (membership) with a local church.
- 4.The applicant possesses an accredited bachelor's degree with a minimum cumulative grade point average of 2.2 on a 4.0 scale for professional ministry degrees, or a cumulative grade point average of 3.0 on a 4.0 scale for graduate academic degrees and the professional doctoral degree, or meets the accepted alternative academic standard.
- 5.The applicant has a high view of Scripture's authority in one's personal life and in the church and desires to study it as his/her primary authority for faith and practice.
- 6.The applicant can demonstrate adequate reading, writing, and research skills necessary to be successful in accomplishing graduate level work.
- 7.The applicant has adequate human relations and communication skills to demonstrate potential for ministry training.

PROVISION FOR AN ALTERNATIVE ACADEMIC ADMISSION STANDARD

Following the standards of the Association of Theological Schools, up to 15 percent of the individuals seeking professional ministry training (M.Div., or MAML) may be admitted without an accredited bachelor's degree because Tozer Seminary is committed to training for ministry those who are called at any stage of life. For these individuals, the following criteria may be considered for enrollment plus items 1, 2, and 3 of the regular admission requirements:

- 1.The applicant must be at least 32 years of age and/or have at least 7 years of verifiable ministry leadership.
- 2.The applicant must have the support of his/her church or place of ministry. Evidence of this support is to be given in the form of a letter submitted to the Tozer Dean from an appropriate church leader.
- 3.The applicant must submit a 10 page, double spaced research paper (12 point font) on a topic related to his/her field of study. This paper should follow the Chicago style standards and/or the Turabian 8th Edition for front matter, footnotes, body, and bibliography. The purpose of the paper is to evaluate the applicant's ability to do research and his/her writing skills.
- 4.The applicant must submit an additional document explaining his/her rationale as to why he/she should be considered for admission without an accredited bachelor's degree. (If the student has the opportunity and the means to finish a bachelor's degree via an accredited degree completion program prior to entering seminary, the dean will normally counsel the individual to complete the bachelor's degree first; however, there are times when opportunity and means make that impractical for the sake of a vocational calling to ministry.)
- 5.If admitted under this alternative academic standard, the student is admitted "provisionally." Provisional admission requires the student to maintain a 2.5 cumulative grade point average for the first fifteen (15) credits without being placed on academic probation.
- 6.An accredited bachelor's degree means the institution of higher education that has granted the degree is accredited with an association/organization that is recognized by the Council on Post-Secondary Accreditation (COPA), and that accrediting organization is also recognized by the U.S. Department of Education. If the degree is granted outside the United States, the institution must be appropriately authorized and recognized by the government of the host country.
- 7.A student seeking admission with a bachelor's degree that is not accredited as defined under section #6 may be considered for admission under the provisions of the alternative academic standard.

INTERNATIONAL STUDENTS

The A. W. Tozer Theological Seminary degree programs do not meet the SEVP requirements for Simpson University to issue a Form I-20. Prospective students who are not citizens of the U.S. and wish to pursue one of these degree programs should seek guidance from an Admissions Counselor. Simpson University does not admit undocumented students. In order to be considered for admission to any degree program, a prospective student must provide proof of a valid immigration status.

SPECIAL PROVISION FOR ADMISSIONS AND ENROLLMENT

Provision for Simpson University Graduates to Gain Admission to the Seminary via an Expedited Admission Process:

A Simpson University graduating senior and/or an individual who has graduated within the previous twelve months may request an expedited admission into the Seminary provided the following conditions are met:

1. The graduate has a cumulative grade point average of 2.75 or higher on a 4.00 scale at Simpson University.
2. The graduate submits two faculty reference letters in which faculty members can attest to (1) the graduate's ability to accomplish graduate level coursework, (2) the graduate's spiritual formation, maturity, and apparent Christian belief system based on previous coursework, and (3) the graduate's commitment to community service and/or ministry to a target population.
3. The graduate submits a sample of his undergraduate coursework that provides evidence of one's ability to research and write academic papers.

A Simpson University graduating senior or recent graduate who submits the above-specified documentation to the Graduate Admissions Office can be admitted without complying with the entire admission process requirements. The Office may confirm personal contact information.

Provision for Undergraduate Students Enrolling In Graduate Level Tozer Courses Prior to College Graduation:

Undergraduate students (in their senior year) from accredited colleges and universities are eligible to take up to up to 6 units of credit at Tozer Seminary without full matriculation provided the student has senior status at his/her institution and a cumulative grade point average of no less than 3.0 on a 4.0 scale. Access for undergraduate students must be granted by the Tozer Dean, and the student must comply with a modified application process by (1) reducing requirement #4 about character references to one academic mentor or pastor or spiritual advisor, and (2) eliminating requirement #6 (writing a brief paper). Should the undergraduate seek full matriculation into the seminary, the incomplete application requirements must be completed and submitted.

Provision for Students Entering With Advanced Standing Based on Prior Education in Bible, Theology, and Ministry:

Students who have graduated from accredited institutions of higher education who have taken courses in Bible, Theology, Ministry, or Biblical Languages may be eligible to substitute course(s) within the student's program provided the student is able to demonstrate sufficiently that his/her knowledge and/or competency gained at the undergraduate level is sufficient to allow the student to substitute course(s) for the original required course(s). Requesting advanced standing and establishing a list of substitutions must be initiated by the student for review and must be approved by the dean and the program director. A maximum of 18 credit hours may be exchanged using Advanced Standing.

Provision for Students to Enter on Probation Provided the Following Criteria is in Place:

Given that all other requirements are met, students with a cumulative undergraduate GPA of not less than 2.0; or not less than 2.5 in graduate level studies, a student can be admitted, but with probationary standing. In order to attain regular standing, the student must receive a GPA of no lower than 2.5 in his/her first 12 units of graduate work at Tozer Seminary.

Provision for Students to Enter a Certificate Program:

Given that a ministerial supervisor is willing to endorse an individual to pursue up to 30 academic credits (10 courses) for ministry preparation, and that the individual has the ability to meet academic expectations and can pay appropriate

tuition, a waiver of standard admission requirements may be made by the Dean.

PROVISION FOR TRANSFERRING CREDITS INTO TOZER

Tozer Seminary values the breadth that comes from taking courses from other institutions in gaining a healthy seminary education; thus, our goal is to welcome transfer credits. To provide a standard for transferring credit, the following criteria will be used:

1. Any transfer credit into the seminary must have a grade of no lower than a “B” which means “above average.”
2. Transfer credit accepted does not reduce the requirement that a minimum of one year of academic study (a minimum of 18 credits) be completed at Tozer Seminary.
3. Transfer credits must be for courses similar to those required or offered in the Tozer academic program. Similarity will be determined by course title, course description, course objectives, and/or syllabus review. The Registrar’s office will propose acceptable transfer credit, but the final action will be by the Dean.
4. Transfer credit will only be given for graduate-level courses completed at an accredited seminary or graduate school.
5. Courses that are more than 10 years old at the time of the transfer will be identified by the Registrar’s office in the proposal process. The Dean may seek additional dialogue and/or demonstration of relevance with the student before accepting such courses.
6. To evaluate for transfer credit, the Registrar’s office requires an official transcript, course descriptions from a catalog and/or a course syllabus.
7. Graduate credits earned in a quarter system, if approved for transfer, will be received on the following semester based system:

1 quarter hour = 0.67 semester credits

2 quarter hours = 1.34 semester credits

3 quarter hours = 2.00 semester credits

4 quarter hours = 2.68 semester credits

5 quarter hours = 3.35 semester credits

PROVISION FOR SEEKING CREDITS OUTSIDE TOZER

From time to time, a Tozer student may wish to take a specialized course or courses from another accredited seminary or accredited graduate school in order to expand one’s breadth of learning beyond Tozer Seminary’s available curriculum, but within a Tozer Program. Examples included historical geography at Jerusalem University College, world religion or biblical archaeology courses from another perspective such as a secular university’s graduate religion department, additional language study from another institution of higher education not available at Tozer, or graduate management or counseling courses within Tozer that help the student fulfill his/her calling. Students may find key electives (on campus or online) from other graduate programs within Simpson University. Tozer students wishing to pursue coursework from another school as part of a Tozer degree program should consult with the Dean and gain permission in advance for such credit being accepted into a Tozer program. No more than 12 semester credits can be admitted into a program via this mode from an outside University. Tuition for courses from other programs may vary from normal Tozer Seminary tuition rates; consult the catalog for other rates.

PROVISION FOR NON-DEGREE-SEEKING STUDENTS AND LIFELONG LEARNERS

Applicants wishing to take up to 24 units for credit, but who are undecided or do not yet plan to pursue one of Tozer Seminary’s degree programs may be enrolled as “non-degree-seeking” students for courses offered during the given semester. Non-degree students are ineligible for financial aid. Non-degree-seeking students who later decide to become degree-seeking students must apply for a specific degree through the Office of Enrollment Management.

An application for a non-degree-seeking student or life-long learner will be considered for admission when the following items have been received:

1. A completed online application and submission of application fee (forms and guidelines available online at simpsonu.edu/apply).
2. An official college transcript verifying the student's bachelor's degree.
3. A reference from a pastor/elder.

PROVISION FOR VISITING STUDENTS FROM OTHER INSTITUTIONS

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 subject to the following criteria:

1. A completed online application and submission of application fee (forms and guidelines available online at simpsonu.edu/apply).
2. A letter from the Registrar of the student's primary school indicating that he or she is in good standing.

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

PROVISION FOR AUDITING STUDENTS

Applications for students wishing to audit a course will be considered for admission when a completed online application and submission of application fee have been received (forms and guidelines available online at simpsonu.edu/apply).

Auditor status is granted for up to 24 units. Auditing students are ineligible for student financial aid.

Registered students may not change from credit to audit, except if done so in the proper time frame, that is, before the last day to drop a class.

COURSES OPEN TO THE PUBLIC

A.W. Tozer Theological Seminary opens selected courses to the public, charging \$150 for each person. All attendees are required to abide by Tozer policies. While attendees do not earn credit for the course, they are invited to participate in class discussions. While attendees are given a booklist and encouraged to participate in all Tozer community events, they are not given access to Tozer discussions and announcements on Moodle. Any attendee who would like to have more access is encouraged to audit the course instead. Courses open to the public can be applied towards a Tozer Gateway Certificate of Participation, which is the completion of five Tozer courses.

SPECIAL GUESTS ATTENDING TOZER CLASS SESSIONS

Special guests, especially family and friends of current Tozer students are welcome to explore Tozer Seminary by attending any class with the approval of Tozer staff and instructor prior to class session. Special guests are invited to be active participants, as the professor allows. Visitors should gain clearance to attend via the Dean's office; the Dean will notify the professor of the targeted dates for a guest visit.

READMISSION PROCEDURE

Students seeking to re-enroll at Tozer Seminary after an absence of four or more semesters must do the following:

1. Complete an online application with a non-refundable application fee (simpsonu.edu/apply).
2. Submit two references online. References should include a pastor/elder and an academic reference.
3. Submit official college transcripts for all work completed following enrollment at Tozer Seminary.

Students seeking to re-enroll at Tozer Seminary after an absence of three or fewer semesters, please contact the Registrar's Office at (530) 226-4111, or review criteria online at simpsonu.edu/registrar.

ONLINE REGISTRATION PROCESS

Students should carefully plan their course selections, seeking advice from an academic adviser such as the Dean's Office, program director, or a Tozer faculty member. Registration for courses is possible only during designated registration periods.

Upon admission to Tozer Seminary, new students will receive an email 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, given their faculty advisor's approval.

The registration period for courses begins July 1 for fall; Nov. 1 for spring; and March 1 for summer semesters. Check the website (tozer.simpsonu.edu) for the exact dates to register, add, drop, and withdraw from courses. Registrations after the payment due date for the semester are subject to a late registration fee.

For additional information regarding advising and registration, please contact the student services coordinator at the seminary.

ORIENTATION OF NEW STUDENTS

New students are required to complete an orientation process in order to understand and follow the protocols, procedures, and security efforts of the University. Once a student is accepted, the Student Services Coordinator will guide the student through the orientation process so that the student is appropriately prepared for his or her first course at the seminary.

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.

PROVISION FOR COMPLETION OF A SECOND MASTER'S DEGREE AT THE SEMINARY

A student who has earned or is working on a master's degree at Tozer Seminary may earn a second master's degree (M.A. or M.Div.) under the following conditions:

1. The student must meet the normal requirements for admittance to the seminary and to the specific degree program. The student who has not completed his or her first master's degree may be admitted provisionally to the second degree program, pending completion of the first degree.
2. Credits earned by the student completing his or her first master's degree may be used to meet the requirements of the second master's degree, provided those credits were earned within five years of admission to the second degree program.
3. The student shall meet all requirements for the second degree, including experiential learning requirements.
4. Completion of the second degree includes a minimum of 24 semester hours taken at Tozer Seminary beyond the degree program requiring the greater number of hours.

Academic Policies & Procedures

A.W. Tozer Theological Seminary

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 an approved change of a Tozer degree, is the one that determines curricular requirements for that student's graduation. If a student takes a hiatus (i.e., refrains from taking any Tozer courses) for a period of one full year (two semesters) or more, that student loses his or her active status. Students lacking active status must reapply and be readmitted into Tozer Seminary. Such students thereby agree to abide by the requirements of the catalog that is current at the time of the student's readmission. Only one respective catalog legally applies to each student.

ORIENTATION OF NEW STUDENTS

New students are required to complete an orientation process in order to understand and follow the protocols, procedures, and security efforts of the University. This includes reading through the Tozer Seminary Catalog so that you understand institutional expectations. The Student Services Coordinator will guide the student through the orientation process so that the student is appropriately prepared for his or her first course at the seminary. The seminary staff will also point students to other key staff at the University that will work with the students (i.e., financial aid, library staff, registrar's office staff, alumni office, etc.)

COURSE ATTENDANCE AND INTERACTION

Course attendance and regular interaction online are fundamental to good scholarship and is expected of all students. Instructors may include course attendance as part of the student's participation grade.

RECOMMENDED COURSE LOAD

A typical course load for seminary students is 6 to 9 credits per semester. (Five credits is the minimum load needed to qualify for financial aid.) In order to complete the programs in the normally designed time frame (3-4 years for M.Div., and 2-3 years for an MAML or MA), the student will need to complete approximately 30 credits per year or average 10 credits per semester (including summer). A full-time student, who is not working more than 10 hours per week, should be able to handle 9 to 12 credits per semester; however, if the student is employed for 20 hours per week or more, it would be unwise to take more than 6 to 9 credits. Financial Aid requires a minimum of 5 credits per semester for eligibility.

PROGRAM REQUIREMENTS AND COURSE SUBSTITUTIONS

Because of the nature of graduate education and research, program requirements are based on the outcomes and suggested curriculum presented for degree requirements with some flexibility. Course substitutions may be made by the Program Director and Dean in consultation with the Registrar when the seminarian's specific program curriculum can be enhanced by a substitution. In these situations for substitution, program requirements will generally be filled with an equivalent number of credits within a given discipline of study (i.e., same prefixes such as NT, OT, TH, CO, CN, ML, etc.). The seminary recognizes the value of a year of a major biblical language or a year of both major biblical languages has significant impact on theological reflection and biblical knowledge; thus six (6) units of a biblical language may substitute for an entry level course within another discipline. Completing a short course at Jerusalem University College is also valued and may provide justification for a course substitution. A maximum of twelve (12) credits may be substituted if the changes enhance the discovery process for a student.

CLASS ETIQUETTE

Any ongoing pattern of student incivility potentially establishes sufficient grounds, in and of itself, for dismissal from a course and a failing grade. The instructor of any student displaying such a pattern must notify that student in writing within three days of the student's offense(s). The instructor also must receive the student back into class the following week for the purpose of granting the student an opportunity to exhibit repentance from the stated behavioral pattern of incivility. If a duly notified student demonstrates incivility again at any time in the duration of the course, the instructor may expel the student from class, assigning that student a failing grade.

The Gonzales and Lopez study on student incivility identifies six categories of student incivility defined as disruptive to the learning environment: disengaged, disinterested, disrespectful, disruptive, defiant, and disturbed behaviors (see Gonzales, V. and Lopez, E., "The Age of Incivility," AAHE Bulletin, vol. 53, No. 8, pp. 3-6). Behaviors that fall into these categories impede the teaching and learning processes. Such behaviors are not permitted in the classroom, student advisement, or other student gatherings. Note: Appropriately communicated disagreement with an instructor does not itself constitute incivility.

Nevertheless, students are required to focus their attention on the learning process in class. Students are to use their computers judiciously. Students may not view or respond to emails or text messages during class. No student is permitted to conduct extraneous searches during class or play games. Laptops are to be used only for purposes directly related to the class content and information. If any student is found using his or her laptop for purposes other than class, that student may be asked to close the computer and refrain from opening it up during class. There also may be times, for the sake of the learning process, when the instructor asks all students to close their computers.

As a matter of consideration, all students are required to keep their cell phones off during class, except during break times. Exceptions to the cell phone policy are limited to special circumstances (such as work-related or family emergencies). Professors should be duly notified beforehand of any special phone needs a student might have.

Students are encouraged to bring water bottles to class to stay well-hydrated. Students are allowed, with discretion, to take very short bathroom breaks, even while class is still in session.

COMPUTER TECHNOLOGY REQUIREMENTS

Tozer Seminary is committed to quality evangelical theological education that is accessible, achievable, and affordable for ministry leaders already serving in their posts. Technology makes these goals attainable. Students are responsible for obtaining their own computer hardware, software, and skills.

Hardware. Students must have a computer with proper process and storage capabilities.

Software. Students also need email, a Web browser, and capabilities for MP3 audio file playback, DVD, and streaming video playback.

Internet Connection. Video and even audio files can be large, so students should have access to broadband Internet connection.

Skills. In order to function effectively in the Tozer Seminary online learning environment, students will need to have basic computer skills in word processing, email, Internet browsing, file downloading/uploading, and presentation software.

ADDITIONAL COMPUTER REQUIREMENTS

1. The student will complete a technology survey form.
2. The student will verify in writing that he/she meets the following technology requirements:
 - a. Reliable access to a computer with Windows 7 or newer, or Mac OS X or newer

- b. Minimum 512 MB of RAM (1 GB or more recommended)
- c. High-speed internet connection (DSL or Cable speeds)
- d. Access to a scanner
- e. Access to a printer
- f. Microsoft Office 2007 or newer
- g. Current version of Adobe Reader
- h. Access to Firefox, Safari, or Chrome Web browser

COMPLETION OF INTENSIVE FORMATTED COURSEWORK

1. For pre-intensive assignments, students should send their pre-intensive work to the instructor of the course (refer to the given course syllabus for specific instructions).
2. All post-intensive 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 the semester. Students are obligated contractually to abide by the individual instructor's assignment deadlines as noted in the given syllabus.

INCOMPLETE COURSES AND GRADES

In extreme circumstances, such as a serious illness, death in the family, tragedy, or unexpected job loss, a student may become unable to complete a course on time and therefore may be granted a temporary grade of "Incomplete," that is, if the student meets the conditions outlined below. A grade of "Incomplete" is given at the discretion of the instructor and must be approved by the Dean.

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 (tozer.simpsonu.edu). 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 converted to a grade of F.

WITHDRAWING/'DROPPING' COURSES

Students may "drop" or withdraw from courses without academic penalty before the end of the drop period as published by the Registrar's Office. Courses withdrawn from after the drop period but before the end of the withdrawal period (as published by the Registrar's Office) will have a 'W' notation on the transcript. For courses withdrawn from 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 (though not necessarily the student's GPA if the course is later retaken and the F replaced by a higher grade) and may affect eligibility for program continuance and financial aid eligibility. 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 DEGREE 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 to the Tozer Student Services Coordinator. The form and further information is available at the student advising website on Moodle.

Any Tozer M.A. student who wants to earn an M.Div. may qualify to continue studying at Tozer. Students who wish to transfer into a different degree program within the university must receive academic advisement.

GRADES AND GRADE-POINT AVERAGES

Students in professional programs at Tozer Seminary must maintain a minimum grade-point average of 2.5 to remain a student without restrictions. Please consult with the Satisfactory Academic Progress policy for specific compliance requirements.

Grading standards are as follows:

- A** Indicates an excellent performance that displays a comprehensive knowledge of course content and methodology, skill in communicating that knowledge, critical thinking skills, and creativity in application. The work evidences interaction with scholarly literature that is properly cited, as well as a minimum of mechanical, stylistic or grammatical errors.
- B** Indicates that adequate levels of knowledge, proficiency and expression have been achieved. Work evidences competence in the subject area and in academic discussion of issues regarding the subject; clear and logical expression of ideas; support from relevant literature that is properly documented; reasonable organization and development of ideas; and relatively few mechanical, stylistic or grammatical errors.
- C** Indicates a basic familiarity and 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 or development of thought, inadequate documentation of sources, glaring or numerous errors in spelling, grammar or style.
- F** Indicates failure to grasp basic principles and material presented in the course. Any instance of plagiarism may also result in a grade of "F" for a course.

The incremental scale of grade points for Tozer Seminary is:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
F	0.0

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

The following scale provides evaluation ranges for all seminary courses and is used by seminary faculty to provide a relative comparison in terms of student success between courses. The percentage scale is as follows:

A	94 and above
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	69 and below

GRADE REPORTS AND ADJUSTMENTS

Tozer Seminary student grades are available on WebAdvisor. In the event a grade is entered incorrectly, students should confer with the course instructor. All grade appeals and adjustments must be finalized within 60 days following the end of the semester.

SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress is based on number of credit hours completed and the student's grade point average. The seminary will review the current semester's grade-point average and credit hours, and make a determination regarding the student's academic fitness to continue. Seminary expectations are as follows:

Number of Credits Attempted	Graduate Academic Programs	Professional Ministry Programs
0-24	Minimum 3.0 GPA	Minimum 2.5 GPA
25-48	Minimum 3.25 GPA	Minimum 2.6 GPA
49-74	Not Applicable	Minimum 2.75 GPA

A seminary student who fails to make satisfactory academic progress may be placed on probation, be advised with restrictions, suspended, and if necessary, dismissed. The following chart provides a guide for actions by the Dean:

Semesters of Non-Compliance	Graduate Academic Programs	Graduate Professional Ministry Programs	Financial Aid Status
1	Probation	Warning	Warning
2	Probation with advising restrictions	Probation	Probation
3	Suspension for one semester if cumulative GPA is less than 3.0, requiring readmission	Probation with advising restrictions if cumulative GPA is greater than 2.0	Disqualification for financial aid
3	Dismissal from program if cumulative GPA is less than 2.5	Suspension for one semester if cumulative GPA is less than 2.0,	

		requiring readmission	
4		Suspension for one semester if cumulative GPA is less than 2.5	
4		Dismissal from program if cumulative GPA is less than 2.0	

Satisfactory academic progress must be maintained to continue eligibility for degree candidacy and financial aid. For purposes of candidacy, academic progress will be reviewed at the completion of every semester. A determination of satisfactory progress will be based on the following criteria:

1. Students must maintain an acceptable GPA as defined.
2. All students must be pursuing a degree to qualify for program candidacy. A student whose enrollment status is non-degree seeking or audit status is not eligible to receive a degree.
3. Courses for which an "F" was received may be repeated. If repeated, the "F" grade remains on the transcript when it was earned, but the new grade received (if improved) will be counted in the GPA instead of the "F".
4. Incomplete courses must be completed by the end of the first month of the following semester; if not, the grade will be automatically converted to an F.

A student is no longer considered on warning status when the GPA meets expectations; and a student is no longer considered on probation, and may be eligible for financial aid for the next semester of enrollment, as follows:

1. 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 within the Tozer Seminary or Simpson University (to raise the GPA).
2. If a grade change for a previous course raises the cumulative GPA to the minimum standards.

Note: A student cannot reestablish good academic standing simply by not taking classes for a semester, as this will not change the student's GPA.

TRANSCRIPTS

The Registrar's Office at Simpson University keeps a permanent record, or transcript, of each student's academic achievement. Transcripts may be issued to a third party when the student submits a signed Transcript Request Form and has met all financial obligations to the university. A fee will be charged for the release of transcripts.

STUDENT PROGRESS REVIEWS

Every student's academic progress and character development are monitored. A file is kept for each student containing the student's Tozer transcript and other selected items used for assessment in Tozer Seminary. Access to each file is strictly granted only to the respective student, the Tozer Dean and/or staff, and relevant Tozer faculty and staff.

Transcript Review at One-Third Program Completion

Upon completion of the first third of the student's program, the Dean will review his/her file to determine satisfactory academic progress toward the degree. Students admitted on probationary status must have achieved the required minimum GPA in order to be removed from probation and to qualify for later candidacy. If faculty members have concerns regarding the student's conduct or moral character, the information should be quietly forwarded to the dean to address with the student.

Second Transcript Review at Two-Thirds Program Completion

Upon completion of two-thirds of the student's program, the Dean will review his/her file to determine satisfactory academic progress toward the degree. Again, if there are concerns by faculty regarding the student's behavior or moral character, this information should be forwarded to the dean. Students who pass the review are advanced to degree candidacy.

Reviews may occur at other points in a student's program at the request of the Dean, the Academic Council, or the student.

REPEATING COURSES

Since this is graduate level work and requires focused diligence, a course for which an "F" grade was received may be repeated. If repeated, the "F" grade remains on the transcript when it was earned, but if improved, the new grade received will be counted in the cumulative GPA instead of the "F" grade. All retaken courses must be completed before the date of degree conferral. If the course is failed twice and the student selects to take the course a third time, the cumulative GPA of only one "F" will be replaced.

STATUTE OF LIMITATIONS REGARDING PROGRAMS

Cumulative GPA and length of time to complete a specific degree are addressed within the requirements for graduation and are also listed here:

- a. Professional Degree (M.Div., MAML): 2.75 GPA on a 4.0 scale
- b. Master of Divinity Degree (M.Div.): 10 years
- c. Master of Arts Degree in Ministry Leadership (MAML): 6 years

GRADUATION REQUIREMENTS

The following general requirements are required to receive a degree from Tozer Seminary, a graduate school within Simpson University:

1. Completion of the required semester credits defined by a specific program via studies at Tozer Seminary or other graduate programs within Simpson University and/or other credits transferred to Tozer.
2. Achieve a minimum cumulative grade point average for credits at Tozer based on the following:
 - a. Professional Degree (M.Div., MAML): 2.75 GPA on a 4.0 scale
 - b. Academic Degree (M.A.) (when launched): 3.0 GPA on a 4.0 scale
 - c. Doctoral Degree (D.Min.) (when launched): 3.0 GPA on a 4.0 scale
3. Completion of at least 25% of the program and/or at least 1 academic year of credit (18 semester credits) at Tozer Seminary whichever is greater or required by the Dean
4. Demonstrate acceptable Christian character and ministry competencies based on a faculty review prior to graduation
5. Completion of the standardized assessment instruments of the seminary so that accomplishment of objectives and outcomes can be measured.
6. Affirm Christian beliefs consistent with the general statement of the National Association of Evangelicals and/or one's denomination.
7. Completion of the degree in a timely manner (even while serving in ministry):
 - a. First Professional Degree (M.Div.): 10 years
 - b. First Professional Degree (MAML): 6 years
 - c. Academic Degree (M.A.) (when launched): 5 years
 - d. Doctoral Degree (D.Min.) (when launched): 6 years
 - e. Acceptable petition for an extension beyond the time limit
8. Clearance from all university offices for graduation (Registrar, Student Financial Services, Library and Campus Safety)

9. An **Application for Graduation** must be submitted and a graduation fee paid via Self Service: Student Planning prior to the first day of student's final term. This application is submitted to the Registrar's Office for a review of requirements and authorization to graduate at a specific commencement ceremony. Normally, students should apply for the degree with no more than 20 credits remaining in the program.

Commencement Participation: Students must complete all degree requirements in order to participate in a commencement ceremony.

POLICIES PERTAINING TO ACADEMIC INTEGRITY

Throughout this section, the term "Academic Council" refers to the Tozer Academic Council (TAC), a selected group of leaders tasked with the responsibility of adjudicating cases in Tozer Seminary.

ACADEMIC DISHONESTY

Academic dishonesty is a serious offense. Dishonesty is an affront to the character and law of God; it violates the biblical principles of speaking truthfully and relating honestly to others. It also injures the academy insofar as it damages trust, the basic building block of community.

EXAMPLES OF DISHONEST BEHAVIOR

Note: This section is meant to provide clarity on what kinds of behaviors are dishonest at Tozer Seminary. This is not an exhaustive list. Tozer students are encouraged to seek the counsel of Tozer faculty on any matter that might qualify as a violation of Tozer policy.

1. The misattribution or misrepresentation of the intellectual work of another person, crediting it as one's own, i.e., plagiarism. Plagiarism includes using another person's words or graphic materials (pictures, charts/tables, etc.), yet presenting it as one's own original idea. It counts as plagiarism (a) to not place quotation marks around clauses, sentences, paragraphs that have been lifted verbatim or left essentially intact from another source; (b) 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 during an academic exercise or test; seeking an outside source for help by text messaging someone else or consulting a library book in the middle of an exam; buying, finding or receiving a term paper from another source and representing it as one's own work).
4. Allowing one's own intellectual work to be dishonestly used by others.
5. Misrepresenting or disguising one's actions in order to deceive the instructor (e.g., fabricating a reason for having missed a portion of class or failed to meet a deadline; turning in a paper for one course that was originally written for another course).
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. Falsifying any document such as transcripts, registration forms, drop/add forms, class roster sheets, and grade books.

STUDENT 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.

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 seminary by the Dean.

Academic Warning

A Tozer Seminary student may be issued an academic warning as a consequence of a minor violation of academic honesty (deemed as "minor" by the Dean). In such a case, the Dean is duly notified of the evidence of the student's misconduct. The student, in turn, is given a specified period of time, set by the Dean, to respond in writing by submitting a 500-word reflective paper that describes the student's process of character formation gained by the experience of having received this type of warning. While on academic warning, and at the discretion of the Dean, the student may be prohibited from holding any leadership position in Tozer, or from officially representing the university.

Academic Probation

A Tozer Seminary student may be placed on academic probation as a consequence of major violation of academic honesty (deemed as "major" by the Dean) such as plagiarism. In such an instance, the Dean is duly notified of the evidence of the student's misconduct. Any student who has violated the standards of academic honesty stated in the syllabus and/or catalog must engage in conversation with the professor, Dean, and possibly the Tozer Academic Council. Moreover, the student must submit a three-page reflection paper explaining the nature of the violation, the gravity of it, and what the student has learned as a result of having chosen to confess or having been caught. In all cases, the goal is the student's full restoration. Any student who plagiarizes or has a serious violation of academic honesty or whose GPA drops below 2.5 in a professional program or 3.0 in an academic program is automatically placed on academic probation. While on probation and at the discretion of the Dean, a student may be prohibited from holding any leadership position or represent the university officially. Any student on this type of probation may also be prohibited from receiving Simpson University scholarships or grants.

Suspension

The Dean may suspend a student for a blatant violation of academic honesty in consultation with the Tozer Academic Council. Suspension from Tozer Seminary means that a student is prohibited, for a stated period of time, to register or attend a Tozer Seminary class. A student who has completed the stated penalty of suspension can be readmitted into Tozer as long as the student complies with all the stated conditions issued to the student by the Provost, Dean, or Tozer Academic Council.

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.

PROCEDURES FOR ADJUDICATING STUDENT CASES

1. The faculty member identifies an offense. At the time the offense is identified, notification must be given to both the student and the Dean 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 Tozer 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 Dean, who in turn notifies the TAC.
4. Reports of dishonest behavior are kept in individual student files and are accessible only by the Tozer Clerk, Dean, TAC and Provost.
5. Upon the third offense for any one student, the Dean will bring a full report to the Tozer Academic Council for action. The Tozer Academic Council, the highest faculty authority for academic issues, will determine the consequence.
6. At the discretion of the Dean, fewer than three offenses may be taken to the Tozer Academic Council for action. The Tozer Academic Council will determine the consequence.
7. The Dean calls a meeting of the Tozer Academic Council to review the documentation presented by the faculty member and any other documentation from the incident file in the Tozer Academic Office. The Tozer Academic Council decides the consequences of each case on its own merits. The chair of the Tozer 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 Dean. The Dean will also notify appropriate university personnel of such decisions.
8. The decision of the Tozer 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 Tozer 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 Tozer 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 Tozer 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 (appointed by the executive vice president) 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.

STUDENT ACADEMIC GRIEVANCE AND APPEALS PROCESS

GENERAL INFORMATION

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.

GRADE APPEAL PROCEDURE

Students who believe that a course grade is inaccurate and who wish to appeal the grade, must follow the procedures outlined below:

1. A grade appeal must be initiated within 30 calendar days of the grade being issued.
2. Students must first contact the instructor and request a re-evaluation of their grade. Every effort must be made to resolve the issue with the instructor before proceeding with the appeal process.
3. If the instructor does not respond to the request within 14 working days of the date the request for reconsideration was made, or if the instructor responds but the student wants to pursue the matter further, the student must submit a written appeal to the Dean. The written appeal should include the grounds on which the student believes the grade is not correct. Those grounds include: the grade was based on reasons other than the student's academic performance in the course; or the grade was miscalculated according to the grading criteria contained in the course syllabus or other posted or distributed course information. The written appeal should include any relevant written evidence to support the student's claims such as syllabus, exams, papers, etc. The program director shall review the appeal and will issue a written response within 14 working days.
4. If, after receiving a written response from the Dean, the student wishes to pursue the matter further, she/he must request in writing within 14 calendar days, further investigation from the provost, who will investigate the appeal and issue a written decision. Final authority for grade appeals rests with the Tozer Academic Council (TAC) which includes the provost, registrar, Tozer faculty, and faculty from other Simpson University departments.

If the instructor for the course is also the Dean, the line of appeal proceeds directly to the TAC.

CHANGE OF GRADE

If a grade appeal results in a recommended change of grade, the course instructor will forward a completed Change of Grade form to the Dean. All grade appeals must be completed within 60 days from the end of the semester in question.

GENERAL TERMS

Academic Appeal: 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 must discuss and attempt to 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 that 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. An appeal of a decision by the Dean may be made to the Tozer Academic Council. An appeal to the Academic Council must be made in writing within two weeks of the written notice of the Dean's decision.

AN 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.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 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, email 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 5:00 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 and/or any unit within the 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.

Should a student have a grievance, he or she should initiate the grievance procedures established within the Seminary catalog. When possible, the Dean is available to help the student with information regarding filing a formal grievance, or the Dean can direct the student to Student Services to assist them, depending on the student's level of comfort and care.

RESERVATION OF INSTITUTIONAL RIGHTS

Using due process, 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.

A THESIS OPTION

Students in any of the graduate programs may use one elective course to write and submit a thesis for 3 units of credit. The purpose of the thesis is to help the student prepare for doctoral or other research-oriented writing. The student is responsible for finding a consenting professor who, upon the Dean's approval, will serve as the student's main academic mentor. Expectations regarding size, formatting, and content will be established by a learning contract consistent with guidelines for a thesis and approved by the student, the professor, and the dean.

The course will be identified by the course prefix appropriate for the subject matter, followed by the course number **6455**.

Upon completion of the writing process of the thesis, the student is required to defend his or her paper before a small group of three or four professors convened by the student's main mentor. Although the mentor will assign the student a regular grade, the faculty empaneled to evaluate the work will assign a grade of Pass or Fail after engaging the student in a rigorous scholarly discussion. A defense should last one hour. After approximately 50 minutes, the student will be asked to leave the room while the faculty group deliberates on the student's level of knowledge, accuracy in research writing, and understanding at that point. The student will then be invited back into the room to hear constructive faculty feedback. The thesis defense experience is invaluable for students seeking doctoral study.

CANDIDATES FOR ORDINATION OR CONSECRATION IN THE CHRISTIAN AND MISSIONARY ALLIANCE

As a seminary of the Christian and Missionary Alliance, A.W. Tozer Seminary has designed its degrees to accommodate candidates seeking to fulfill the educational requirements for ministry licensure, ordination, or consecration. To complete

the degree program does not confer or imply ordination or consecration. The student will be advised throughout his educational experience to interact with district office or national office leaders so that they can guide the student in these matters.

A number of students will seek ministry credentials from other denominations or churches. A.W. Tozer Seminary is happy to interface with other groups in order to help prepare our seminarians to meet the credentialing requirements of each group.

Student Services

A.W. Tozer Theological Seminary

Introduction: The faculty, staff, and administration of Tozer Seminary are committed to an educational environment that focuses on holistic development. This includes intentional emphasis on the intellectual, relational, social, emotional, and spiritual development of faculty, staff, and students alike.

Tozer Seminary is committed to supportive communities where students grow into Christ's likeness. Some of this happens through interaction in courses, whether live, hybrids, or online only. Yet, we acknowledge that the relational dynamics of preparing you for ministry will come from your relationships in your own home, within your own church, and within your own community. We will provide student services, but you must aggressively want growth and relationship in order for success to flourish.

PEER RELATIONSHIPS

Perhaps the most significant part of a seminary education is building relationships with peers who will interact with you in ministry throughout your lifetime. During any traditional course, intensive hybrid course, or online course, seminary leadership and faculty members will seek to provide voluntary points of contact and interaction among students independent of the course content. Relationships are important for anyone considering ministry; and the skills to develop relationships are important for life. The faculty and administration would encourage every seminarian to initiate a healthy relationship with church staff members and pastors within your denomination while you are engaged in training. Many of our seminarians are part-time or full-time in ministry already.

ELECTRONIC INSTRUCTIONAL PLATFORMS

Tozer Seminary provides semester information through Thornfield Hall via Moodle. Personal advising is available. Most questions can be fielded on the phone or by email with the Tozer Student Services Coordinator. Technical support for WebAdvisor and Moodle is available from the Information Services Help Desk.

The university uses Moodle 2 as its instructional platform for online and hybrid courses. All students need computer access for coursework. The minimum hardware and software requirements are provided via the new student orientation and/or by contacting the Technical Support staff.

The university also uses Mahara as its electronic platform for portfolio development. Students submit personal evidence of various ministry competencies into personal portfolios. In addition to students using their portfolios when seeking placement, students provide access to the university to review evidence of professional competency as part of the institutional effectiveness program at the seminary.

HOUSING AND DINING

Some campus housing is available for Tozer Seminary students on a first-come, first-served basis. Housing information is available at the Tozer Moodle website, <https://portal.simpsonu.edu>.

TEXTBOOKS AND RESOURCES

The university bookstore located in the Owen Center and operated by Follett Books maintains a list of required texts for all seminary courses; however they do not maintain an inventory of these books on site. This list is available to students at the time of course registration and students can order the texts from the bookstore or seek other vendors for the resources. A student can always go to the Follett Bookstore website at **www.bkstr.com** for more information.

PROFESSIONAL COUNSELING

The Simpson Wellness Center both provides and outsources limited counseling opportunities and professional services for Tozer students. If requested, some testing can be purchased by Tozer students at a discounted price.

SERVICES TO STUDENTS WITH LEARNING 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 AND PLACEMENT

A representative of The Christian and Missionary Alliance is available on a regular basis by appointment to meet with Tozer students regarding ministry or missions careers with the C&MA. Simpson University's Career Services Office also provides information and assistance to Tozer Seminary students. Current information about these resources is available online at simpsonu.edu.

The seminary does not guarantee ministry placement; however university personnel maintain contacts with churches, nonprofit organizations, and various denominational contacts and are delighted to provide contacts to those organizations and to our students and graduates via the University Alumni office. We are willing to walk by faith with students and graduates seeking to find places of service.

LIVE COURSES

Some courses offered by the seminary are offered in a more traditional format of one day or evening per week in a location. Expectations for live courses include one fifty minute classroom experience per week for each one credit offered over the duration of a semester (15 weeks). Since courses are organized into 3 units or semester credits, a normal 3 credit course requires approximately 37 to 40 clock hours of instruction. Contact the seminary office for specific offerings in this format.

DISTANCE LEARNING: INTENSIVE OR HYBRID COURSES

One-week long intensive courses are held each semester (fall, spring and summer) on the campus of Simpson University in Redding, California, or at a distance learning location (i.e., Columbia, MO). Another term for these courses is "hybrid courses" because the professor and students interact all semester electronically but come together for an intense forty hour week of interaction. Some important details you should understand:

Online component. All intensive courses have an online component that allows instructors to spread out coursework throughout the semester. At the beginning of each term, students should access the course website and consult the syllabus to begin intensive assignments. Students must check in online with each professor on the first day of the semester, or risk being administratively dropped from the course.

Moodle 2. The course management software used at A.W. Tozer Theological Seminary for online learning is Moodle 2, an open source web-based program. There is no fee for using Moodle. Students registering for courses at Tozer should obtain course information through Thornfield Hall via Moodle.

Other media. Some 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 at the start of the semester to determine which resources will be needed for the course. In such cases, students will be responsible for any fees or costs.

Housing and Meals. Students attending intensive courses may be able to stay in campus housing for a reasonable price. Meals can be purchased from the Emeriti Dining Center or campus coffee shop. Consult with the Seminary Student Services Coordinator for more information; this person can also provide information regarding transportation.

Registration. Students must register for intensive courses via WebAdvisor by registration deadline for the semester.

DISTANCE LEARNING: ONLINE COURSES

A.W. Tozer Theological Seminary considers online learning to be a viable part of seminary experience. Besides adding accessibility and convenience to the curriculum delivery, it allows students to live anywhere while being a Tozer student. By way of expectation, our online courses will take at least as much study time as intensive or our hybrid courses; and those courses will be measured by what is accomplished in a live course.

For assistance with course registration and Moodle, contact the Tozer Student Services Coordinator by phone or email during business hours Monday through Friday. The Seminary Office can be reached at 530-226-4533. For technical assistance with connection to Moodle, call the Information Services Help Desk during business hours or email: <https://helpdesk@simpsonu.edu>.

OTHER FORMS OF STUDY

DIRECTED STUDY

A “directed study” refers to periodic and regular guidance/meetings with a faculty member done outside the regular class schedule (requiring 600 pages of reading per unit). To be eligible for a directed study, a student must have a GPA of 3.0 or higher. The course must not be offered that term unless there is a course scheduling conflict, must be needed for graduation and must be approved by the offering professor, the program director, and dean. **Not all courses are eligible for a directed study. An application form is available from the Registrar’s Office.** A maximum of nine credits (total) may be undertaken by independent study and directed study during the student’s graduate 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 (requiring 600 pages of reading per unit). It is allowed on a limited basis when a graduate level researcher desires to explore a specific topic. An application form for an independent study is available from the Registrar’s Office. A proposed instructor, program director, and dean must sign off on the details of the planned project(s). A maximum of nine credits (total) may be undertaken by independent study and directed study during the student’s graduate experience. Additional fees may apply to independent study courses.

INFORMATION LITERACY AND RESEARCH

The Start-Kilgour Memorial Library, on the campus of Simpson University, and the Information Technology infrastructure of the university provide the resources on which Tozer Students develop strong information literacy skills so that they can mature in their biblical and theological scholarship. Here are some frequently asked questions related to information literacy, library resources, and access at Tozer:

LIBRARY HOURS

• Fall and Spring Semesters

Sunday	2 to 10 p.m.
Monday - Thursday	7:30 a.m. to midnight
Friday	7:30 a.m. to 6 p.m.
Saturday	Noon to 8 p.m.

- **Summer (May through August)**

Sunday	Closed
Monday - Thursday	7:30 a.m. to 9 p.m.
Friday	7:30 a.m. to 6 p.m.
Saturday	11 a.m. to 3 p.m.

Exceptions to the schedule are posted on the library's web page: <http://simpsonulibrary.org>.

LIBRARY STAFF

Digital and Reader Services Librarian: Eric Wheeler 530 226-4943
 Reader and Circulation Services Tech: Heather McCulley 530 226-4116
 Interlibrary Loan: Suzanne Wheeler 530 226-4116
 Circulation Desk: 530 226-4117
 Email Address: library@simpsonu.edu

ACCESSING A COMPUTER, PRINTER OR PHOTOCOPY MACHINE

The library has public-access PCs equipped with Microsoft Office and Internet access. Library users can establish password-protected printing accounts at the circulation desk and print from the library's PCs. Print fees are 10 cents per page for black and white and 35 cents per page for color. A coin-operated photocopy machine provides black and white photocopies for 10 cents per page.

ACCESSING ONLINE DATABASES

- Go to <http://simpsonulibrary.org>.
- Select "find resources" (top of screen).
- Choose "online resources" and "comprehensive list" for an A to Z list of databases.
- When requested, enter your user name (**your student ID number without leading zeros**) and your password (**your last name in all capital letters**). If access is denied, call the library's circulation desk (530 226-4117) or send an e-mail message to library@simpsonu.edu.

GENERAL DATABASES AVAILABLE

- **Full Text**
 1. OmniFile on the EBSCOhost platform
 2. SAGE Journals Online
 3. Gale Virtual Reference Library
 4. Ebrary—an eBook Collection
 5. EBSCOhost eBook Collection
 6. Newspaper Source
 7. Britannica Online
- **Partial Full Text**
 1. Academic Search Complete with Business Source Elite
 2. JSTOR
 3. Academic OneFile
 4. Open Library—includes a lending library of over 200,000 ebooks
- **Media Resources**
 1. Films on Demand—Streaming video
 2. Naxos Music Library—Streaming audio (on campus only)

SUBJECT-SPECIFIC DATABASES AVAILABLE

• **Theology and Ministry**

1. ATLA with ATLASerials. Combines a premier index to journal articles, book reviews, and collections of essays in all fields of religion with ATLA's online collection of major religion and theology journals and includes more than 460,000 article citations from more than 1,500 journals (651 currently indexed), more than 260,000 essay citations from over 15,400 multi-author works, more than 423,000 book review citations, and a growing number of multimedia citations.
2. Academic Search Complete. Includes EBSCO's Religion and Philosophy Collection--a collection of 250 full-text peer-reviewed journals.

• **Psychology and Counseling**

1. Academic Search Complete. A scholarly and multi-disciplinary full text database containing more than 8,500 full text periodicals and including more than 7,300 peer-reviewed journals.
2. PsycINFO. Provides indexing and abstracting for peer-reviewed behavioral science and mental health literature and includes links to articles on the EBSCOhost and SAGE Journals platforms.
3. PsycARTICLES. A database of full-text articles from journals published by the American Psychological Association, the APA Educational Publishing Foundation, and the Canadian Psychological Association.
4. Psychology and Behavioral Sciences Collection. Provides full text coverage for over 550 journals addressing emotional and behavioral characteristics, psychiatry and psychology, mental processes, anthropology, and observational and experimental methods.
5. Psychotherapy.net. Provides streaming video for a small collection of psychotherapy and counseling videos.

HOW TO MAKE BEST USE OF DATABASES

No two databases are exactly alike, but most databases can be searched intuitively with some success. Database tutorials will show you how to take advantage of advanced searches and special features. The URL for the SULibrary database tutorials page is <http://simpsonulibrary.org/index.php?resid=27>.

HOW TO COLLECT, ORGANIZE AND CITE RESOURCES

"Zotero [zoh-TAIR-oh] is a free, easy-to-use tool to help you collect, organize, cite, and share your research sources. It lives right where you do your work—in the web browser itself." To download Zotero to your Firefox browser go to <http://www.zotero.org>. To learn how to use Zotero view the screencast tutorials at the same website. If you still have questions about Zotero, contact Eric Wheeler, the library's Zotero guru.

HOW TO FIND A SPECIFIC PERIODICAL ARTICLE

Example: Johnson-Gros, K. N., et. al. "Active Supervision: An Intervention to Reduce High School Tardiness." *Education and Treatment of Children* 31 (February 2008): 39-53.

- Go to <http://simpsonulibrary.org>.
- Click on "journals" tab above the search box and enter the journal title: *Education and Treatment of Children*.
- Choose database—in this case OmniFile.
- Find the specific issue of the journal—v. 31 (February 2008)—by clicking on 2008 in the list on the right side of the screen.
- Choose the February issue and scroll through the issue contents to find the article.

HOW TO FIND BOOKS AND ARTICLES ON RESERVE FOR A CLASS

- Go to <http://simpsonulibrary.org>.
- Click on "Find Resources" at the top of the screen and select "course reserves."

- Enter your professor's last name, course number, or course title.
 - Select the course from the results list to see a list of the books and periodical articles on reserve for the class.
- Reserve books can be requested by call number at the circulation desk. The call number is usually in the "notes" field. Most of the periodical/journal articles are available online. Articles can be accessed by copying and pasting the URL in the "notes" field or by clicking on the title of the article and a "view full text" link in the record that is retrieved.

HOW TO ACQUIRE BOOKS AND ARTICLES THROUGH INTERLIBRARY LOAN

- Go to the library's home page, <http://simpsonulibrary.org>.
- Select "find resources" (top of screen).
- Click on "interlibrary loan" and follow directions.
- Expect to pay nothing for books and 10 cents per page for periodical articles.
- Allow a week to ten days for delivery to SU.
- Pick items up (after notification) at the library's circulation desk.

HOW TO RENEW BOOKS ONLINE

- Go to the library's home page, <http://simpsonulibrary.org> using Firefox as your Internet browser. Internet Explorer is not recommended.
- Select "my record" (top of the screen) and "library record."
- If you are a returning student from last semester, enter your Simpson ID number without leading zeros and your last name in all capital letters, as your username and password respectively. If you are a new student, click on "forgot your password," enter your ID number as your username. Instructions for setting your password will be sent to your Simpson University student e-mail address.
- After entering your username and password, you will have to click on "View your Account" in the top right corner of the screen.
- Click on "Renew" button of items you want to renew. When you are finished, click on "sign out."
- All items may be renewed one time except for items with holds placed on them. The typical checkout period is 28 days. Overdue fines begin to accrue when an item is four days overdue. When an item is three weeks overdue, it
 - is declared lost and billed to the borrower.
 - is declared lost and billed to the borrower.

SPIRITUAL TRANSFORMATION

Becoming prepared to shepherd God's people is more than simply acquiring knowledge and skills; it also includes spiritual transformation. Most of this process takes place between the student and the Holy Spirit. It requires the student to see God's Word as more than a textbook. It requires the student to spend time with God seeking His desires. It also requires us to be interacting with God's people, the Church, in order for others to speak into our lives and to help us change.

When on campus, seminarians have access to university chapels, special performances, concerts and events. The seminary also provides at least one group devotional time or chapel specifically for the seminary community each week when Intensives are on campus.

Periodically, the seminary or a specific subgroup of the seminary may plan and/or participate in a spiritual retreat or conference (i.e., regional ETS meeting). Locations vary; schedules vary; costs vary. Please consult with the seminary staff for information regarding these events.

Because of the distance between students, the seminary also encourages online or Skype discussions between students and/or within various groups of students and faculty. Google hangout is another electronic means by which our academic community can interact.

The gospel writers put it this way: "What good will it be for someone to gain the whole world, yet forfeit their soul? Or

what can anyone give in exchange for their soul?" (Matthew 16:26) We emphasize allowing the Lord to transform you from the inside out – whether you finish a degree or not!

Programs of Study

A.W. Tozer Theological Seminary

"Probably the most widespread and persistent problem to be found among Christians is the problem of retarded spiritual progress. Why, after years of Christian profession, do so many persons find themselves no further along than when they first believed? . . . The causes of retarded growth are many. It would not be accurate to ascribe the trouble to one single fault. One there is, however, which is so universal that it may easily be the main cause: failure to give time to the cultivation of the knowledge of God . . . " - A.W. Tozer

Seminary courses at A.W. Tozer Theological Seminary are designed to help students make spiritual progress by increasing their knowledge of God. In every course, students at Tozer Seminary are led to honor the authority of Scripture while thinking critically in accordance with the best of scholarship.

*"How blessed are those who observe His testimonies,
Who seek Him with all their heart." (Ps 119:2)*

ORIENTATION

All new students will receive orientation prior to beginning their first semester in order to acclimate each to Tozer Seminary culture, policies and procedures, and especially how to use our electronic instructional platforms. For information about orientations, please contact the Tozer Student Services Coordinator at (530) 226-4533.

TOZER DEGREES

The Association of Theological Schools divides basic graduate level theological programs into two divisions: professional degrees and academic degrees. Professional degrees reflect orientation towards ministerial leadership; academic degrees reflect orientation towards general theological studies. The current programs at Tozer Seminary reflect professional development.

A.W. Tozer Theological Seminary currently offers two degrees:

- Master of Divinity (M.Div.)
- Master of Arts in Ministry Leadership (M.A.M.L.)

The seminary also offers portions from these degree programs in certificate programs. Currently, the following certificates are offered:

- Certificate in Biblical Studies
- Certificate in Biblical Languages
- Certificate in Christian Ministry

MASTER OF DIVINITY (M.DIV.)

PROGRAM PURPOSE

The Master of Divinity degree program is designed for pastors and ministry leaders seeking ordination or consecration, and others leaders called to various aspects of ministry. It is designed as a professional degree for senior pastors, chaplains, church planters, and those who may seek additional theological education beyond the bachelor's degree. Those

who desire to pursue post graduate education may either choose a research or academic track towards an academic doctorate (i.e., Ph.D. or Th.D.) in order to someday teach with additional prerequisites required in terms of languages, or pursue an advanced professional doctorate or advanced degree (i.e., D.Min. or Th.M.) to more fully round out one's preparation for ministry.

PROGRAM OUTCOMES AND CORRESPONDING MEASUREMENTS

Outcome One:

By graduation, the seminarian demonstrates a growing spiritual transformation and maturity, moral character, personal disciplines, and vision for ministry necessary for building up a local church and the broader Body of Christ.

• Corresponding Observable Measurements:

- o Graduate has the ability to articulate personal faith in Jesus Christ and describe his journey towards maturity in Christ (MDiv 1.1)
- o Graduate has the ability to articulate a call to ministry (MDiv 1.2)
- o Graduate practices integrity in personal relationships, including reliability, trustworthiness, and ability to observe appropriate confidentiality (MDiv 1.3)
- o Graduate exhibits biblical virtues of character, such as those leadership characteristics listed in I Timothy 3:1-7 and I Peter 5:1-11, and other key characteristics including but not limited to truthfulness, courage, patience, compassion, perseverance, and sexual fidelity (MDiv 1.4)
- o Graduate understands, articulates, and practices selective spiritual disciplines that impact and enhance one's faith and walk with God (MDiv 1.5)
- o Graduate can articulate principles of spiritual transformation from various faith traditions within Christianity and understand their values and limitations (MDiv 1.6)
- o Graduate exhibits spiritual gift(s) in a manner that is effective and appropriate (MDiv 1.7)
- o Graduate gives appropriate attention to personal, emotional, and physical wellness (MDiv 1.8)
- o Graduate has the ability to articulate verbally and in writing a personal philosophy of ministry (MDiv 1.9)
- o Graduate has developed an expectation for the supernatural seeking to experience God at work in life and ministry (MDiv 1.10)

Outcome Two:

By graduation, the seminarian demonstrates a commitment to the authority of the Scriptures for personal living, preaching, and teaching so that the local church and the broader Body of Christ can be equipped to fulfill its worldwide mission of evangelism, discipleship, and social order.

• Corresponding Observable Measurements:

- o Graduate studies Scripture regularly and applies it to personal life (MDiv 2.1)
- o Graduate can articulate the nature and function of biblical authority for believers (MDiv 2.2)
- o Graduate demonstrates a general knowledge of the Old and New Testaments, including a synthetic development of the 66 books of the Bible (MDiv 2.3)
- o Graduate interprets Scripture in accordance with acceptable principles of biblical interpretation and humble dependence on the Holy Spirit to enlighten the mind (MDiv 2.4)
- o Graduate uses tools to help understand Scripture in its original languages demonstrating appropriate information literacy (MDiv 2.5)
- o Graduate can systematically teach Scripture to the congregation or those whom he or she is shepherding (MDiv 2.6)
- o Graduate demonstrates a passion for evangelism, discipleship, and the mission of God rooted in one's knowledge of Scripture (MDiv 2.7)
- o Graduate has sensitivity to peace, social justice, and global humanitarian concerns reflecting a biblical worldview rooted in Scripture (MDiv 2.8)

Outcome Three:

By graduation, the seminarian demonstrates competence in leading a local congregation or para-church ministry and

the broader Body of Christ through one's preaching and teaching, evangelism, service related ministries, pastoral care, and/or administrative tasks of ministry

- **Corresponding Observable Measurements:**

- o Graduate has the ability to prepare a message (i.e., sermon) in accordance with accepted principles of biblical exegesis and effective communication (MDiv 3.1)
- o Graduate can deliver a message (i.e., sermon) effectively understanding and reaching the target audience (MDiv 3.2)
- o Graduate can clearly present the gospel and leads others to a saving faith in Jesus Christ (MDiv 3.3)
- o Graduate can effectively lead a worship service that is culturally appropriate to the target audience and can administer the ordinances of the Church (MDiv 3.4)
- o Graduate exercises effective pastoral care through skills of healing the sick, sustaining the poor and grieving, guiding those who are seeking and those who are in crisis, and reconciling the estranged and the sinner (MDiv 3.5)
- o Graduate has skills to creatively plan, execute, and evaluate adult biblical teaching in a congregational context (MDiv 3.6)
- o Graduate can effectively recruit, train, direct, and delegate to leaders, and can manage meetings of various sizes so that corporate decisions can be accomplished and team members can actively participate (MDiv 3.7)
- o Graduate can develop, structure, and oversee a congregational program of biblical education that is age appropriate (MDiv 3.8)
- o Graduate can articulate the believer's position "in Christ" and uses that truth to encourage and comfort believers (MDiv 3.9)
- o Graduate articulates a leadership vision for the ministry or organization appropriate with the position in which service is provided (MDiv 3.10)
- o Graduate exhibits qualities of leadership and servanthood (MDiv 3.11)

Outcome Four:

- By graduation, the seminarian demonstrates an integrated understanding of the Bible, Christian theology, Christian heritage, church polity, and cultural settings and behaviors enabling one to make disciples in the congregation or in an appropriate ministry setting

- **Corresponding Observable Measurements:**

- o Graduate expresses a coherent understanding of the content of biblical literature; and biblical, historic, and systematic theology (MDiv 4.1)
- o Graduate articulates a coherent understanding of the traditions in Christian thought, current trends in Christian belief systems and practices, and culturally appropriate apologetic arguments (MDiv 4.2)
- o Graduate is passionate and can articulate the "mission of God;" this truth impacts his or her perspective on the 'ethne' of the world and their spiritual needs (MDiv 4.3)
- o Graduate has a general understanding of the historic development of the Christian church, its structures, doctrines, cultures, and practices (MDiv 4.4)
- o Graduate has a basic understanding of church polity, ideally from the perspective of the student's declared denominational home (MDiv 4.5)
- o Graduate employs practical reason in a fashion informed by the witness of the biblical text (MDiv 4.6)
- o Graduate demonstrates basic ethnographic and cultural awareness in order to exegete one's cultural setting for ministry (MDiv 4.7)
- o Graduate understands the power of prayer and dependence on the Holy Spirit resulting in systematically worshipping God, interceding for people, and requesting specific results from God (MDiv 4.8)
- o Graduate is regularly engaged in a discipleship relationship with someone (MDiv 4.9)

REQUIRED BIBLICAL STUDIES COURSES (21 units)

- BI 6005 Biblical Interpretation (3)
- BI 6030 Exegetical Skills (3) **OR**
- NT 6010 New Testament Greek I (3)
- BI 6100 Pursuing Wisdom (3)
- NT 6211 Gospels and Johannine Literature (3)
- NT 6212 Acts and Pauline Epistles (3)
- OT 6211 OT: Pentateuch (3)
- OT 6213 OT: Kings and Prophets (3)

REQUIRED THEOLOGICAL STUDIES COURSES (21 units)

- TH 6015 Events in Church History (3)
- TH 6060 Prolegomena, Authority, and Scripture (3)
- TH 6070 God, Humanity, and Angels (3)
- TH 6170 Jesus, Holy Spirit, and the Church (3)
- TH 6270 Sin, Salvation, and the Mission of God (3)
- TH 6405 Pain, Suffering, and Healing (3) **OR**
- TH 6430 Christian Apologetics (3)
- *ML 6030 Alliance Ministry (3)

**This course may be substituted for denomination history and distinctives from another denomination to meet an ordination or licensing requirement.*

REQUIRED MINISTRY LEADERSHIP SKILLS COURSES (27 units)

- CO 6100 Preaching God's Word (3)
- DM 6000 Spiritual Formation and Discipleship (3)
- DM 6050 Evangelism & Community Engagement (3)
- GS 6015 Personal Health of the Leader (3)
- ML 6055 Catalytic Leadership (3)
- ML 6045 Pastoral Leadership (3)
- ML 6100 Pastoral Care (3)
- IM 6175 Intercultural & International Ministry (3) **OR**
- ML 6170 Worship Planning & Liturgy (3)
- ML 6145 Non-Profit Finances, Regulation Compliance, & Risk Management (3)

OPEN ELECTIVES OR SPECIALIZATION (CERTIFICATE) COURSES (3 units or more)

Current electives are listed in course descriptions; many also become the basis on which certificate-level programs could be established.

EXPERIENCING MINISTRY COURSES (2 units)

- EL 6010 Personal Life Coaching (1)
- EL 6015 Ministry Life Coaching (1)

SUGGESTED SEQUENCING OF COURSES**Summer, prior to year one:**

- Biblical Interpretation
- Spiritual Formation

YEAR ONE:**Fall:**

- Pentateuch

- Prolegomena
- Personal Health

Spring:

- Kings & Prophets
- God, Humanity, & Angels
- Catalytic Leadership

Summer:

- Exegetical Skills
- Church History
- Evangelism & Community Engagement

YEAR TWO:

Fall:

- Gospels & John
- Jesus, Holy Spirit, and the Church
- Elective
- Personal Life Coaching

Spring:

- Acts & Paul
- Sin, Salvation, & Mission
- Elective

Summer:

- Pursuing Wisdom
- Worship & Liturgy
- Preaching the Word

YEAR THREE:

Fall:

- Pain, Suffering, Healing
- Elective
- Pastoral Leadership

Spring:

- Non-Profit Finance
- Elective
- Pastoral Care
- Ministry Life Coaching

Summer:

- Intercultural Ministry
- Alliance Ministry

CURRICULUM MATRIX FOR THE MASTER OF DIVINITY PROGRAM
(a professional graduate degree)

Institutional Learning Outcome 1: CONSTRUCTIVE THINKING

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 2	MDiv 2.3	OT & NT Sequence, Elective(s)
PO - 2	MDiv 2.4	Biblical Interpretation, Exegetical Skills
PO - 2	MDiv 2.5	Exegetical Skills, Biblical Interpretation, Elective(s)
PO - 3	MDiv 3.6	Spiritual Formation, Preach the Word, OT & NT Sequence, Electives
PO - 4	MDiv 4.1	OT & NT Sequence, Theology Sequence, Church History

Institutional Learning Outcome 2: EFFECTIVE COMMUNICATION

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 2	MDiv 2.2	Prolegomena, Authority, & Scripture
PO - 2	MDiv 2.6	Preaching the Word,
PO - 3	MDiv 3.2	Preaching the Word,
PO - 3	MDiv 3.3	Evangel. & Comm. Engage.
PO - 3	MDiv 3.6	Spiritual Form, Pastoral Lead, Preach the Word
PO - 3	MDiv 3.9	Sin, Salvation & Mission, Pastoral Care, Spiritual Formation, Heal
PO - 4	MDiv 4.8	Spiritual Formation, Exp. Learn. Chapel

Institutional Learning Outcome 3a: CHRISTIAN COMMITMENT

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 1	MDiv 1.1	Admissions State., Spiritual Form, Evang. & Comm. Engage.
PO - 2	MDiv 2.1	Biblical Interpret. OT & NT Sequence, Pursue Wisdom
PO - 4	MDiv 4.3	Sin Salvation, Mission. Inter-cult. Min.

Institutional Learning Outcome 3b: SPIRITUAL FORMATION

Program Outcomes	Observable Measurements	Course(s) for Instruction
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PO - 1	MDiv 1.2	Spiritual Form, Evangelism & Comm. Engage.
PO - 1	MDiv 1.5	Spiritual Formation, Exp. Learn
PO - 1	MDiv 1.6	Spiritual Formation, Exp. Learn
PO - 4	MDiv 4.9	Spiritual Formation, Exp. Learn

Institutional Learning Outcome 3c: CHRISTIAN WORLDVIEW

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 1	MDiv 1.9	Pastoral Lead, Catalytic Lead, Lead Strategies
PO - 1	MDiv 1.10	Spiritual Form. Exp. Learn, Chapel
PO - 2	MDiv 2.8	Lead Strategies, Evang. & Comm. Engage., Inter-cult. Min.
PO - 4	MDiv 4.2	Theology sequence, apologetics, healing
	MDiv 4.6	Trans. Lead., Exp. Learn.

Institutional Learning Outcome 3d: CHRISTIAN CHARACTER & VALUES

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 1	MDiv 1.3	Personal Health, Catalytic Lead., Past. Care, Exp. Learn.
PO - 1	MDiv 1.4	Pastoral Lead. Exp. Learn. Personal Health
PO - 1	MDiv 1.7	Pastoral Lead. Spiritual Gifts, Spiritual Form.
PO - 1	MDiv 1.8	Personal Health, Exp. Learn
PO - 4	MDiv 4.8	Spiritual Form, Exp. Learn. Chapel

Institutional Learning Outcome 4: CULTURAL ENGAGEMENT

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 2	MDiv 2.8	Lead Strategies. Evang. & Comm. Engage., Inter-cultur. Min.
PO - 4	MDiv 4.4	Church History, Theology sequence
PO - 4	MDiv 4.5	Church History, Alliance Ministry
PO - 4	MDiv 4.7	Intercult. Min. Exp. Learn. Church History, Catalytic Lead

Institutional Learning Outcome 5a: SERVANT LEADERSHIP

Program	Observable	Course(s) for Instruction
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Outcomes	Measurements	
PO - 2	MDiv 2.7	Spiritual Form, Evang. & Comm. Engage. Sin & Salvation
PO - 3	MDiv 3.7	Catalytic Lead, Pastoral Lead, Exp. Learn.
PO - 3	MDiv 3.8	Pastoral Lead, Catalytic Lead, Exp. Learn
PO - 3	MDiv 3.9	Pastoral Care, Sin Salvation & Mission, Spiritual Form,
PO - 3	MDiv 3.10	Pastoral Lead, Catalytic Lead, Exp. Learn
PO - 3	MDiv 3.11	Pastoral Lead, Catalytic Lead, Exp. Learn,

Institutional Learning Outcome 5b: OTHER PROFESSIONAL COMPETENCIES

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 3	MDiv 3.1	Preach the Word, Biblical Interpret. OT & NT Sequence
PO - 3	MDiv 3.4	Worship Planning & Liturgy
PO - 3	MDiv 3.5	Pastoral Care
PO - 3	MDiv 3.6	Spiritual Form & Discipleship, Preach the Word, Past. Lead.

MASTER OF ARTS IN MINISTRY LEADERSHIP (M.A.M.L.)

PROGRAM PURPOSE

This Master of Arts in Ministry Leadership degree program is a professional ministry program designed to deepen the academic and ministry skills of individuals who are engaged in ministry and who already have an understanding of Scripture, basic theology, and ministry skills (based on undergraduate study), but who want to focus a graduate experience more narrow in time than the traditional breadth of a Master of Divinity degree. Individuals may wish to focus on a specific area of biblical studies, ministry skill development building upon Certificate programs offered, or in educational and discipleship skills as a trainer of trainers and leaders. For this reason, while basic objectives will be established, individualized objectives and outcomes for this program will be tailored to the specific graduate student.

The Master of Arts in Ministry Leadership program is designed for pastors, ministry leaders, and lay leaders who want to refine and develop their skills. This program functions much like a terminal degree allowing individuals the ability to refine their ministry skills. Any individual considering doctoral level research should be aware that additional requirements beyond this degree will be required for admission into most doctoral programs whether research or professional.

PROGRAM OUTCOMES AND CORRESPONDING MEASUREMENTS

Outcome One:

By graduation, the seminarian demonstrates a growing spiritual transformation and maturity, moral character, personal disciplines, and vision for ministry necessary for building up a local church and the broader Body of Christ.

- **Corresponding Observable Measurements:**

- o Graduate has the ability to articulate personal faith in Jesus Christ and describe his journey towards maturity in Christ (MAML 1.1)
- o Graduate has the ability to articulate a call to ministry (MAML 1.2)
- o Graduate practices integrity in personal relationships, including reliability, trustworthiness, and ability to observe appropriate confidentiality (MAML 1.3)
- o Graduate exhibits biblical virtues of character, such as those leadership characteristics listed in I Timothy 3:1-7 and I Peter 5:1-11, and other key characteristics including but not limited to truthfulness, courage, patience, compassion, perseverance, and sexual fidelity (MAML 1.4)
- o Graduate understands, articulates, and practices selective spiritual disciplines that impact and enhance one's faith and walk with God (MAML 1.5)
- o Graduate can articulate principles of spiritual transformation from various faith traditions within Christianity and understand their values and limitations (MAML 1.6)
- o Graduate exhibits spiritual gift(s) in a manner that is effective and appropriate (MAML 1.7)
- o Graduate gives appropriate attention to personal, emotional, and physical wellness (MAML 1.8)
- o Graduate has the ability to articulate verbally and in writing a personal philosophy of ministry (MAML 1.9)
- o Graduate has developed an expectation for the supernatural seeking to see God at work in life and ministry (MAML 1.10)

Outcome Two:

By graduation, the seminarian demonstrates a commitment to the authority of the Scriptures and a coherent understanding of the Bible, orthodox Christian theology, one's heritage in the Christian church, and church polity, enabling one to make disciples and lead ministry.

• Corresponding Observable Measurements:

- o Graduate studies Scripture regularly and applies it to personal life (MAML 2.1)
- o Graduate can articulate the nature and function of biblical authority for believers (MAML 2.2)
- o Graduate demonstrates a general knowledge of the Old and New Testaments, including a synthetic development of the 66 books of the Bible (MAML 2.3)
- o Graduate interprets Scripture in accordance with acceptable principles of biblical interpretation and humble dependence on the Holy Spirit to enlighten the mind (MAML 2.4)
- o Graduate uses tools to help understand Scripture and demonstrates effective skills in information literacy (MAML 2.5)
- o Graduate demonstrates a passion for evangelism, discipleship, and the mission of God rooted in one's knowledge of Scripture (MAML 2.6)
- o Graduate expresses a coherent understanding of the content of biblical literature and systematic theology (MAML 2.7)
- o Graduate is passionate and can articulate the "mission of God;" this truth impacts his or her perspective on the 'ethne' of the world and their spiritual needs (MAML 2.8)
- o Graduate has a general understanding of the historic development of the Christian church, its structures, doctrines, and practices (MAML 2.9)
- o Graduate has a basic understanding of church polity, ideally from the perspective of the student's declared denominational home (MAML 2.10)
- o Graduate understands the power of prayer and dependence on the Holy Spirit resulting in systematically worshipping God, interceding for people, and requesting specific results from God (MAML 2.11)
- o Graduate is systematically engaged in a discipleship relationship with someone (MAML 2.12)

Outcome Three:

By graduation, the seminarian demonstrates competence in leading a local congregation in ministry development and in the administration of various operations of a local church or para-church ministry

• Corresponding Observable Measurements:

- o Graduate can clearly present the gospel and leads others to a saving faith in Jesus Christ (MAML 3.1)
- o Graduate can articulate a vision that helps a congregation achieve balance between "inreach" and "outreach"

ministries (MAML 3.2)

- o Graduate exercises effective pastoral care through skills of expressing acceptance, giving and receiving criticism graciously, listening, exercising conflict resolution skills, keeping confidences, visiting parishioners in various settings, and praying with and for parishioners (MAML 3.3)
- o Graduate can effectively recruit, train, direct, and delegate leaders, and can manage meetings of various sizes so that corporate decisions can be accomplished and team members can actively participate (MAML 3.4)
- o Graduate can develop and oversee a congregational or para-church program of biblical education that is age appropriate (MAML 3.5)
- o Graduate can articulate the believer's position "in Christ" and uses that truth to encourage and comfort believers (MAML 3.6)
- o Graduate articulates a leadership vision for the ministry or organization appropriate with the position in which service is provided (MAML 3.7)
- o Graduate can demonstrate loyalty, receive instruction, and implement directives from senior leadership (MAML 3.8)
- o Graduate exhibits qualities of leadership and servanthood (MAML 3.9)

MASTER OF ARTS IN MINISTRY LEADERSHIP CURRICULUM REQUIREMENTS

Professional Ministry Curriculum Overview (54 units minimum)

REQUIRED BIBLICAL STUDIES COURSES (12 units)

- BI 6005 Biblical Interpretation (3)
- BI 6030 Exegesis Skills Using Electronic Biblical Research (3)
- OT/NT Open Selection of Biblical Literature Courses (6)

REQUIRED THEOLOGICAL STUDIES COURSES (12 units)

- TH 6015 Events in Church History (3)
- TH 6270 Sin, Salvation, and the Mission of God (3)
- TH 6405 Pain, Suffering, & Healing (3 units) (*adjusted content*) **OR**
- TH 6430 Christian Apologetics (3)
- TH 6xxx Open Selection from Theology Courses (3)

REQUIRED MINISTRY LEADERSHIP SKILLS COURSES (12 units)

- DM 6000 Spiritual Formation and Discipleship (3)
- DM 6050 Evangelism & Community Engagement (3)
- GS 6015 Personal Health of the Leader (3)
- ML 6055 Catalytic Leadership (3)

OPEN ELECTIVES OR SPECIALIZATION COURSES (16 units)

Open electives or specialization based on vocational interests**

***Current electives are listed in course descriptions; many also become the basis on which certificate-level programs could be established.*

EXPERIENCING MINISTRY (2 units)

- EL 6010 Personal Life Coaching (1)
- EL 6015 Ministry Life Coaching (1)

SUGGESTED SEQUENCING OF COURSES

Below is a suggested sequence for courses.

Summer, prior to year one:

- Biblical Interpretation
- Spiritual Formation

YEAR ONE:

Fall:

- Bible Stud. (OT or NT)
- Personal Health
- Elective

Spring:

- Bible Stud. (OT or NT)
- Catalytic Leadership
- Theology Elective (or fall sem.)

Summer:

- Exegetical Skills
- Church History
- Evangelism & Community Engagement

YEAR TWO:

Fall:

- Jesus, Holy Spirit, and the Church
- Elective
- Elective
- Personal Life Coaching

Spring:

- Sin, Salvation, & Mission
- Elective
- Elective
- Ministry Life Coaching

CURRICULUM MATRIX FOR THE MASTER OF ARTS IN MINISTRY LEADERSHIP PROGRAM

Institutional Learning Outcome 1: CONSTRUCTIVE THINKING

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 2	MAML 2.3	OT & NT Sequence, Elective(s)
PO - 2	MAML 2.4	Biblical Interpretation, Exegetical Skills
PO - 2	MAML 2.5	Exegetical Skills, Biblical Interpretation, Elective(s)
PO - 2	MAML 2.7	OT or NT Sequence, theology sequence, church history
PO - 3	MAML 3.2	Leadership sequence, Elective(s), Exp. Learn

Institutional Learning Outcome 2: EFFECTIVE COMMUNICATION

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 2	MAML 2.2	Theology requirements
PO - 2	MAML 2.11	Spiritual Form, Exp. Learn. Chapel
PO - 3	MAML 3.1	Evangel. & Comm. Engage.

Institutional Learning Outcome 3a: CHRISTIAN COMMITMENT

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 1	MAML 1.1	Admissions State., Spiritual Form, Evang. & Comm. Engage.
PO - 2	MAML 2.1	Biblical Interpret. OT or NT Sequence
PO - 2	MAML 2.8	Sin Salvation * Mission. Evangelism & Comm. Engage.

Institutional Learning Outcome 3b: SPIRITUAL FORMATION

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 1	MAML 1.2	Spiritual Form, Evangelism & Comm. Engage.
PO - 1	MAML 1.5	Spiritual Formation, Exp. Learn
PO - 1	MAML 1.6	Spiritual Formation, Exp. Learn
PO - 2	MAML 2.12	Spiritual Formation, Exp. Learn

Institutional Learning Outcome 3c: CHRISTIAN WORLDVIEW

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 1	MAML 1.9	Catalytic Lead, Lead Strategies

Institutional Learning Outcome 3d: CHRISTIAN CHARACTER & VALUES

Program	Observable	Course(s) for Instruction
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Outcomes	Measurements	
PO - 1	MAML 1.3	Personal Health, Catalytic Lead. Past. Care, Exp. Learn.
PO - 1	MAML 1.4	Personal Health, Exp. Learn. Electives
PO - 1	MAML 1.7	Spiritual Form. Elective(s), "Spiritual Gifts"
PO - 1	MAML 1.8	Personal Health, Exp. Learn. Elective(s)
PO - 2	MAML 2.10	Spiritual Form, Exp. Learn. Chapel
PO - 2	MAML 2.11	Spiritual Form, Exp. Learn. Chapel

Institutional Learning Outcome 4: CULTURAL ENGAGEMENT

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 2	MAML 2.9	Church History, Theology sequence
PO - 2	MAML 2.10	Church History, Elective(s)

Institutional Learning Outcome 5a: SERVANT LEADERSHIP

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 2	MAML 2.6	Spiritual Form, Evang. & Comm. Engage. Sin & Salvation
PO - 3	MAML 3.4	Leadership sequence, Elective(s), Exp. Learn.
PO - 3	MAML 3.5	Leadership sequence, Elective(s), Exp. Learn
PO - 3	MAML 3.6	Sin Salvation & Mission. Catalytic Lead. Exp. Learn.,
PO - 3	MAML 3.7	Catalytic Lead. Exp. Learn. Elective(s)
PO - 3	MAML 3.8	Leadership sequence, Exp. Learn. Elective(s)
PO - 3	MAML 3.9	Leadership sequence, Exp. Learn. Elective(s)

Institutional Learning Outcome 5b: OTHER PROFESSIONAL COMPETENCIES

Program Outcomes	Observable Measurements	Course(s) for Instruction
PO - 3	MAML 3.3	Leadership sequence, Elective(s), Exp. Learn

CERTIFICATE LEVEL CREDENTIALS

A number of ministry practitioners for a variety of reasons seek specific courses to enhance their skills without desiring a seminary degree. In order to serve these individuals, Tozer Seminary offers a variety of specialized certificates based on course availability across the seminary and university. The goal is to provide these practitioners with “just in time” learning opportunities primarily through courses offered within our current degree programs. Certificate level programs are not eligible for financial aid. Listed below are specific credentials offered by the seminary for the completion of specific courses.

CERTIFICATE IN BIBLICAL STUDIES

Curriculum Requirements (18 units)

BI 6005 Biblical Interpretation (3)
BI 6100 Pursuing Wisdom (3)
OT 6211 Pentateuch (3)
OT 6213 Kings and Prophets (3)
NT 6211 Gospels & Johannine Literature (3)
NT 6212 Acts & Pauline Literature (3)

CERTIFICATE IN BIBLICAL LANGUAGES

Curriculum Requirements (18 units)

NT 6010 Greek I (3)
NT 6202 Greek II (3)
OT 6000 Hebrew I (3)
OT 6200 Hebrew II (3)
BI 6340 Textual Analysis and Criticism (3)
BI 6030 Exegetical Skills Using Electronic Biblical Research (3)

CERTIFICATE IN CHRISTIAN MINISTRY

Curriculum Requirements (30 units)

This is a basic certificate-level training program, offered via A.W. Tozer Theological Seminary, moving an individual toward licensure requirements within the Christian and Missionary alliance. This program meets the 30 credit requirements of the *Manual of the Christian and Missionary Alliance*.

BIBLE CRITERIA

BI 6010 Survey of the Old Testament (3)
BI 6020 Survey of the New Testament (3)
+BI 6005 Biblical Interpretation (3)
+BI 6030 Exegetical Skills Using Electronic Biblical Research (3)
+BI 6xxx Bible Elective (3)

THEOLOGY CRITERIA

TH 6050 Introduction to Theology (3)
+ML 6030 Alliance Ministry (3)

MINISTRY SKILLS CRITERIA

+DM 6000 Spiritual Formation and Discipleship (3)
+DM 6050 Evangelism and Community Engagement (3)

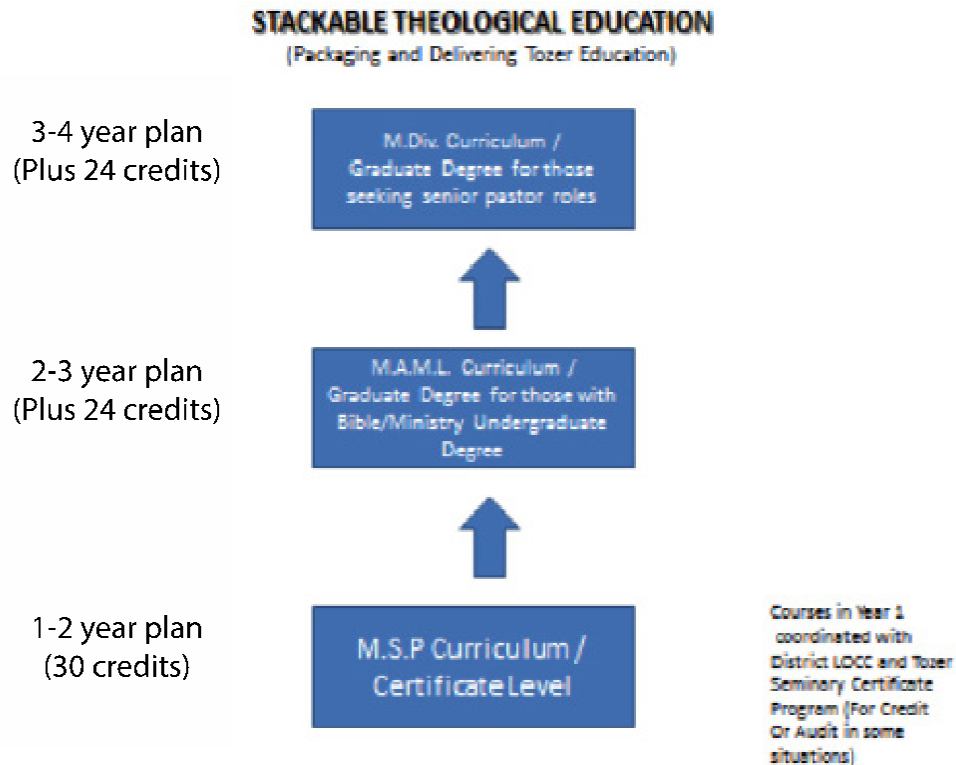
+ML 6045 Pastoral Leadership (3)

+These courses can be used for graduate credit toward a master's degree at A.W. Tozer Theological Seminary.

SUGGESTED SEQUENCING OF COURSES

An individual seeking to complete a certificate should consult with the Dean's office for advice regarding sequencing courses. Course offerings for certificate level students follow the general sequence suggested in the Master of Divinity and/or Master of Arts in Ministry Leadership programs.

It is appropriate to think of Tozer Seminary as "stackable." Envision the first year of study as necessary to meet Ministry Licensure requirements (i.e., a Ministerial Study Program); by adding another year of study, the student may be eligible for the M.A.M.L. degree; by adding two years of study to the initial certificate and MSP program, the student may be eligible for the M.Div. degree.



Course Descriptions

A.W. Tozer Theological Seminary

COURSE IDENTIFICATION

COURSE PREFIX

A prefix is assigned to courses as an identification that describes the seminary's categorization of the course. These identifiers are as follows:

BI Biblical Studies
CN Christian Counseling
CO Communication and Preaching
DM Discipleship Ministries
EL Experiential Learning
GS General Studies
IM Intercultural Studies
ML Ministry Leadership and Administration
NT New Testament Studies
OT Old Testament Studies
TH Theological and Historical Studies

COURSE NUMBERING

A 4-digit numeric code is used to identify the course's level of complexity; this code does not identify when the course is offered. The basic sequence is as follows:

6000 – 6099: Introductory level courses, some of which serve as prerequisites for intermediate courses (i.e., BI 6005 and TH 6040).

6100 – 6299: Intermediate-level courses that assume knowledge and skills from the introductory level courses.

6300 – 6500: Upper-level courses assuming knowledge at the introductory and intermediate level.

The university may use a dash and additional alpha-numeric codes following the course numbering to identify course sections or locations. These are for internal usage and schedules for registration, but they do not appear on transcripts.

PREREQUISITES

Prerequisites are courses that should be completed before courses that build upon them can be taken. They are listed at the end of the course description. Prerequisites may be waived by the Dean through advanced standing based on previous coursework. In some cases, ministry experience may be considered in waiving prerequisites.

COURSE DESCRIPTION

In addition to the prefix, course number, prerequisites, and scheduling information, a brief paragraph has been prepared to reflect the content of the course. This description is an accurate reflection of the curriculum content assigned to this course in order to accomplish program outcomes.

COURSE PLANNING

With each course heading, the Seminary office has printed a suggested offering cycle for each course. This suggested cycle is to assist the seminarian in planning, but the university cannot guarantee that all the courses will be offered based on the plan because course offerings are based on enrollment minimums to insure institutional stability. As a general expectation, a course should have a minimum of eight (8 students) to be considered viable; the Dean may authorize a course with less than eight students if the course is required and servicing an entire cohort or class is necessary.

TOZER SEMINARY COURSES

BI

BIBLICAL STUDIES

BI 6005

Biblical Interpretation (3, Summer and as needed) This is a foundational course that serves as a prerequisite to all other courses in Bible. The course is designed to teach students to read the Bible inductively, listening to Scripture itself. Students are introduced to the historical-grammatical method, critical tools, and the core principles of biblical hermeneutics. Students are also given a panoramic picture of the full biblical narrative from Genesis to Revelation.

BI 6010

Survey of the Old Testament (3, Elective: on demand as needed) This course presents a panoramic view of the Old Testament; it develops an integrated understanding of the Old Testament Books, doctrines, covenants, personalities and history of Israel. Designed for the Ministerial Study Program (MSP) level training for the C&MA; this may not meet the core Old Testament requirements for a seminary degree.

BI 6020

Survey of the New Testament (3, Elective: on demand as needed) This course presents a panoramic view of the New Testament; it develops an integrated understanding of the New Testament Books, doctrines, personalities and problems of the early Church. Designed for Ministerial Study Program (MSP) level training for the C&MA; this may not meet the core New Testament requirements for a seminary degree.

BI 6030

Exegetical Skills Using Electronic Biblical Research (3, Summer and as needed) This course provides an introduction to electronic or digital research software and galleries in biblical and theological studies with information literacy skills to use such platforms. Emphases will be cloud based and online exegesis computer based tools to assist the student in biblical analysis plus an overview of international collections.

BI 6100

Pursuing Wisdom (3, Summer) This is an intermediate-level overview of the historical and poetic books of the Old Testament and also the New Testament book of James. The course focuses on literary genres, history, culture, chronology, geography, and theological themes. Special attention will be paid to the idea of pursuing wisdom more than money. (Prerequisite: BI 6005)

BI 6250

Historical Geography of Palestine (4, Odd Summers) This is a specialty course in which students study for three weeks on-site in Israel and optionally Jordan. The course is offered in conjunction with Jerusalem University College and usually takes place in May and/or June. Topics covered may include geography of the Bible, the history of Israel, Old Testament themes in the New Testament, the life of Jesus, and theological issues in Scripture. Extra course fees and transportation required.

BI 6320

Biblical Theology (3, Elective: Even Fall, based on adequate enrollment) This course is a study of the theological themes and ethics of the Old and New Testaments, the development of Old Testament themes in the New Testament, the canonicity and unity of Scripture, and an abbreviated analysis of the continuity and discontinuity of the two Testaments. (Prerequisites: BI 6005)

BI 6340

Textual Analysis & Criticism (3, Elective: on demand as needed) Textual criticism is the technique of restoring texts as nearly as possible to their original form. Texts in this connection are defined as writings other than the formal documents, inscribed or printed on paper, parchment, papyrus, or similar materials. Textual criticism is an ancillary discipline, which deals with questions of authenticity and attribution, of interpretation, and of literary or historical evaluation. Students will be introduced in detail to this form of analysis in both Old Testament and New Testament passages.

CN

CHRISTIAN COUNSELING

CN 6200

Principles of Counseling (3, Elective: Odd Fall, based on adequate enrollment) This course is an overview of the theory, models and practice of Christian counseling, including a study of the counseling process with its structure and skills and inherent theological basis.

CN 6205

Marriage and Family Counseling (3, Elective: Even Spring, based on adequate enrollment) This course is a consideration of the concerns in premarital, marital and remarital counseling. Topics include forgiveness, restoration, confession, repentance, the mystery of becoming one flesh, church expectations for Christian couples, children, family dysfunctions, co-dependency, domestic abuse, divorce, remarriage, and blended families. Students will be challenged to contrast and compare various counseling models in light of Scripture. (Prerequisite: CN 6200)

CN 6210

Counseling the Addicted (3, Elective: on demand, based on adequate enrollment) This course is 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. (Prerequisite: CN 6200)

CN 6280

Counseling Adolescents and Their Families (3, Elective: on demand, based on adequate enrollment) This course is a developmental-behavioral approach to guiding youth through the teenage years. The course 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 resource in dealing with adolescents. (Prerequisite: CN 6200)

CN 6285

Child Abuse and Family Violence (3, Elective: on demand, based on adequate enrollment) This course provides the definition and incidence of physical and emotional abuse, neglect, sexual molestation, and spiritual abuse; the dynamics of family violence; and the resulting evidence of trauma. Ethical and legal reporting issues for pastors and church volunteers are addressed along with basic intervention strategies, community resources, and confidentiality are covered.

CN 6290

Crisis Intervention (3, Elective: on demand, based on adequate enrollment) An introduction to the nature of a crisis and appropriate intervention strategies and responses is the focus of this course. Topics related to natural disasters, human initiated disasters, substance abuse, health related situations, abuse related trauma, relational crises, criminal activity, post-traumatic stress disorders, and coordination of care resources will be discussed.

CO

COMMUNICATION AND PREACHING

CO 6050

Introduction to Orality (3, Elective: on demand, based on adequate enrollment) Introduction to Orality will address both the theory and practice of orality (storytelling). The class will entail cursory examination of the history, methods, cultural value, disciplines, and tools of orality. Special emphasis will be placed upon the practical application of biblical orality in both personal and ministerial situations.

CO 6100

Preaching the Word (3, Summer) This course offers a practical study of the art and science of sermon preparation, this course gives specific attention to sermon components, sermon delivery, and the responsibility of the preacher to handle the Word accurately. Students will be given the opportunity to increase their self-awareness as they develop preaching skills. They will also be equipped with regard to finding ways to manage themselves when responding to praise and criticism from congregants. (Prerequisite: BI 6005)

CO 6110

Rhetoric in Christian Leadership (3, Elective, Odd Year on demand, based on adequate enrollment) This course explores the art of persuasion and communication from biblical, philosophical, theoretical, and practical points of view. Attention will be given to effective written, oral, and electronic media communication. Students will also address the relationship between language, truth, and meaning from classical and postmodern perspectives.

CO 6170

Evangelistic Preaching ((3, Elective, Even Year on demand, based on adequate enrollment) This course is a focused study on how to preach evangelistically, using language unchurched people can understand while yet still preaching God's Word. The premise behind this course is that the standard lecture format of most preaching is inadequate in contemporary Western culture. This course seeks to assist church communicators in gaining the attention of hearers and enhancing their knowledge retention through the use of multi-sensory methods. (Prerequisite: BI 6005)

DM

DISCIPLESHIP MINISTRIES

DM 6000

Spiritual Formation and Discipleship (3, Summer) This course focuses on the believer's position "in Christ" and on the believer's challenge to abide in Christ and practicing the presence of Christ. It addresses the central issues of spiritual development such as family background, stages of faith, past experiences in church, spiritual disciplines, and expectations of God. Emphasis will be on the role of prayer and how God stirs the heart in transformation; and understanding that maturation is not based on a formula. The course is designed to foster personal spiritual growth and ignite discipleship strategies equipping students to mentor others to receive from God and grow into their capacity to love Him.

DM 6050

Evangelism & Community Engagement (3, Summer) Sharing the good news of Jesus as individuals and sharing the good news in the context of church ministry united together are critical to fulfilling the Great Commission. This course challenges students to understand the gospel, to express it in a personal way, to think strategically about how to communicate it in multiple cultural settings, and how to develop strategic plans to engage the church in reaching out with aspects of the gospel within a community.

DM 6100

A Life of Prayer (3, Elective: on demand, based on adequate enrollment) The course develops a biblical and theological foundation for personal and corporate prayer, exploring various practices of prayer in church history. Students will be

guided in praying the Scriptures, echoing classic prayers of other Christians, and seeking God through deeper listening in prayer. (Prerequisite: permission of instructor)

DM 6120

Small Groups and Congregational Health (3, Elective: on demand, based on adequate enrollment) This course examines both the theory and practice of small groups. It develops a biblical and sociological rationale for working with people in groups. Special focus is 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. (Prerequisites: TH 6170, CN 6200 or permission of the instructor)

DM 6200

Student Ministry and Culture (3, Elective: on demand, based on adequate enrollment) This course uses an interdisciplinary approach to focus on the values, fashions, norms, influences and issues of contemporary adolescent culture. Students explore why teenagers act the way they do and discuss ways to reach young people with the gospel. Special emphasis is given to at-risk teens.

DM 6210

Student Ministry Leadership (3, Elective: on demand, based on adequate enrollment) This course surveys the basic issues of leading an effective transformative youth ministry, including connecting with students and their parents, working as part of a staff team, recruiting and training volunteers, planning and organizing events and activities.

EL

EXPERIENTIAL LEARNING

EL 6010

Personal Life Coaching (1, Open) Each student will complete one unit of personal life coaching during his/her seminary education. This will include at least 12 hours of personal evaluation and strategic planning with a certified life coach, plus appropriate assignments and related tasks. The agenda will focus on developing and implementing a personal philosophy of life, and formulating an effective strategy for family success.

EL 6015

Ministry Life Coaching (1, Open) Each student will complete one unit of ministry life coaching during his/her seminary education. This will include at least 12 hours of personal evaluation and strategic planning with a certified life coach, plus appropriate assignments and related tasks. The agenda will focus on career development, conflict resolution skills, and devising and implementing a personal philosophy of ministry.

GS

GENERAL STUDIES

GS 6000

Lifelong Learning for Leadership (3, Elective: on demand, based on adequate enrollment) This entry-level course provides an orientation and introduction to academia, library usage, scholarly research, distance learning, working smart (as opposed to just working hard), reading for meaning (as opposed to reading laboriously without remembering what you read), asking wise questions, adjusting intellectually to new paradigms of thought even while embracing orthodoxy, developing habits of praying through course study, participating in study groups, accessing student services, and staying

in God's Word during the years of earning a graduate degree and beyond.

GS 6015

Personal Health of the Leader (3, Fall) This course addresses the spiritual, psychological, emotional, mental, physical, and relational aspects of being a leader. It addresses aspects of diet, exercise, sleep, time and energy management, and the danger zones that often lead to burnout or moral failures. This course also deals with the complexities of church family life, the great need for self-awareness, the discipline of staying mindful of other people's expectations, and honoring wise boundaries in relationships. Emphasis will be placed on biblical expectations for the leader and on the role of a shepherd's prayer life.

GS 6040

Writing for Publication (3, Elective: Spring)

This entry-level course is Tozeresque. A.W. Tozer is known for his writing that flowed from his prayer life and study. Students in this course are encouraged to pray about their projects, ponder and muse unhurriedly, crystallize their ideas, ground their thinking in theology, and write with proper grammar and structure. This is a course on clarity. It focuses on helping students to follow wise procedures, network well, and make the time to write for publication. Students are required to produce an original draft of an article, chapter, poem, or book proposal.

GS 6050

Introduction to Social Science Research (3, Elective: Fall, based on adequate enrollment) The primary purpose of this course is to introduce students to the concepts, methods, and applications of social science research. Both qualitative and quantitative research will be addressed. Emphasis will be placed on methods and applications most frequently encountered in social science research and evaluation of journal articles claiming valid research. Basic concepts of ethics in social science research, selection of research topics, conducting a literature review, and data collection are addressed. A review of basic statistical methods is also included.

GS 6060

Survey of Religious Literature (3, Elective: Spring, based on adequate enrollment) This course introduces students to foundational religious literature (translated into English) within the five major religions of the world: Judaism, Christianity, Islam, Buddhism, and Hinduism. In addition to general religious literature, the students will explore the historical development of religious writings and the variety of genre used to express faith by different religious communities.

GS 6070

Foundations of Philosophy and Logic (3, Elective: Fall, based on adequate enrollment) This course provides an introduction to formal logic and the basic categories within philosophy such as metaphysics, the study of existence and the nature of existence; epistemology, the study of knowledge and how we know about reality and existence. Dependent on epistemology is axiology or ethics, the study of how man should act. Ethics is dependent on epistemology because it is impossible to make choices without knowledge. One subset of ethics is politics, the study of how men should interact in a proper society and what constitutes a proper society. Another division is esthetics, the study of art and sense of life which is slightly separate, but is dependent upon one's metaphysics, epistemology, and ethics.

GS 6100

Teaching in Theological Higher Education (3, Elective: individualized study as needed) A blend of educational theory and practice focused on introducing theological higher education students to the science and art of teaching adults. Emphasis will be on writing objectives and outcomes linking them to learning activities so that the students can accomplish the outcomes. The student will also focus on syllabus creation and test writing skills.

GS 6150

Studies about A.B. Simpson and A.W. Tozer (3, Elective: Odd Spring, based on adequate enrollment) This course focuses on the history, hymnody, theology, writings, and legacy of A.B. Simpson and A.W. Tozer. Attention will be given to their place in evangelicalism and their overall contributions to the Church. Students will compare and contrast the ministry of the two men and ponder ways to build upon their thought.

GS 6350

Seminar: Interdisciplinary Course (3, Elective: as needed, based on adequate enrollment) This is a specialty course that focuses on the nexus of two disciplines such as Science and Biblical Studies, Theology and Medicine, or Ministry and Business. It is offered infrequently as an elective course that is dependent on the professor's expertise.

IM

INTERCULTURAL STUDIES

IM 6045

International Team Dynamics (3, Elective: on demand based on adequate enrollment) A course designed to help church leaders understand and implement principles of team dynamics in international settings. Emphasis will be on understanding cross-cultural communications, cultural expectations and differing value systems, personal biases, and working in contexts where leadership is structurally different than conservative Anglo North American perspectives.

IM 6050

World Religions (3, Elective: Summer or Individualized, based on adequate enrollment) This is an introduction to the five major world religions that have significantly influenced world affairs and the major cultures of the world. We will explore how each presents major challenges to interpreting and understanding world views and to our ability to engage in evangelism. The course focuses on Judaism, Islam, Hinduism, Buddhism, and the diversity within Christianity.

IM 6175

Intercultural and International Ministry (3, Summer) This course introduces the principles and processes of intercultural communications, particularly with regard to sharing the gospel across cultural lines. Emphasis is placed on the Church's responsibility to take the gospel and disciple all the peoples of the world. Practical attention will be placed on how to lead small groups on international mission projects and how to determine when going causes more harm than good with the indigenous people group.

IM 6180

Ethnographic Research and Cultural Analysis (3, Elective: Individualized study as needed) This course covers the conduct of ethnographic research within cultural anthropology (in particular) and the social sciences and applied fields (in general). Students are introduced to basic concepts of un-, semi- and structured interviewing; structured observation, managing and coding field notes, qualitative analysis; presentation of results, and ethnographic writing. Students will also be exposed to government and private data sources that may impact the analysis of a community. Due to the limitations imposed by a one-semester course, some topics are covered in more depth than others.

IM 6190

Urban Ministry (3, Elective: on demand based on adequate enrollment) This course is 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 challenges of working in an urban setting and the need for holistic and compassion ministries that address the welfare of the city.

IM 6220

Cultural Anthropology in Religion (3, Elective: spring semester, even years, based on adequate enrollment) This course offers an exploration of anthropological concepts and their relevance to ministry. Students will compare and contrast various cultures in accordance with the professor's expertise.

IM 6500

Leadership Strategies for Cultural Transformation (3, Elective: spring semester, odd years based on adequate

enrollment) This course synthesizes leadership, ethics, sociology, and theology. The premise of the course is that the rate of disciple-making is related to the plausibility structures of the culture. Students explore the idea of Christians having Kingdom civic responsibilities and talk about ways for a critical mass of people to reform a culture.

ML

MINISTRY LEADERSHIP

ML 6030

Alliance Ministry (3, Summer) This is a study of ministry from the perspective of the Christian and Missionary Alliance. Students explore the history, values, governing structures, polity, and contemporary challenges in the denomination. Special attention is given to the Fourfold Gospel and requirements for C&MA ordination. Attention is also given to the place of evangelism and missions have played down through the legacies of A.B. Simpson and A.W. Tozer.

ML 6045

Pastoral Leadership (3, Fall) This course focuses on the pastor's responsibilities leading a congregation and its various operations. Emphasis will be on developing competencies related to strategic planning as well as planning and leading group meetings (boards, committees, task forces) in the various areas of ministry (worship, education, evangelism, missions, and fellowship). The course will also discuss selection of staff, operational structures, disciplinary actions, and dismissal of staff, and systematic reporting to boards and the denomination. Politics within a congregational setting will also be explored. Receiving a call and determining when to leave a call will also be addressed plus how to deal with termination in the context of ministry.

ML 6055

Catalytic Leadership (3, Spring) Explores the role of a leader in terms of guiding and motivating people to do good deeds and how to mentor others into leadership roles; the course teaches students how to cast vision, run effective meetings, develop appropriate organizational structures, mentor others into peer leadership roles, and evaluate organizational effectiveness. Basic conflict resolution skills and negotiation skills will be addressed along with developing the skills as a change agent and life coach.

ML 6100

Pastoral Care (3, Spring) This course focuses on the shepherd's care for the flock including the four traditional functions of (1) healing the sick, (2) sustaining the poor and grieving, (3) guiding those who are seeking and those who are in crisis, and (4) reconciling the estranged and the sinner. In addition to these basic competencies, the student will gain skills in administering the holy ordinances of Baptism and the Lord's Supper, officiating weddings and funerals, developing habits in prayer, and performing other ceremonies such as baby dedications. Reflection upon how one lives as a public person, and how one shepherd's one's family also are elements. The pastor will also think through how to avoid developing dual relationships with members of his flock while entering into positive relationships with many.

ML 6145

NonProfit Finances, Regulatory Compliance, & Risk Management (3, Spring) An introduction to the reality of legal obligations, financial obligations, and community politics for churches is part of the emphasis of this course. Developing a theology of money will also be a focus. The course will address an understanding and encourage a healthy stewardship of resources, creating and managing church budgets, and reading, understanding, and reporting monthly financial reports, and risk management and regulation compliance matters. An overview of church management software programs is also included.

ML 6150

Principles of Church Planting (3, Elective: Odd Spring, based on adequate enrollment) This course introduces students to the complexities and issues that arise in church planting. It is a practical course that teaches students the basic principles of church planting.

ML 6160

Leading Transition Churches ((3, Elective: on demand, based on adequate enrollment) This course focuses on the dynamics of declining congregations and leadership strategies for achieving a turnaround. Special emphasis is placed on strategies currently used by the C&MA under the nomenclature of “Fresh Start.”

ML 6170

Worship Planning & Liturgy (3, Summer) Part of the role of a shepherd is to guide the development of a worship calendar and the various forms of liturgy that a church embraces throughout the church calendar (i.e., Advent, Easter, Pentecost, other special events) and a theology of worship rooted in Acts 2:38-47. This course helps the student establish a basic theology of worship, and gives basic planning skills so that the pastor can guide the process of establishing appropriate worship liturgy whether or not he or she sees oneself as a worship leader and/or musician. This will help pastors in their communication vocabulary and strategies with worship team members (musicians, worship leaders, and technology specialists).

ML 6180

Gifts of the Spirit Activated in the Church (3, Elective: on demand or individualized study as needed) This course will explore and define a comprehensive set of spiritual gifts stated in Scripture, their usages past and present inside the church, and strategies from Scripture and contemporary settings to empower believers to embrace and engage the charisma as a biblically-based vehicle for church health and growth. Students will also explore Scripture’s restrictions and instructions to prevent abuse of spiritual gifts within the church.

ML 6190

Spiritual Warfare and Freedom Encounters (Elective: on demand, based on adequate enrollment) An introduction to the biblical texts, theology, and practices related to spiritual oppression, demonic influence, and/or spiritual warfare with significant discussion about aspects of freedom from evil spirits through truth and power encounters. Permission of the instructor is required due to the nature of this course. (Prerequisites: BI 6005)

ML 6200

Principles of Church Health (3, Elective: Even Fall, with adequate enrollment) This is an introductory course in biblical principles of church health and development exploring empirical research data including researching such ministries as Natural Church Development Movement. From empirical research and Scripture, students can develop a philosophy of church health rooted in Scripture and in empirical analysis that transcends cultures.

NT

NEW TESTAMENT STUDIES

NT 6010

New Testament Greek 1 (3, Odd Fall) This course is an introduction to New Testament Greek for ministry leaders. Consideration is also given to literature, history and theological themes in the New Testament.

NT 6202

New Testament Greek 2 (3, Even Spring) A continuation of New Testament Greek 1, 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. (Prerequisites: NT 6010)

NT 6211

New Testament: Gospels and Johannine Literature (3, Fall) This course is a comprehensive survey of the compilation and theological themes of the Gospels and Johannine literature. The course focuses particularly on life of Jesus, highlighting the differences between the Synoptic Gospels and the Gospel of John and studying certain portions in-depth.

NT 6212

New Testament: Acts and Pauline Epistles (3, Spring) This course looks at Paul's epistles alongside Luke's narrative of Acts. The course deals not only with theological themes, but also with historical, geographical and literary backgrounds.

NT 6305

New Testament Book Study/English (3, Odd Fall, based on adequate enrollment) This course is 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.

NT 6400

New Testament Book Study/Greek (3, Elective: Even Spring, based on adequate enrollment) This is 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. (Prerequisite: permission of the instructor)

OT

OLD TESTAMENT STUDIES

OT 6000

Biblical Hebrew 1 (3, Even Fall) This is an introduction to ancient Hebrew language. Consideration is also given to literature, history, and theological themes of the Old Testament.

OT 6200

Biblical Hebrew 2 (3, Odd Spring) 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 interpretation of the Old Testament. (Prerequisite: OT 6000)

OT 6211

Old Testament: Pentateuch (3, Fall) An overview of the literature, history, culture, chronology, geography, and theological themes of the first five books of the Old Testament is the focus. Special attention will be given to the status of the Pentateuch in the Old Testament and church history, and to its application in the life of the contemporary church.

OT 6213

Old Testament: Kings and Prophets (3, Spring) This course surveys both the kings of Israel and Judah as well as the major and minor prophets God sent them. Consideration will be given to the role of Old Testament history in spiritual formation and contemporary ministry leadership.

OT 6300

Old Testament Book Study/English (3, Elective: Even Fall, based on adequate enrollment) An exegetical study of an Old Testament book or collection of books using the English text. Focus will be given to exegetical method and interpretive options in the light of the history of exegesis. (Prerequisite: permission of the instructor)

OT 6411

Old Testament Book Study/Hebrew (3, Elective: Odd Spring, based on adequate enrollment) 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. (Prerequisite: permission of the instructor)

TH

THEOLOGICAL AND HISTORICAL STUDIES

TH 6015

Events in Church History (3, Summer) This entry-level course offers students a sweeping overview of church history. It focuses on major events such as the Council of Nicea, the Council of Chalcedon, the Great Schism, the Reformation, and other major events that give students some perspective on why the Church is the way it is today.

TH 6050

Introduction to Theology (3, Elective: on demand, based on adequate enrollment) This course is an introduction to all areas of theology (i.e., biblical, historical, and systematic). The student is familiarized with the terms and concepts associated with theological study to form the foundation from which deeper study may occur. Emphasis will be on introducing a systematic approach to major Christian doctrine focusing on the basic doctrine necessary for a Christian worldview: revelation, authority, Scripture, God, humanity, sin, Christ, salvation, Holy Spirit, church, future events. Designed for Ministerial Study Program (MSP) level training for the C&MA; this may not meet the core theology requirements for a seminary degree.

TH 6060

Prolegomena, Authority, & Scripture (3, Fall) This course provides an introduction to the “first things” and the theological reasons for the reliability and veracity of Scripture and the core questions related to its authority for believers and for the Church. It also addresses core concepts in Bibliology such as inspiration, authority, infallibility, inerrancy, preservation, canonicity, and translations.

TH 6070

God, Humanity, and Angels (3, Spring) This course introduces students to the basic vocabulary and core doctrines related to Theology Proper, Biblical Anthropology, and Angelology. In this exploration, the student will also be introduced to theological reflection and methodologies by which to construct their belief system. Emphasis will be placed on Trinitarianism, the character of God, creation of humanity in the image of God, and the creation of spirit-beings serving God and the rebellion in heaven which sets the stage for the evil one to tempt human kind with sin.

TH 6170

Jesus, Holy Spirit, and the Church (3, Fall) This course introduces students to the basic tenets of orthodoxy with regard to Christology, Pneumatology, and Ecclesiology. The course focuses especially on the incarnation and atonement, the hypostatic union, the headship of Christ, and the role and works of the Holy Spirit especially as he relates to the Church, and core principles on which the apostles established the Church, its leadership, and its mission and holy ordinances.

TH 6180

Intellectual Leadership: Developing a Christian Mind (3, Elective: Odd Fall, based on adequate enrollment) This course introduces students to a Christian worldview, teaching them how to think Christianly. It is designed for students in both paid and unpaid ministry. A key theme in the course is that of having the right theology of theology. Students engage questions such as: How interdisciplinary is the best theology? Is theology the queen of sciences? Is theology a science at all, or rather a matter of personal piety and values? How relevant is theology to practitioners and professionals who aren't scholars? This is a course for anyone interested in having the mind of Christ, renewing their mind, and taking every thought captive to Christ.

TH 6270

Sin, Salvation, and the Mission of God (3, Spring) This course focuses on the nature of sin and its impact on humanity (Hamartiology), on God's design for saving mankind (Soteriological core concepts including justification, sanctification, and glorification and adoption into the family of God), and the mission of God (redemption available for all mankind) emphasizing the Great Commission.

TH 6300

Church and Society (3, Elective: Even Spring) This course deals with the nature and mission of the Church within the

context of society and world. Students are challenged to grapple with specific ethical issues as they attempt to discern the kind of relationship the local church should have with the surrounding community. Issues such as the tax status of the church, public prayer, public education, patriotism, and marriage will be discussed.

TH 6330

Prophetic Literature & Eschatological Systems (3, Elective: Odd Spring, based on adequate enrollment) A course exploring aspects of prophetic literature in the Bible, understanding the distinctions and similarities between Israel and the Church, and reading about the various Eschatological systems of Christian theology down through the centuries. An emphasis will be placed on understanding a pre-millennial perspective so that those serving within the C&MA will be able to communicate this view effectively. An emphasis will be placed on preaching and teaching prophetic literature.

TH 6405

Pain, Suffering, and Healing (3, Fall) This course focuses on the problem of evil, and evil's role in pain and suffering. Students are exposed to testimonies of healing, and they exegete key New Testament and Old Testament passages pertaining to biblical wholeness and healing. Students also grapple with why, at times, God does not seem to heal. Students develop a theology of suffering and a theology of healing which should inform their pastoral care

TH 6415

Theology of Missions (3, Elective: on demand, based on adequate enrollment) This course develops a biblical and theological approach to missions as rooted in the nature and character of God.

TH 6420

Theology Seminar: Life and Thought (3, Elective: on demand, based on adequate enrollment) This is a seminar course, a specialty theology class that focuses on the life and thought of any theologian such as Saint Augustine, Martin Luther, C.S. Lewis, Bonhoeffer, etc. Attention is also given to the theology, writings, and legacy of the theologian.

TH 6430

Christian Apologetics (3, Elective: individualized study as needed) A survey of Christian apologetic methods and approaches within various presuppositional arguments for theistic and non-theistic settings and with evidentiary arguments for Christianity and its various sub-groups. Particular attention is given to research documentation and logic of arguments that will impact the presenter's rhetoric and dialogue. Students will develop a matrix by which to determine different types of arguments for different settings and cultures.

FOR MORE INFORMATION

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